



ST. FRANCIS XAVIER
UNIVERSITY

St. Francis Xavier University – Department of Curriculum and Leadership

EDUC 569: Social Media Technology in Education

Course Instructor:

Name: Matthew Ngo
Office: N/A
Tel: TBA
Email: mngo@stfx.ca

Course Information:

Term: Summer, 2024
Time: July 2-5, 8-11, 2024 from 9:30 AM to 2:30 PM
Office Hours: 9:15 to 9:30 AM (or by appointment)
Zoom Link: <https://us06web.zoom.us/my/edu569ngo>
If a password is required for Zoom, it is: edu569ngo

The Master of Education (MEd) program is grounded in **two main purposes**: (a) to provide a space for students to understand their professional knowledge; and (b) to make meaningful links between this knowledge and the conceptual and theoretical framework of educational research.

The **five goals** of the MEd program include the following:

- To develop future leaders to improve education;
- To prepare leaders for educational change;
- To engage in critical reflection;
- To challenge assumptions and introduce new thinking; and
- To cultivate educational inquirers and researchers.

Calendar Description:

With the advent of social media, learners are more connected than ever. Consequently, such technology has the potential to enhance learning. There are problematizations (e.g., legal, health or digital citizenship). In this elective course, participants will begin to learn how to incorporate social media for pedagogical practices. It is open to all learners (elementary and secondary) with different technological abilities.

Course Description:

With the advent of social media and its affiliated technologies, students are more connected than ever. The emergence of the pandemic accelerated a greater push for online technology which promotes, cultivates, facilitates and enhances education through digital learning environments. While there are many positive aspects that can come from such innovations, there are problematizations (e.g., legal, health, socioeconomic, digital citizenship, to name a few). Consequently, since the late 2000s, there has been a boom of academic study related to social media.

During the first week of classes, topics will be mostly instructor driven. On the second week of classes, students will take initiative and direct colleagues on guided instruction on an area of interest (upon approval). This course strikes a delicate balance between theoretical underpinnings and practical knowledge so that educators can begin positioning key ideas for future considerations and usage in their schooling contexts.

Course Outcomes:

By the end of the course, students should be able to...

1. Explore, investigate and evaluate the plethora of social media technologies available for their theoretical and practical usage within educational settings.
2. Explore, investigate and understand the role of social media and its affiliated technologies in educational practice, both theoretically and practically.
3. Explore, examine and begin to construct appropriate guidelines and standards to support digital citizenship for students and professionals.
4. Connect, explore and understand the various dynamics and challenges that exist between social media, technology and education (e.g., income disparity, legal ramifications, engagement of parents and stakeholders, health and digital citizenship).
5. Reinforce a mindset of self-directed learning and reflexivity by actively drawing upon one's perspectives, abilities and thoughts for forward learning.
6. Lean into a spirit of online collaboration among graduate peers for present and future growth.
7. Incorporate and synthesize new ideas and approaches from past and present information.
8. Develop and enhance one's abilities to conduct informal and formal research using search engines, library and database searches.

Required Books:

Being mindful of the cost of textbooks, much of the literature of the course will be drawn from library databases and articles posted on the course Moodle.

Course Assignments/Requirements:

All assignments and activities in this course take a layered approach.

X-Talk Bulletin **30% of the final mark**

During our eight classes, there will be daily X-Talk Bulletins. These X-Talk are smaller assignments of approximately 300 words. In your X-Talk:

- 150 to 175-word point-form summary providing an overarching overview of the artifact.
- 150 to 175-word summary of your personal reactions, thoughts and reflections about the shared artifact as it relates to educational and/or administrative practices within education.
- Provide a question that you have or may want to prompt the audience when examining your submission.

After the first class, there will be four required X-Talk submissions. Subsequent X-Talks do not require a submission. The X-Talks are important for not only class participation but to enhance the understanding of the topic material. Each required X-Talk must be submitted on the online portal by 8 PM on the assigned day.

Additionally, the required X-Talk must also be posted on the X-Talk Discussion Forum. There will be class time built in to support the X-Talks. In total, the word count for all four submissions should total around 1,200 words. Cover page and reference page are not included in the word count.

First-person perspectives are embraced. Citations must follow appropriate 7th edition APA notations. When reviewing journal articles, you must also submit the PDF along with your submission.

Tech Show-and-Tell **10% of the final mark**

The ‘Tech Show-and-Tell’ is an informal and casual, individual or paired presentation of approximately 10-15 minutes. Due to the limitation in time, it is preferred that the presentations are paired. Presenter(s) need to find social media or online technology that can be shared with the class. The tech must utilize a participatory ethos (or close to). Presenter(s) should explain the functionality, target audience (elementary, junior, senior, post-secondary), costs, possible benefits and challenges.

