

INSTRUCTOR REMINDER:
Hit Record for Online Class

Day 5: Engaging Parents and Families using Social Media & Pandemic Education

Instructor: Matthew Ngo
Email: mngo@stfx.ca
Course: EDU 569.68
Date: July 8, 2024

Day 5 of 8



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We [I] would like to begin by acknowledging that we are in Mi'kma'ki , the ancestral and unceded territory of the Mi'kmaq People. This territory is covered by the "Treaties of Peace and Friendship" which Mi'kmaq and Wolastoqiyik (Maliseet) People first signed with the British Crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Mi'kmaq and Wolastoqiyik (Maliseet) title and established the rules for what was to be an ongoing relationship between nations.

Land Acknowledgment

Morning Agenda

1

Introduction

Land acknowledgment. Housekeeping. Starter. Engaging Parents and Guardians with Social Media (e.g., Blogs & Instagram). Culturally Diverse Education. Break #1 (5 minutes).

2

Mid-Morning

Tech Show and Tell Presenters #3 and #4 (To make more time in the afternoon for collaboration for the presentation).

3

Late-Morning

X-Talk (Small breakout rooms; 40 minutes), Roundtable discussion (20 minutes).

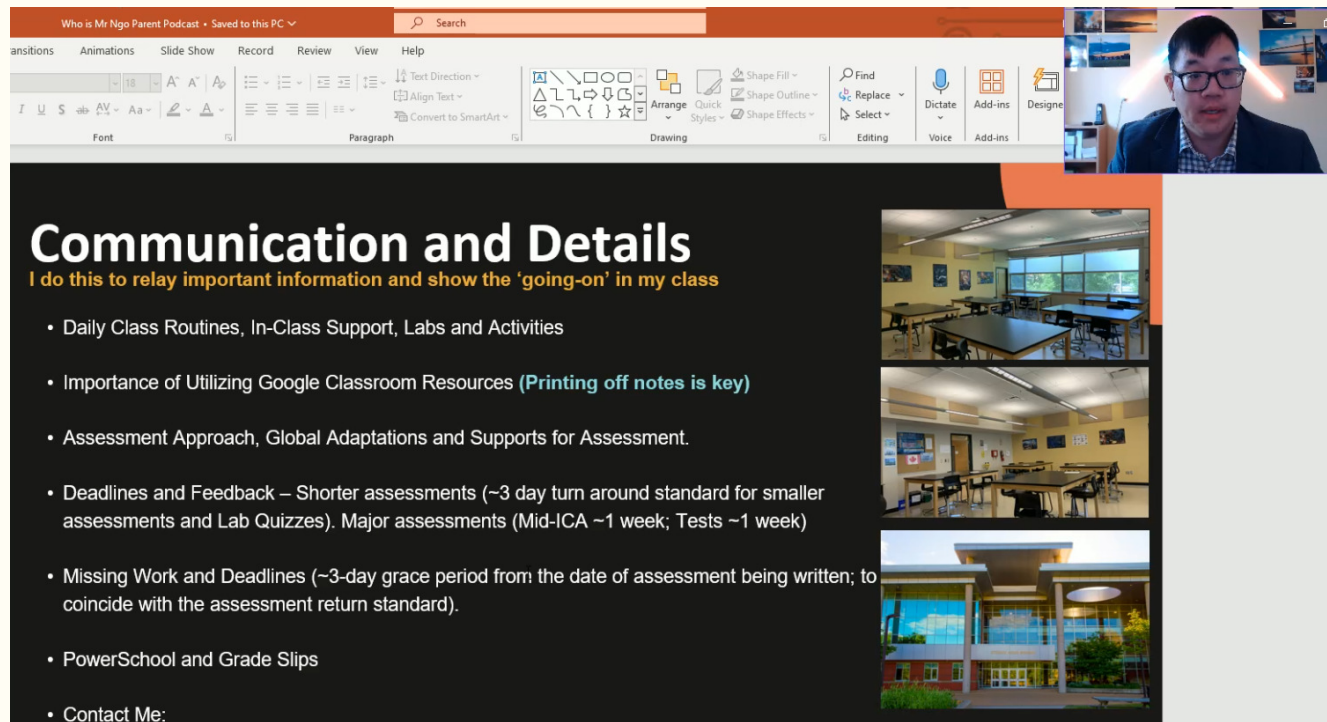


In what way(s) are you engaging parents and guardians regarding your classroom practice?

Daily Starter

Be prepared to grab the mic and answer. There's no right or wrong answer here. It is a difficult question and we, as a group, will figure out in today's class session.

Engaging Parents and Guardians



The screenshot shows a video podcasting software interface. The title bar reads "Who is Mr. Ngo Parent Podcast - Saved to this PC". The ribbon includes tabs for Transitions, Animations, Slide Show, Record, Review, View, and Help. The main content area displays a slide with the following text:

Communication and Details

I do this to relay important information and show the 'going-on' in my class

- Daily Class Routines, In-Class Support, Labs and Activities
- Importance of Utilizing Google Classroom Resources (**Printing off notes is key**)
- Assessment Approach, Global Adaptations and Supports for Assessment.
- Deadlines and Feedback – Shorter assessments (~3 day turn around standard for smaller assessments and Lab Quizzes). Major assessments (Mid-ICA ~1 week; Tests ~1 week)
- Missing Work and Deadlines (~3-day grace period from the date of assessment being written; to coincide with the assessment return standard).
- PowerSchool and Grade Slips
- Contact Me:

On the right side of the interface, there is a video feed of a man with glasses speaking, and a vertical stack of three images: a classroom interior, another classroom interior, and the exterior of a school building.

In my own practice, I utilize a Video Podcasting system and traditional email mailing lists to frequently provide video updates to parents and guardians. This allows me to communicate and actively correspond to parents on a very active basis. It also provides me with an invaluable opportunity to showcase my practice.

It has significantly reduced problematic administrative issues when problems arise!

Reshaping Home-School Connections

- Baxter and Toe (2021) recognize the benefits of family engagement with ongoing student success.
Teacher outreach strategies may include conversions, messaging and digital information sharing are ways schools are **strengthening family engagement and learning** (Baxter & Toe, 2021)
- Hutchinson et al. (2020) identifies parental involvement in schooling and learning to be one of the major challenges for schooling.

Challenges:

- 1) **'Developing / finding'** ways to engage families in **'learning ecologies'** (appropriate mediums)
- 2) **"Digital technologies may be perceived simultaneously as a solution to and [a] source of enduring educational challenges"** (Hutchinson et al., 2020, p. 168).

Reshaping Home-School Connections

- Baxter and Toe (2021) have made the assertion that schools tending to implement family engagement through **'random acts'** that are determined by the school. ****Once in a while situation****

They also identify such engagement needs to be **"an embedded and sustained practice"** (p. 2).

This study identifies three social media technologies (Seesaw app, Flexibuzz app and Twitter) as ways to sustain this parental / family engagement).

- **There also needs to be the consideration of structural considerations:**

As Hutchinson et al. (2021) assert:

Access to and engagement with technologies in-light of changing social, cultural, economic and political circumstances **this is also cited from our Day 1 Selwyn and Stirling (2016) article****.**

Do families have access to technology or Internet?

Case Study #1: Blogging (Hutchinson et al., 2020)

- **Context:** 5th and 6th grades (11/12 year old students)
- Used Blogs to “develop students’ research capacities through individual projects and requiring [students] to represent their understandings through creating a range of multimodal texts” (p. 172)

Processes of natural disasters, filmed advertisements for innovative products to be sold at the school fair, plays filmed for parent showcase.

Parents would provide input on their child and other children’s work using such Blogs.



Discussion

Provide a positive or negative circumstance that may arise from utilizing 'Blogging' or other social media approaches to engage parents / guardians in classroom learning.

Be prepared to grab the mic and answer. There's no right or wrong answer here. It is a difficult question and we, as a group, will figure out in today's class session.

Case Study #1: Blogging (Hutchinson et al., 2020)

- **Challenges:** “Teachers assumed parental knowledge about the new literacy practice of blogging, which most parents had no experience of. They expressed a desire for instruction on how to communicate appropriately on the class blog” (p. 172)
“Reluctant to assume teacher-like roles” (p. 173)
- “While parents were interested to participate in this collaborative endeavour with teachers and their children and appreciated the opportunity to connect more deeply with their children’s learning, they expressed uncertainty on how to communicate on a digital platform across the genre of reflection, critique and formative assessment” (p. 173)
- “There is evidence here of the impact of parental engagement in schooling on mothers who are responsible for the domestic and the emotional labour of supporting learning ... [balancing] housework and homework” (p. 174)
- “Students were sceptical [sic] of their parents’ capacity to assist with regular homework tasks, viewing their friends as more useful than parents at assisting with traditional homework” (p. 174)

Case Study #2: Instagram (Hutchinson et al., 2020)

- **Context:** 5th and 6th grades (11/12 year old students)
- Used Instagram to “develop students’ oracy and literacy through multimodal engagements, drawing on parents as resources for learning” (p. 174)

Used Instagram as a medium to showcase experiential learning through music, art and the creation of a music video. Such content was used to generate a descriptive vocabulary to articulate the emotional qualities.

Students brought the music to school ... building on the expressive vocabulary they shared in the conversation at home. Parents shared their musical interest with their children.