Alternatively, you can choose an existing social media technology that many people are already familiar with. You can demonstrate how you would utilize such technology to enhance your educational practices.

Due to the limited time available, you may choose to spend most of your time demonstrating how the item works. The rest of the content can be put as a Moodle Post for others to review and see. If you choose to use a Moodle Post, it must be posted in the Tech Show and Tell Moodle Discussion Board by 8 PM AST.

Paired Workshop Presentation25% of the final mark

This paired presentation is a formal assignment in which a pair presents a scholarly educational or administrative issue involving social media technology in educational practice (topic must be approved in advance). Your pair must draw upon scholarly journal(s) that utilize peer-reviewed research. While you may use supplemental resources that are not peer-reviewed, the foundational content must be peer-reviewed. The pair can have full reign over how they would like to utilize their time. There needs to be some sort of interactive component aside from the Q&A.

30-35 minutes will be allocated for the presentation while 10 minutes will be allocated for the Q&A. Additionally, your presentation must provide a X-Talk conversation piece for Moodle. Total time of 45 minutes. Proper 7th edition APA citations are required.

Ultimately, the goal of this presentation is to facilitate collaboration of mutual peer interest on a topic related to the participatory ethos as described in Day 1's lesson. The presentation can be treated as a seminar, a professional development workshop for your colleagues or a case study. There is room for creativity.

The presentation and the foundational peer-reviewed article(s) must be submitted to the assignment portal by 8 PM AST, the night prior to the presentation.

Final Synthesis25% of the final mark

Reflexive practices are one of the core tenets in facilitating opportunities for individuals to look inwards in guiding future pathways for improvement. Each student is to submit a term paper that is positioned around any of the core themes that have emerged in the course. This paper is semi-formal as it is not intended to be entirely theoretical. You need to lean into both reflective and reflexive practices. This paper is positioned around how you, as a learner and educator, may have had thought provoking moments of revelations based on what you have learned and how it may impact your future practice.

In this paper, you must draw on at least one example/item from an X-Talk, other than your own. You must also draw on one example/item from the individual/paired presentation (either yours or another) and, one example/item from the assigned readings (optional or from my list of citations) from the course. It is strongly encouraged that you write this paper in first-person. Proper APA 7th edition citations are required. Submissions can be between 1,200 to 1,400 words (quality versus quantity), not including cover page and references.

On the very final day, you will be asked to provide a 5-7-minute informal verbal debrief to your fellow peers about some of the contents in your final synthesis. This debrief is part of the final synthesis' grade. It does not need a fancy presentation or handouts. It is a casual conversation you will share with your colleagues.

Course Participation

10% of the final mark

To succeed in class, students need to demonstrate an active and consistent contribution to the course environment. There will be many different mediums in which this grade can be earned: actively listening and responding to classmates' ideas, engaging in the starters and X-Talk, communicating ideas and contributing thoughts via chat box and engaging in small and large group discussions. Students are expected to be consistently prepared for the course by successfully engaging in course readings and materials, maintaining consistent attendance and participating in respectful communication.

There will be an assigned block during the afternoon participation period where you will have supported self-directed activities which will help articulate your thoughts and findings from the morning session. This is encouraged to support your following day's X-Talk, upcoming presentations or investigating content for your pending synthesis. There will also be opportunities for you to investigate other peer's X-Talk posts (especially a peer's question).

Assignment Due Dates

- X-Talk Bulletin (4 required submissions; workshop presentations will have their own X-Talks):

Day #2, #3, #4, #5

X-Talk Bulletin to be submitted on Moodle by 8 PM AST (on the assigned day) both forum and portal.

- Tech Show and Tell (2-3 presentations per assigned day):

Day #4, #5, #8

If you choose to use Moodle to post, it must be on Moodle by 8 PM AST (on the presented date).

A sign-up list will be set online so that students can make first-come, first-serve claims.

- Paired Presentation (3 presenters per assigned day):

Day #6 and #7.

Presentation PowerPoint and the foundational peer-reviewed article must be submitted on Moodle by 8 PM AST on the day prior to the presentation.

- Final Synthesis

This must be submitted by Saturday, July 13 by 5 PM.

Engagement/Participation:

Full participation in this course is required for students to fully benefit and achieve all the required outcomes. **Students will be assessed on their engagement/participation in the course (including contributions to discussions, preparedness for class, respect of peers, etc.).**

Attendance:

Please note that attendance on this course is compulsory. In the event of unforeseen illness or emergency, please contact your professor, Matthew Ngo, by email. Unexcused absences will not be tolerated, and as required, the names of students who miss more than six hours of classes will be sent to the Dean of Education, Dr. Lace Marie Brogden.