The intention here was to engage parents as “resources for learning” (p. 175) ****funds of knowledge****

- **Teacher used Instagram to engage with parents, sharing images of students’ work during the school day as a “catalyst for conversation between parents, children and teachers ... [and] provided a window into other teachers’ classrooms, stimulating informal sharing of ideas and professional learning” (p. 175).**

Case Study #2: Instagram (Hutchinson et al., 2020)

- **Pros:** Some parents enjoyed mutually enjoyable conversations with their child while utilizing their **funds of knowledge** to support learning (Hutchinson et al., 2020).
“Many parents [were] enthusiastic about the easy access to the life of the classroom” (p. 176)
- **Challenges:** “Just another thing I have to learn” (p. 176) ****With regards to parents using Instagram****
“Shouldn’t they be focusing on teaching the kids instead of taking photos of them” (p. 176)
****Parents not understanding or embracing the rationale of such mediums**

Engaging Parents and Guardians

- **Korang et al.'s (2021) study:** **Qualitative – Case studies of 5 participants; United States**
From three regions: Asia, North African and the Middle East
- “When opportunities are created for parents to interact among themselves, they can support each other and improve their involvement in students’ education both at home and school” (p. 40)
 - Builds a sense of community
 - Parents can support one another
 - Parents can discuss about student learning, school activities, their challenges they face
- **Challenge to the Use of Social Media Technology for Teacher-Parent Relationship:**
The digital divide between higher and lower-income families; cost-prohibitive devices.

These scholars draws on Graham-Clay: “teachers should be aware of families that may not have access to technology so that they do not marginalize them” (p. 41)

Community Building

- **Social Media to Support Parents Navigating School: Perhaps an administration approach?**

Abdullah from the Middle East, for instance, responded that using social media is helpful though his children's school was not using it. He stated, *"I think social media has a good advantage to communicate with school society and parents"*. Using social media, Abdullah felt he could communicate with parents, especially parents from his home country he had never met.

(p. 43)

He also stated, *"I know there are some Arab parents in school where my son attends but don't know who they are because there's no way to communicate with them"*. Hussain, who is

Fatima who is from North African recounted that she uses a group chat on the WhatsApp platform with other parents, and it helped them to build a parents' community. She also noted that it has helped them to make it easier to build a community among themselves to support their children's education. Similarly, Adnan commented that social media tools are capable of

(p. 43)

This type of social media usage may support newcomer or newly established families to Canada!

Providing Academic Support to the Children

- The study found that “social media could facilitate the provision of academic support for children. Thus, when parents come together, they are able to support each other to find solutions to academic problems” (p. 44)

Both Abdullah and Fatima expounded that social media tools had helped build a community where parents could acquire academic support for their parents. In Abdullah words when explaining how social media groups could provide support for parents stated:

Through my experience with using WhatsApp group, our community can share some experience related to academic and they help each other when someone need help in an academic matter like homework, and discussion about some classes and share advice. Always they help each other when they face some problems.

(p. 43)

This type of social media usage may support newcomer or newly established families to Canada!

Familiarizing Parents with the Local Culture

- “The study also revealed that the participants acknowledge that if schools use social media to engage families and teachers, it will assist parents to get acquainted with local culture and share their culture. Some of the participants indicated that when teachers or schools send in-class activities through digital tools, it helps them to learn about the cultures and traditional celebrations in the United States” (p. 44)

Amir from Asia shared that using social media tools will assist him to know many cultures. Though he may not physically present in the school environment, the images teacher will post will give him an idea of what is transpiring in the school. Amir explained that most of the things happening in the classroom are based on the local culture and they, as parents, should be able to experience. Amir stated:

Valentine's Day and so many other cultural things going on in school. What I find interesting is I get to know more about celebration and so many things which I have never, ever heard. One thing gives a lot of local cultural flavor. I've been here for five years but I don't know many cultural things here. But the class Dojo [school adopted communication tool] helped me because they celebrate different cultural events in the classrooms and immediately share for us to see.

(p. 44)

This type of social media usage may support newcomer or newly established families to Canada!

Morning Break (10 min)

- ✉ If you need to reach out, please send me an email (mnqo@stfx.ca).



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~10-15 minutes each

Tech Show and Tell Presentations

Pair or Individuals #3 and #4

This is an informal presentation, so please, do not worry about messing up. This is purely intended to provide everyone with some cool social media insights on how to use such technologies to enhance pedagogical practices.



Last Class' X-Talk #4:

Search online or interview a teacher-colleague. What technological strategies did fellow educators use to engage learners during online pandemic education?

How effective were such practices? **Also draw on your required reading for discussion.**

Review the X-Talk guidelines for details.

- You will be put into randomized breakout rooms where you will share your X-Talk #1. Use the X-Talk guidelines to share your submission (or review) with your peers.
- Obtain colleague feedback about what you shared (not the question you proposed, this will be for later). This will be helpful for the final paper (**~30-40 minutes**)
- Appoint someone from your group to provide general insights/findings to the larger audience (**~20 minutes**).

Lunch Break (45 minutes)

- ✉ If you need to reach out, please send me an email (mnqo@stfx.ca).



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Afternoon Agenda

1

First-Half of Afternoon

X-Talk #4 Response and Sharing Circles. The Role of Social Media Technologies during Pandemic Education.

2

Second-Half of Afternoon

Self-directed learning in preparation for the group presentation. This will likely be the last major chunk of time available to support this endeavour.

Note: I also advise learners to begin their development of the formal paper. For some, you may be able to begin writing using the feedback you have been given so far.

Sharing Circles for X-Talk #4



(1) Go to the X-Talk Moodle Forum and read a peer's posting; **(2)** Provide constructive feedback that attempts to answer a peer's question or provides your own thoughts to their submission (no word count). **(3)** I'd like to hear from 3-4 people about their peer chosen feedback.

Transition to Online Education

- **Basilaia and Kvavadze (2020) acknowledges several modes for online learning:**
 - 1) Knowledgebase – “Set of lessons that are published online on the website and have general instructions of learning that a student has to follow, with no support available” (p. 1)
 - 2) Online support – Modified from knowledgebase. “Support is available so there is a discussion board, web forum or another communication way available to get support on some topics” (p. 1)
 - 3) Asynchronous training – “Where lessons do not take place in real-time, but the students are provided with content regularly” (p. 1) ****Support is available through email or communication platforms****
 - 4) Synchronous training – Real-time training with live instructor
 - 5) Hybrid training – Combination of online and in-person interaction.
- **This study was centered in Georgia (Eastern European Country, east of Türkiye).**

Transition to Online Education

- **Situational Context:** Georgia statistics (2019):

79.3% Georgian homes are connected by the Internet

City population: 86.1% had access

Rural villages 69.9% had access

62% of population had computer at home

Urban: 74.6% | Rural 44.7%

“The number of computers owned by families, especially in the rural areas of the country are lower than a 50%, that can have a negative influence on the whole online education, but in some cases, the modern smartphone can be used as a substitute if the platform of education is mobile friendly or have the mobile application available” (Basilaia & Kvavadze, 2020, p. 2)

Raises the issue of social inequity with pandemic / online education!

- **Ministry of Education in Georgia** had a live transmission of lessons that was broadcasted through TV in different subjects nationwide.

Alvarez-Rivero et al. (2023)

- **Context:** Canadian and American focusing on Elementary Education during COVID-19 Pandemic
- “The long periods that students had to spend away from the classroom have raised concerns about the potential long-term consequences on academic achievement, and the unequal effect that it will have on students from vulnerable and marginalized groups, who had to navigate the challenges of at-home learning while their families struggled with financial burdens” (Alvarez-Rivero et al., 2023, p. 1)
 - “Students from **less-educated households experienced losses 60%** more pronounced than the general population” (p. 1).
 - “School closures have had tangible effects on learning outcomes, especially for children with **disadvantaged backgrounds**” (p. 1)
 - “During the pandemic, students from disadvantaged backgrounds **suffered longer school closures and had less access to computers and internet for school-work. In addition, families facing financial struggles were in less favorable positions to dedicate resources and time to school activities at home**” (p. 1)
 - “Losses estimate that students have lost the equivalent of 35% of an academic year’s worth of learning” (p. 1)

Reported disruption and Changes to Academic Achievement by the end of the 2020-21 school year

Table 3 and 5 from Alvarez-Rivero et al. (2023)

Table 5. Teachers' reports of the length of interruptions to in-person classes they experienced and alternatives offered to students.

	Canada		USA		Total	
	n	prop	n	prop	n	prop
Interruption of in-person classes						
◦ Never interrupted	31	0.07	40	0.09	71	0.08
◦ Partially interrupted	254	0.57	245	0.53	499	0.55
◦ Interrupted during the whole year	159	0.36	172	0.38	331	0.37
Length of partial interruptions						
Mean (days)	90		74		82	
SD	51		56		55	
Alternative instruction method implemented during school closures¹						
◦ Online, synchronous	317	0.70	320	0.70	637	0.70
◦ Online, asynchronous	180	0.40	206	0.45	386	0.42
◦ Remote, other media	40	0.09	53	0.12	93	0.10
◦ None of the above	15	0.03	18	0.04	33	0.04

¹Multiple choice question, proportions do not add to 1. Except for 12 participants (1.32% of the whole sample), remote alternatives with other media were always offered in combination with online lessons.

Fairly surprised that in some circumstances, there was no interruption of in-person classes.

Table 3. Teachers' report of changes in academic achievement during remote instruction.