University Policy on Academic Integrity:

St. Francis Xavier University values academic integrity. Therefore, all students must understand the meaning and consequences of such academic offences as plagiarism, cheating, tampering, and falsification under section 3.9 of the Academic Calendar. The student summary of the university policy is available at the following website, linked [here](#).

Statement on Acceptable Use of Artificial Intelligence:

While artificial intelligence aids (e.g., ChatGPT) have emerged as a viable technology to support learning, the X-Talk and final synthesis leans heavily into one's own personal reflection and reflexivity. As such, AI may not be suitable for these assessment types. If you do use AI, please be abundantly clear when and where you have used it. Fully leaning on AI to write one's assessment is not permitted.

Course Completion Policy:

All assignments must be completed and submitted by the posted due dates. If you anticipate a delay in submitting an assignment due to unforeseen circumstances, please contact your instructor as soon as you possibly can to discuss this and make arrangements for a completion plan. Only final grades, including grades of composites used to calculate the final grade on completion of the course may be appealed. Please see Section 3.13 of the University Calendar for more details about grade appeal procedures. Additional information on grade appeals can also be obtained from the Dean of the Faculty of Education, Dr. Lace Marie Brogden. At the end of the term, your instructor will enter a final grade for the course, even if any assignments are outstanding.

Equity and Respect:

Everyone learns more effectively in a respectful, safe, and equitable learning environment free from discrimination or harassment. You are invited to work with your instructor to co-create a classroom space—both real and virtual—that fosters and promotes values of human dignity, equity, non-discrimination, and respect for diversity. These values and practices are in accord with the StFX Discrimination and Harassment Policy which can be found [here](#).

Please feel free to discuss with your instructor any questions or concerns you have about equity in the classroom or in the StFX community. If your instructor cannot answer your questions or help you address your concerns, you are encouraged to talk to the Chair of the Department (Dr. Daniel Robinson at [drobinso@stfx.ca](mailto:drobins@stfx.ca)) or the Human Rights and Equity Advisor (Ms. Megan Fogarty at mfogarty@stfx.ca).

Sexualized Violence:

Course instructors help create a safe learning environment on our campus. All instructors aim to make students feel able to share information related to their life experiences in classroom discussions, in their

written work, and in one-on-one meetings. Though information you share will remain private to the greatest extent possible, know that instructors will share information regarding sexual violence in some situations (e.g., if a member of StFX staff or faculty perpetrated the violence).

StFX's Sexual Violence Prevention & Response Advocate (SVPRA), Ms. Heather Blackburn (hblackbu@stfx.ca) is available to anyone on campus impacted by sexual violence. She can hear confidential disclosures, provide information about reporting options, and help students connect to the right support services to meet individual needs. More information about the services and supports available for those impacted by sexualized violence can be found [here](#).

Course Evaluation:

Students' grades will be essentially criterion referenced. That is, on each of the assignments, you will earn a grade that indicates your level of achievement (e.g., exceptional, excellent, very good, good, fair, minimal pass, failure) as related to a set of criteria. Furthermore, you will also be made aware of more-specific criteria for grading on for each of the evaluation measures. The mean (final class grade) will normally fall between **75% and 86%**.

Exceptional (A+)	exceptional (from all or most others)	A+	90-100	<ul style="list-style-type: none"> • Knowledge (subject matter): in-depth, exceptional, well-developed, superior, and relevant knowledge and understanding of subject matter and relevant, related areas • Arguments (differing viewpoints): logical, exceptional, creative, thought-provoking, critical, and compelling awareness of all related arguments is demonstrated • Reasoning (analyzes, evaluates, synthesizes): cogent analysis, exceptional, convincing critical thinking skills: analyzes, refutes, critiques, examines, and values all relevant sources • Position/stance (formulates ideas and concepts): convincing, exceptional, perceptive, careful, and very well-developed argument is presented throughout • Communication (written, oral, visual): exceptional knowledge and/or application of style, tone, language structure, and conventions • Demonstration: efficient, exceptional, consistent, compelling demonstration of knowledge and/or skills
Excellent (A Range)	excellent	A	85-89	<ul style="list-style-type: none"> • Knowledge (subject matter): in-depth, well-developed knowledge of subject matter and relevant, related areas • Arguments (differing viewpoints): logical, critical awareness of most-to-all salient arguments is demonstrated • Reasoning (analyzes, evaluates, synthesizes): convincing, excellent critical thinking skills: analyzes, refutes, critiques, examines, and values most-to-all relevant sources • Position/stance (formulates ideas and concepts): convincing, well-developed, careful argument is presented throughout • Communication (written, oral, visual): excellent knowledge and/or application of style, tone, language structure, and conventions • Demonstration: consistent, excellent demonstration of knowledge and/or skills
		A-	80-84	<ul style="list-style-type: none"> • Knowledge (subject matter): sufficient to proficient knowledge of subject matter and related areas • Arguments (differing viewpoints): sufficient to proficient logical awareness of most-to-all arguments is demonstrated • Reasoning (analyzes, evaluates, synthesizes): sufficient to proficient critical thinking skills: analyzes, refutes, critiques, examines, and values most-to-all relevant sources • Position/stance (formulates ideas and concepts): sufficient to proficient careful argument is presented throughout • Communication (written, oral, visual): sufficient to proficient knowledge and/or application of style, tone, language structure, and conventions • Demonstration: sufficient to proficient demonstration of knowledge and/or skills
Good to Very Good (B Range)	very good	B+	77-79	<ul style="list-style-type: none"> • Knowledge (subject matter): sufficient to proficient knowledge of subject matter and related areas • Arguments (differing viewpoints): sufficient to proficient logical awareness of most-to-all arguments is demonstrated • Reasoning (analyzes, evaluates, synthesizes): sufficient to proficient critical thinking skills: analyzes, refutes, critiques, examines, and values most-to-all relevant sources • Position/stance (formulates ideas and concepts): sufficient to proficient careful argument is presented throughout • Communication (written, oral, visual): sufficient to proficient knowledge and/or application of style, tone, language structure, and conventions • Demonstration: sufficient to proficient demonstration of knowledge and/or skills
	good	B	73-76	<ul style="list-style-type: none"> • Knowledge (subject matter): sufficient to proficient knowledge of subject matter and related areas • Arguments (differing viewpoints): sufficient to proficient logical awareness of most-to-all arguments is demonstrated • Reasoning (analyzes, evaluates, synthesizes): sufficient to proficient critical thinking skills: analyzes, refutes, critiques, examines, and values most-to-all relevant sources • Position/stance (formulates ideas and concepts): sufficient to proficient careful argument is presented throughout • Communication (written, oral, visual): sufficient to proficient knowledge and/or application of style, tone, language structure, and conventions • Demonstration: sufficient to proficient demonstration of knowledge and/or skills
		B-	70-72	<ul style="list-style-type: none"> • Knowledge (subject matter): sufficient to proficient knowledge of subject matter and related areas • Arguments (differing viewpoints): sufficient to proficient logical awareness of most-to-all arguments is demonstrated • Reasoning (analyzes, evaluates, synthesizes): sufficient to proficient critical thinking skills: analyzes, refutes, critiques, examines, and values most-to-all relevant sources • Position/stance (formulates ideas and concepts): sufficient to proficient careful argument is presented throughout • Communication (written, oral, visual): sufficient to proficient knowledge and/or application of style, tone, language structure, and conventions • Demonstration: sufficient to proficient demonstration of knowledge and/or skills

Unsatisfactory	unsatisfactory	0-69	<ul style="list-style-type: none"> • Knowledge (subject matter): partial and/or developing knowledge of subject matter and related areas OR inadequate or absent knowledge of subject matter and related areas • Arguments (differing viewpoints): awareness of arguments is relevant but limited OR awareness of arguments is inadequate and irrelevant in places • Reasoning (analyzes, evaluates, synthesizes): limited and developing critical thinking skills OR inadequate critical thinking skills • Position/stance (formulates ideas and concepts): limited and relevant argument is presented throughout OR inadequate or irrelevant argument is presented throughout • Communication (written, oral, visual): limited knowledge and/or application of style, tone, language structure, and conventions OR inadequate knowledge and/or application of style, tone, language structure, and conventions • Demonstration: limited demonstration of knowledge and/or skills OR inadequate demonstration of knowledge and/or skills
-----------------------	----------------	------	---

Daily Timeline and Course Structure:

Mornings lean on theory while afternoon positions on application and self-directed learning.

Up to 1 hour each day is blocked off for mindfulness breaks. This will be broken throughout our session.