	Canada		USA		Total	
	n	prop	n	prop	n	prop
Student's overall performance during the 2020-21 school year						
◦ Below expectations for their grade	238	0.54	263	0.58	501	0.56
◦ According to expectations for their grade	171	0.39	162	0.36	333	0.37
◦ Above expectations for their grade	32	0.07	27	0.06	59	0.07
Academic performance by domain, compared to in-person classes						
Mathematics						
◦ Much worse	59	0.14	68	0.16	127	0.15
◦ Somewhat worse	143	0.33	178	0.41	321	0.37
◦ About the same	125	0.29	103	0.24	228	0.26
◦ Somewhat better	68	0.16	48	0.11	116	0.14
◦ Much better	32	0.08	37	0.08	69	0.08
Reading / Literature						
◦ Much better	39	0.09	57	0.12	96	0.10
◦ Somewhat better	136	0.31	168	0.38	304	0.34
◦ About the same	148	0.33	125	0.28	273	0.31
◦ Somewhat worse	84	0.19	52	0.11	136	0.15
◦ Much worse	37	0.08	43	0.10	80	0.10

OVERALL PERFORMANCE:
Slightly over half below expectations at their grade by the end of 2020-21 school year (expected).

Spelling

◦ Much better	50	0.11	78	0.17	128	0.14
◦ Somewhat better	140	0.32	159	0.36	299	0.34
◦ About the same	155	0.35	121	0.27	276	0.31
◦ Somewhat worse	59	0.13	57	0.13	116	0.13
◦ Much worse	38	0.09	33	0.07	71	0.08
Differences between low and high-performing students						
◦ Decreased	46	0.10	42	0.09	88	0.10
◦ Stayed the same	130	0.30	156	0.35	286	0.32
◦ Increased	265	0.60	254	0.56	519	0.58
Long term effects of the pandemic on students						
◦ Lasting, negative effects	301	0.70	297	0.66	598	0.68
◦ No lasting effects	72	0.17	79	0.18	151	0.17
◦ Lasting, positive effects	57	0.13	73	0.16	130	0.15

SPELLING:

Examine 'Differences Between Low and High-Performing Students.' It appears that the gap widened during the pandemic between such students with Long-term lasting effects!

Table 1 from Alvarez-Rivero et al. (2023)

Table 1. Teachers report about their experience transitioning to remote instruction.

	Canada		USA		Total	
	n	prop	n	prop	n	prop
<u>Previous experience teaching online</u>						
• No previous experience	243	0.54	283	0.62	526	0.58
• Some previous experience	140	0.31	126	0.27	266	0.29
• Already teaching online full-time	69	0.15	49	0.11	118	0.13
<u>Training received before school closures</u>						
• None	120	0.27	100	0.22	220	0.24
• Only at the beginning of school closures	123	0.27	109	0.24	232	0.26
• Only during the summer before the 2020-21 school year	115	0.26	114	0.25	229	0.25
• Both at the beginning of school closures and the summer before the 2020-21 school year	92	0.20	133	0.29	225	0.25
<u>Self-rates of digital skills</u>						
• Extremely bad	3	0.01	5	0.01	8	0.01
• Somewhat bad	27	0.06	32	0.07	59	0.06
• Neither good, nor bad	91	0.20	56	0.12	147	0.16
• Somewhat good	250	0.55	241	0.53	491	0.54
• Extremely good	82	0.18	124	0.27	206	0.23

<u>How challenging was to switch to remote instructions</u>						
• Not challenging at all	13	0.03	10	0.03	23	0.03
• Slightly challenging	35	0.09	38	0.10	73	0.09
• Moderately challenging	116	0.30	107	0.27	223	0.29
• Very challenging	153	0.39	144	0.37	297	0.38
• Extremely challenging	74	0.19	92	0.23	166	0.21
<u>Effectiveness during online lessons</u>						
• More effective teaching online	224	0.57	227	0.58	451	0.58
• Equally effective online or in-person	147	0.38	139	0.36	286	0.37
• More effective teaching in person	19	0.05	22	0.06	41	0.05
<u>Preferences for teaching in the future</u>						
• In person only	218	0.56	228	0.60	446	0.58
• Online and in-person combined	135	0.35	115	0.30	250	0.33
• Online only	26	0.07	31	0.08	57	0.07
• Not sure	7	0.02	6	0.02	13	0.02
<u>Considered retiring during the pandemic</u>						
• Yes	122	0.28	147	0.33	269	0.30
• No	318	0.72	304	0.67	622	0.70

Sample Size versus Proportion in %.

Question to Ponder:

1. Are you surprised with the training made available?
2. Self-rates of digital skills?
3. The challenge to switch to a fully digitized approach.
4. Effectiveness and preference for online instruction? Would you prefer pure online, in-person, or a hybrid?

Socio-demographics of educators in this study

Table 4 from Alvarez-Rivero et al. (2023)

Table 4. Socio-demographic characteristics of participants.