9:30 to 10:00 AM	Welcoming and housekeeping. Sharing of news. Morning starter prompt and discussion.
10:00 to 11:00 AM	Primary class content and first break at the end of the primary content phase (~10 minutes).
11:00 to 12:00 PM	X-Talk within <u>small breakout rooms</u> . Within each group, there are 40 minutes of discussions among 3-4 people. Discussions will give each reader relatively equal amount of time to discuss their piece with some time for questions and discussion among the group members). After the breakout sessions, an appointed representative of the group will share the overarching information shared and discussed to the larger audience. <u>X-Talk will be very useful for your term paper.</u>
12:00 to 12:45 PM	Lunch break (~45 minutes).
12:45 to 1:30 PM	Summary of Morning's Contents. 'Tech Show and Tell' (2 presenters at 10-15 minutes each). <u>Self-Directed Learning</u> – "Following Day's X-Talk Assigned"
1:15 to 2:05 PM	Supported Writing for the next day's X-Talk, Tech Exploration, Guided Work, Research and Moodle Forum Response Postings for X-Talk. You will be required to review 1 X-Talk posting per class and provide some general feedback or insight to your peers. No word length required. It is intended to provide your point of view.
2:05 to 2:30 PM	Sharing circle – Providing vocal response to your peer's X-Talk's question. For the purposes of the course participation, I'd like to listen to or see at least 2 per person throughout the course. <u>Sharing circle will be very useful for your term paper.</u> Debrief and Wrap Up.

Daily Class Content:

<u>Date</u>	<u>Guiding Focus and Questions</u>	<u>Readings and Assessment</u>
<p>Day 1 T, July 2</p>	<p>Focus: Guiding Foundations of Social Media and Technology in Education</p> <p>Guiding Questions: As a graduate student, how are formal and informal theories relevant for understanding a phenomenon? Since the emergence of social media technology, what are the possible role(s) and influence(s) it has within educational contexts? What are some techniques educational practitioners can practice enhancing future practice?</p>	<p>Required Reading(s) (for next class):</p> <ul style="list-style-type: none"> ▪ Chapter 8 of MacKay et al.’s (2013) <i>Teachers and the law: diverse roles and new challenges</i> (3rd ed.). <u>This reading is very short and take roughly 20 minutes. It uses accessible language.</u> <p>Optional Reading(s) for Today’s Class</p> <ul style="list-style-type: none"> ▪ Reflection versus reflexivity. <u>This reading is less than 500 words. It will help you with your X-Talk and Final Paper. You will likely review this a few times throughout the course.</u> <p>Thoughts and Considerations:</p> <ul style="list-style-type: none"> ▪ Start thinking about your Tech Show and Tell. You are allowed to present individually or as a pair (preference on pairs). See guidelines for more details. <u>Two presentations will occur in three classes from now.</u> <p>By 8 PM AST Tonight:</p> <ul style="list-style-type: none"> ▪ <u>Submit X-Talk Posting #1.</u> Submissions must be posted on the X-Talk Moodle Forum. Additionally, you need to submit this posting within the Assignment Portal by 8 PM AST.
<p>Day 2 W, July 3</p>	<p>Focus: Legal Circumstances I: Educator Guidelines, Codes of Conduct and Ethics with Social Media in Education</p> <p>Guiding Questions: As an educator, what guidelines and rules should be followed to maximize ethical and professional behaviour online? How are these guidelines similar / different from location-to-location? What circumstances do educators find themselves in which would result in significant disciplinary action?</p>	<p>Required Reading(s) (for next class):</p> <ul style="list-style-type: none"> ▪ Chapter 8 of Young, D. C. (2017). <i>Education law in Canada: a guide for teachers and administrators</i>. Irwin Law. <u>Pages 227-235</u> (Stop at ‘Canadian Caselaw’). <u>This reading should take about 15 minutes.</u> <p>Optional Reading(s) for Today’s Class</p> <ul style="list-style-type: none"> ▪ Chapter 7 of Young, D. C. (2017). <i>Education law in Canada: a guide for teachers and administrators</i>. Irwin Law. <u>Pages 216-225.</u> This is to solidify your understanding of ethics. <p>Thoughts and Considerations:</p> <ul style="list-style-type: none"> ▪ Start thinking about your Tech Show and Tell. You are allowed to present individually or as a pair (preference on pairs). See guidelines for more details. <u>Two presentations will occur in two classes from now.</u> <p>By 8 PM AST Tonight:</p> <ul style="list-style-type: none"> ▪ <u>Submit X-Talk Posting #2.</u> Submissions must be posted on the X-Talk Moodle Forum. Additionally, you need to submit this posting within the Assignment Portal by 8 PM AST.

<p>Day 3 TR, July 4</p>	<p>Focus: Legal Circumstances II: Educator Dilemmas with Social Networking Technology, Digital Citizenship and Cyberbullying.</p> <p>Guiding Questions: How is cyberbullying impacting students and educators in today’s schooling context? How do educators begin to navigate the legal waters of the Canadian and American systems?</p>	<p>Required Reading(s) (for next class):</p> <ul style="list-style-type: none"> ▪ Chapter 8 of Young, D. C. (2017). <i>Education law in Canada: A guide for teachers and administrators</i>. Irwin Law. <u>Pages 253-257</u> (Start at ‘Steps to Address Cyberbullying’). <u>This reading should take about 10 minutes.</u> <p>Optional Reading(s) for Today’s Class</p> <ul style="list-style-type: none"> ▪ Rita, Z. (2015). <i>Crouch v Snell or: How adults ruined it for the kids</i>. The Court. http://www.thecourt.ca/crouch-v-snell-or-how-adults-ruined-it-for-the-kids/ <p>Thoughts and Considerations:</p> <ul style="list-style-type: none"> ▪ Start thinking about your Tech Show and Tell. You are allowed to present individually or as a pair (preference on pairs). See guidelines for more details. <u>Two presentations will occur in tomorrow’s class.</u> <p>By 8 PM AST Tonight:</p> <ul style="list-style-type: none"> ▪ <u>Submit X-Talk Posting #3.</u> Submissions must be posted on the X-Talk Moodle Forum. Additionally, you need to submit this posting within the Assignment Portal by 8 PM AST.
--	---	--

<p>Day 4 F, July 5</p>	<p>Focus: Efforts to Prevent Cybervictimization and Engaging Students and Parents using Social Media.</p> <p>Guiding Questions: What efforts can be made to intervene and prevent cybervictimization? How can we create and maintain effective spaces for student engagement and learning using Social Media platforms?</p> <p>Class Presentations: Tech Show and Tell Presentation #1 & #2 (Afternoon Session).</p>	<p>Required Reading(s) (for next class):</p> <ul style="list-style-type: none"> ▪ Basilaia, G., & Kvavadze, D. (2020). Transition to online education in schools during a SARS-CoV-2 coronavirus (COVID-19) pandemic in Georgia. <i>Pedagogical Research</i>, 5(4). https://doi.org/10.29333/pr/7937. <u>This reading should take about 20 minutes.</u> <p>Optional Reading(s) for Today’s Class</p> <ul style="list-style-type: none"> ▪ Camas Garrido, L., Valero Moya, A., & Vendrell Morancho, M. (2021). The Teacher-Student Relationship in the Use of Social Network Sites for Educational Purposes: A Systematic Review. <i>Journal of New Approaches in Educational Research</i>, 10(1), 137-156. https://doi.org/10.7821/naer.2021.1.591 ▪ Matzat, U., & Vrieling, E. M. (2019). Self-regulated learning and social media—a ‘natural alliance’? Evidence on students’ self-regulation of learning, social media use, and student–teacher relationship. In <i>Social Media and Education</i> (pp. 73-99). Routledge. <p>Thoughts and Considerations:</p> <ul style="list-style-type: none"> ▪ Tech Show and Tell Presentation #3 and #4. ▪ Paired Seminar Presentation for Day #6 and #7. <p>By 8 PM AST Tonight:</p> <ul style="list-style-type: none"> ▪ <u>Submit X-Talk Posting #4.</u> Submissions must be posted on the X-Talk Moodle Forum. Additionally, you need to submit this posting within the Assignment Portal by 8 PM AST. ▪ <u>This will be the last X-Talk Required Submissions.</u> ▪ Tech Show and Tell Submission: If you are using Moodle, your posting must be available by 8 PM AST.
<p>WEEKEND (NO MORE FORMAL X-TALK SUBMISSIONS) X-Talks will continue to informally occur via class presentations.</p>		

<p>Day 5 M, July 8</p>	<p>Focus: Engaging Parents and Families using Social Media and Pandemic Education</p> <p>Guiding Questions: How do we support parental engagement using social media? To what extent did social media technology play a role during the COVID-19 pandemic education experience?</p> <p>Class Presentations: Tech Show and Tell Presentation #3 & #4 (Morning Session; to make time for afternoon work)</p>	<p>Required Reading(s) (for next class):</p> <ul style="list-style-type: none"> ▪ N/A (time spent for the presentations) <p>Optional Reading(s) for Today’s Class</p> <ul style="list-style-type: none"> ▪ Hutchison, K., Paatsch, L., & Cloonan, A. (2020). Reshaping home–school connections in the digital age: Challenges for teachers and parents. <i>E-learning and Digital Media</i>, 17(2), 167-182. https://doi.org/10.1177/2042753019899527 ▪ Korang, T., Alzaid, A., & Parra, J. (2020). Using social media to engage culturally diverse parent, family, community in education. <i>MR Simonson & DJ Seepersaud, proceedings of the 2020 Association for Educational Communications and Technology</i>, 38-48. <p>Thoughts and Considerations:</p> <ul style="list-style-type: none"> ▪ Paired Seminar Presentation for Day #6 and #7. ▪ Final Paper Due Saturday by 5 PM. <p>By 8 PM AST Tonight:</p> <ul style="list-style-type: none"> ▪ Tech Show and Tell Submission: If you are using Moodle, your posting must be available by 8 PM AST. ▪ For Seminar Presentation #1, #2 and #3: <u>Presentation PowerPoint and the Foundational Peer-Reviewed Article must be submitted in the online portal by 8 PM AST.</u>
<p>Day 6 T, July 9</p>	<p>Focus: Special Interests Presentations: Presentation #1, #2, #3.</p> <p>X-Talk posting time will occur in between each presentation to facilitate peer feedback and to help support the final paper.</p> <p>Class Presentations: #1 & #2 (morning) #3 (afternoon)</p>	<p>Required Reading(s) (for next class):</p> <ul style="list-style-type: none"> ▪ N/A (time spent for the presentations) <p>Optional Reading(s) for Today’s Class</p> <ul style="list-style-type: none"> ▪ The foundational article shared within each presentation. <p>Thoughts and Considerations:</p> <ul style="list-style-type: none"> ▪ Paired Seminar Presentation for #4, #5 and #6 for Tomorrow. ▪ Final Paper Due Saturday by 5 PM. <p>By 8 PM AST Tonight:</p> <ul style="list-style-type: none"> ▪ For Seminar Presentation #4, #5 and #6: <u>Presentation PowerPoint and the Foundational Peer-Reviewed Article must be submitted in the online portal by 8 PM AST.</u>

<p>Day 7 W, July 10</p>	<p>Focus: Special Interests Presentations: Presentation #4, #5, #6.</p> <p>X-Talk posting time will occur in between each presentation to facilitate peer feedback and to help support the final paper.</p> <p>Class Presentations: #4 and #5 (morning) #6 (afternoon)</p>	<p>Required Reading(s) (for next class):</p> <ul style="list-style-type: none"> ▪ Richards, D., Caldwell, P. H., & Go, H. (2015). Impact of social media on the health of children and young people. <i>Journal of paediatrics and child health</i>, 51(12), 1152-1157. https://doi.org/10.1111/jpc.13023. <u>This reading should take about 15 minutes.</u> <p>Optional Reading(s) for Today’s Class</p> <ul style="list-style-type: none"> ▪ The foundational article shared within each presentation. <p>Thoughts and Considerations:</p> <ul style="list-style-type: none"> ▪ Tech Show and Tell Presentation #5, #6, #7. ▪ Final Paper Due Saturday by 5 PM. <p>By 8 PM AST Tonight:</p> <ul style="list-style-type: none"> ▪ N/A (time spent for the final paper).
<p>ALL PRESENTATIONS ARE COMPLETED No more informal X-Talks from Workshop Presentations.</p>		
<p>Day 8 TR, July 11</p>	<p>Focus: Implications of Social Media on Mental Health and Moving Beyond the Coursework.</p> <p>Guiding Questions: While Social Media technologies have been very helpful in supporting many different engagement endeavors with both parents / guardians and students, there are also other problematizations to examine. What are the impacts to mental health? As we move beyond the context of this class, what are the current circumstances we need to examine and consider?</p> <p>Class Presentations: Tech Show and Tell #5, #6, #7 (Afternoon Session).</p>	<p>Optional Reading(s) for Today’s Class</p> <ul style="list-style-type: none"> ▪ Abi-Jaoude, E., Naylor, K. T., & Pignatiello, A. (2020). Smartphones, social media use and youth mental health. <i>Cmaj</i>, 192(6), E136-E141. https://doi.org/10.1503/cmaj.190434 <p>Thoughts and Considerations:</p> <ul style="list-style-type: none"> ▪ Final Paper Due Saturday by 5 PM. <p>By 8 PM AST Tonight:</p> <ul style="list-style-type: none"> ▪ Tech Show and Tell Submission: If you are using Moodle, your posting must be available by 8 PM AST.
<p>Final Paper Due on Saturday, July 13 no later than 5 PM AST</p>		

Rubrics for Assessment:**Required X-Talk Submissions: 30%**

Overall Requirements	
_____	150–175-word (max) point-form summary providing an overarching overview of the artifact
_____	150–175-word (max) summary response (see details)
APA Citations	
_____	Appropriate usage of in-text citations
_____	Appropriate style for reference page
_____	Appropriate editing (spelling, grammar, punctuation)
Quality of Writing	
_____	Writer provides an (excellent, very good, fair or poor) summary overview of the artifact
_____	Writer provides an (excellent, very good, fair or poor) personal reactions and reflection
_____	Writer provides a clear summary that draws upon the artifact to the personal reactions and reflection
_____	Writer identifies a question or provides a prompt that emerged from the sharing of the artifact

Adapted from Dr. Corinne Haigh's EDU 9005 (Inter-University Doctoral Program) course outline.

Seminar Presentation: 25%

Overall Requirements	
_____	30-35 minutes in length for presentation
_____	Presentation is clear and presenter is prepared (Submitted to Moodle and the submission portal)
_____	The primary foundational material is an approved peer-reviewed scholarly journal
_____	10 minutes in length for Q&A
_____	Presenters provided an interactive component for the presentation
Body of Presentation	
_____	Presentation presents a scholarly pedagogical / administrative issue involving social media technology in education
_____	Presenters clearly identify the target audience of their chosen foundational material
_____	Presenters provided a detailed overview of the message (e.g., issue, problem, solution) at hand and how it impacts education, learning, administration of schools in some particular way
_____	Presenters offers a suitable X-Talk conversation piece
_____	Presenters identifies and explains their insights gained on the topic in relation to education
Quality of Presentation	
_____	Presenter facilitates discussion and engages with comments / questions / suggestions / feedback
_____	Appropriate usage of in-text citations
_____	Appropriate style for reference page (at the end of the presentation)
_____	Appropriate editing (spelling, grammar, punctuation)

Adapted from Dr. Corinne Haigh's EDU 9005 (Inter-University Doctoral Program) course outline.

Tech Show and Tell: 10%**Overall Requirements**

- _____ ~15 minute informal presentation (can be primarily focused on showing how the tech works)
- _____ Presenters explained the functionality, target audience, costs, possible benefits and challenges (this can be an informal Moodle Post within the Tech Show and Tell forum). Be sure to share the link for the technology.

Adapted from Dr. Corinne Haigh's EDU 9005 (Inter-University Doctoral Program) course outline.

Final Synthesis: 25%

Criteria	Excellent (20 to 22.4)	Very Good (17.5 to 19.9)	Fair (15 to 17.4)	Minimal (Under 15)
<p>Exceptional (22.5 to 25)</p> <p>See grading criteria</p>	<p>The student provided an excellent and well-articulated final synthesis which provides the reader with a comprehensive understanding of their thought-provoking moments of revelations based on the content from the coursework. Concrete and deep reflective connections are made between the examples/items and their reflexive practice. There is clear evidence of a theme that emerges from the presentation of such examples/items. The student also answered the first day's question: "What do you hope to get out of the class?"</p> <p>The student utilized appropriate APA 7th edition citations and references. Very few minor mistakes acceptable.</p> <ul style="list-style-type: none"> • At least one example/item drawn from X-Talk other than their own. • One example/item drawn from either their individual/paired presentation or someone else's. • One example/item from the assigned readings from the course. • Cover page and references are provided. • Submission between 1,200 to 1,400 words (quality versus quantity). • The 5-7-minute informal debriefing detailed some of the major reflexive experiences which will be present in the final synthesis. 	<p>The student provided a very good and articulated final synthesis which provides the reader with a very broad understanding of their thought-provoking moments of revelations based on their coursework. Very good reflective connections are made between the examples/items and their reflective practices. There is some evidence of a theme that emerges from the presentation of such examples/items.</p> <p>The student utilized APA 7th edition citations and references but may have some minor mistakes.</p> <p>The 5-7-minute informal debriefing demonstrates some of the major reflexive experiences which will be present in the final synthesis.</p> <p>Criteria from the 'excellent' list is adhered to.</p>	<p>The student provided a fair detail of their final synthesis which provides the reader with a reasonable understanding of their thought-provoking revelations based on their coursework. There are fair reflective connections made between the examples/items and their reflective practices. However, there may be errors/omissions.</p> <p>The student utilized APA 7th edition citations and references but may have many mistakes or errors.</p> <p>The 5-7-minute informal debriefing show few reflexive experiences which will be present in the final synthesis.</p> <p>There may be issues related to the completion of the criteria in the 'excellent' list.</p>	<p>The student provided a basic overview which provides little-to-no understanding of their possible revelations in the course. Little-to-no connections are made between examples/items. Major errors/omissions.</p> <p>The student had significant issues related to APA 7th edition citations and references.</p> <p>There are significant issues related to the completion of the criteria in the 'excellent' list.</p>