	Canada		USA		Total	
	<i>n</i>	prop	<i>n</i>	prop	<i>n</i>	prop
<u>Education</u>						
◦ <High-School	0	0.0	1	0.0	1	0.00
◦ High-School	5	0.01	9	0.02	14	0.02
◦ College (2 years)	33	0.07	32	0.07	65	0.07
◦ College (4 years)	248	0.55	217	0.48	465	0.51
◦ Master's	155	0.35	188	0.41	343	0.38
◦ Ph.D.	8	0.02	9	0.02	17	0.02
<u>Employment status</u>						
◦ Part-time (<50% full-time)	8	0.02	8	0.02	16	0.02
◦ Part-time (51–70% full-time)	17	0.04	14	0.03	31	0.03
◦ Part-time (71–90% full-time)	51	0.11	32	0.07	83	0.09
◦ Full-time (>90% full time)	374	0.83	404	0.88	778	0.86
<u>Special education teachers</u>						
◦ Yes	72	0.16	120	0.26	192	0.21
◦ No	366	0.84	338	0.74	704	0.79

Student socio-economic background

◦ Low-income	38	0.09	130	0.29	168	0.19
◦ Mix of low- and middle-income	105	0.24	113	0.25	218	0.25
◦ Middle-income	203	0.47	127	0.28	330	0.37
◦ Mix of middle- and high-income	56	0.13	63	0.14	119	0.13
◦ High-income	33	0.07	20	0.04	53	0.06
<u>Grades participants were teaching during the 2020-2021 school year</u>						
◦ 1	44	0.10	53	0.12	97	0.11
◦ 2	44	0.10	40	0.09	84	0.09
◦ 3	56	0.12	47	0.10	103	0.11
◦ 4	61	0.13	57	0.12	118	0.13
◦ 5	59	0.13	50	0.11	109	0.12
◦ 6	49	0.11	36	0.08	85	0.09
◦ Multiple grades	140	0.31	175	0.38	315	0.35
<u>Teaching experience</u>						
Mean (years)	10.05		11.81		10.95	
SD	7.34		9.52		8.56	

Average Teaching Experience of ~10 years

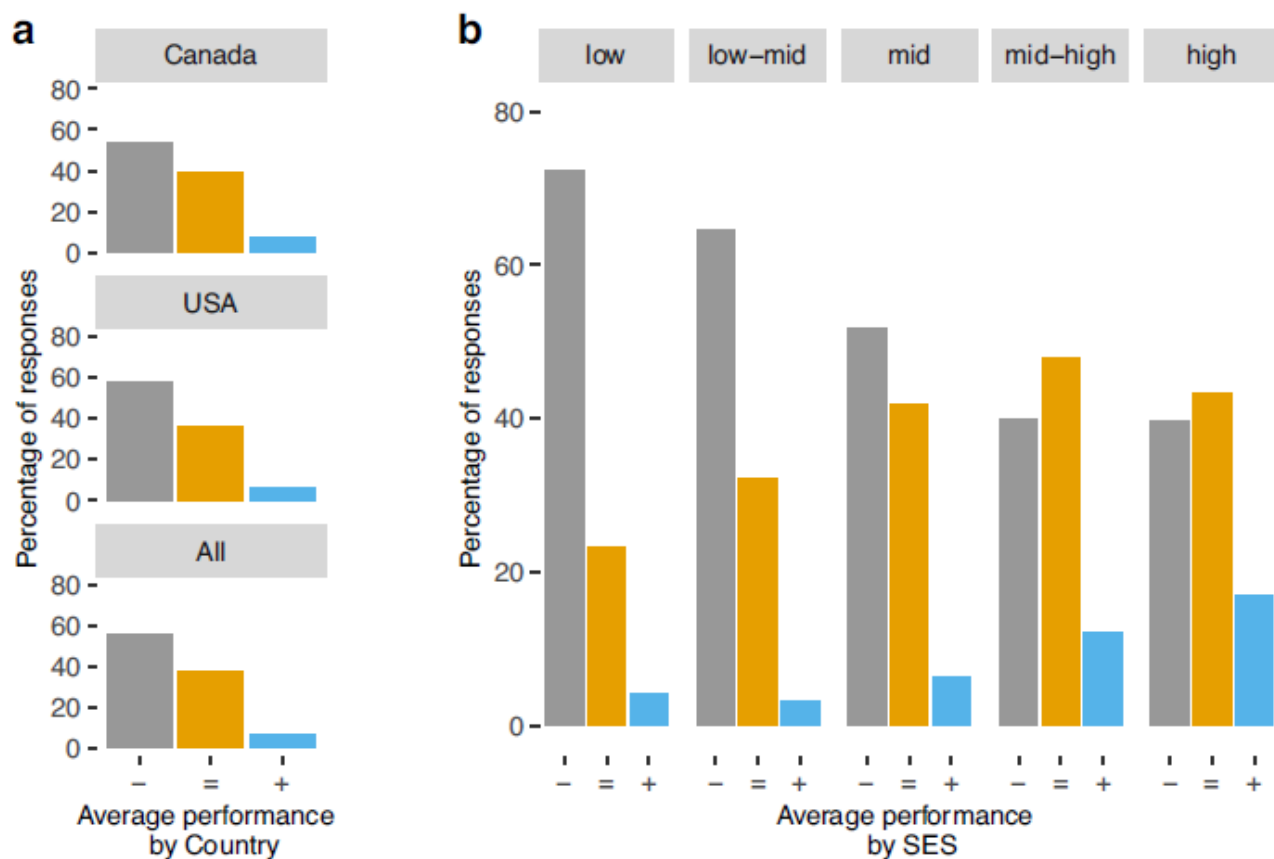
Question to Ponder:

1. Would the years of teaching experience impact the digital literacy and capability of educators using technology?
2. How was students under the umbrella of special education affected? In what ways did online learning impact such learners and their teachers?

Survey data compiled from Canadian and American teachers at the end of the 2020-21 school year. 453 elementary teachers from Canada and 458 elementary teachers from the USA.

Student overall performance by Socioeconomic Status (SES)

Figure 1 from Alvarez-Rivero et al. (2023)



Consideration: If SES is tied to student success, could it be the lack of access to technology and Internet impact such results?

Question to Ponder:

1. What do you infer from Figure (a) and Figure (b)?
2. What effect does SES have on the likelihood of success?

Figure (a): 'Gray' – Below expectations, 'Gold' – At expectations, 'Blue' – Above expectations
Figure (b): By socioeconomic status (low to high SES)

Figure 2 from Alvarez-Rivero et al. (2023)

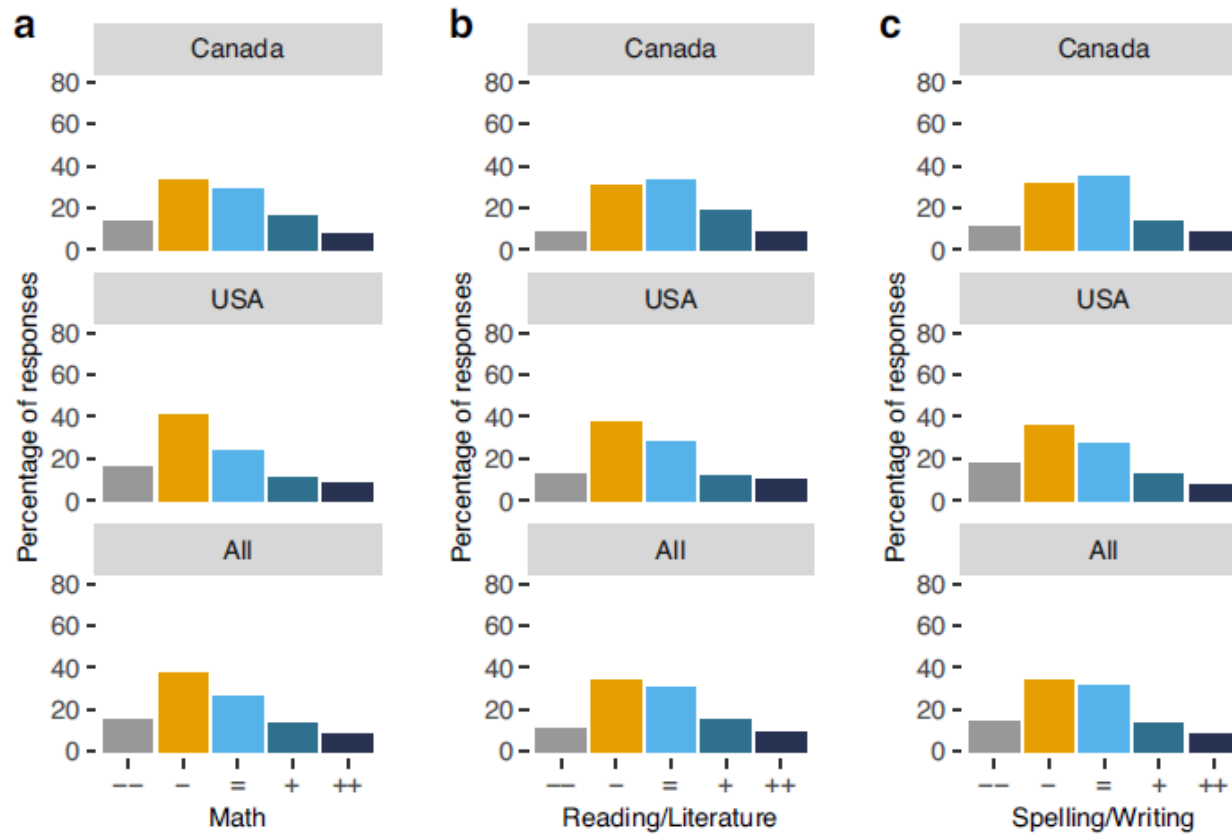
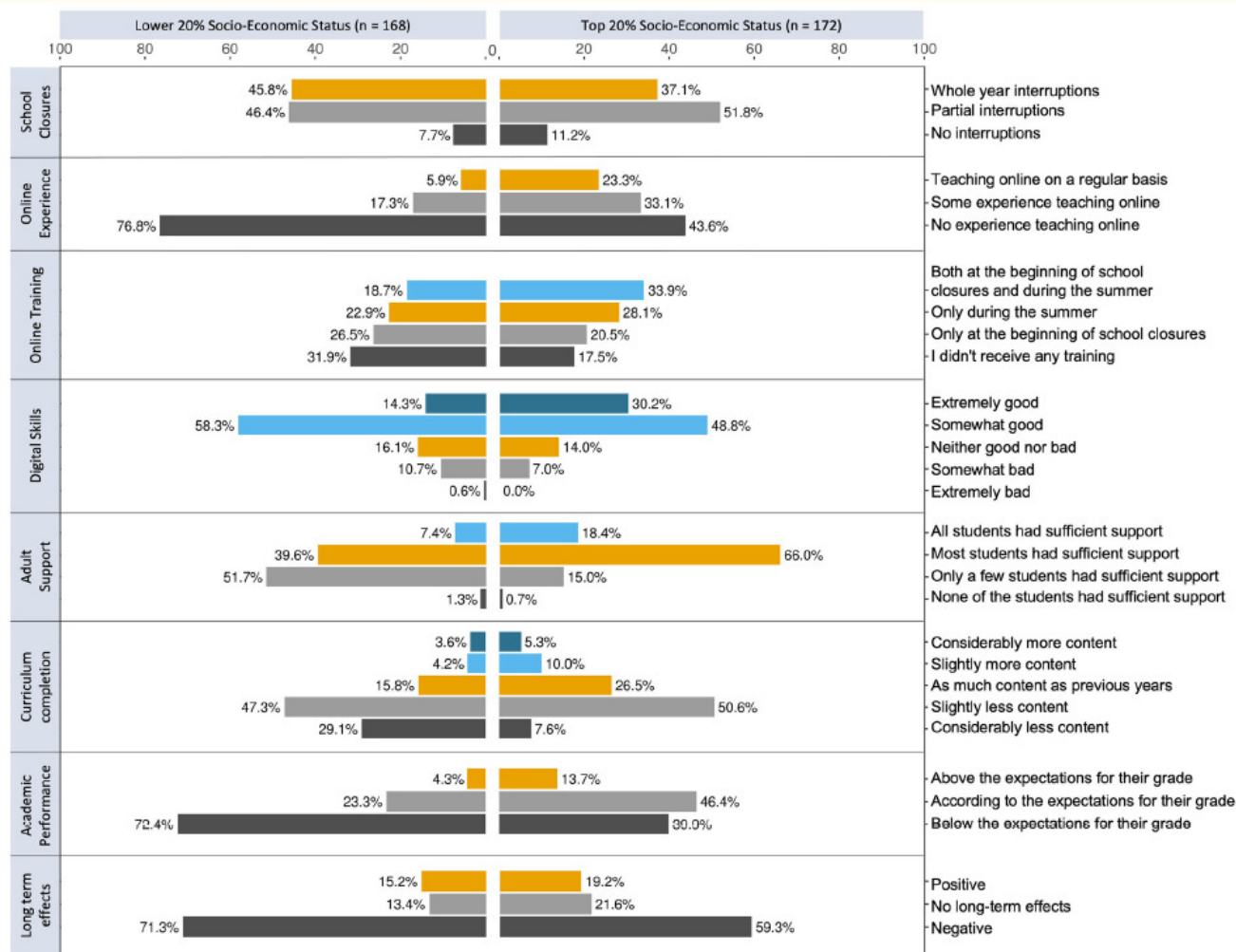


Fig. 2 Performance across different subjects. Average performance of students compared to a regular school year in (a) Math, (b) Reading/Literature, and (c) Spelling/Writing. Legend: -- Much worse- Somewhat worse = About the same + Somewhat better ++ Much better.

Comparison between students on the top and bottom 20% of SES

Figure 3 from Alvarez-Rivero et al. (2023)



Feedback and thoughts!

Feedback from Alvarez-Rivero et al. (2023)

- “Teachers from classrooms with higher income levels may have been more prepared for the transition to remote alternatives, as they had more relevant experience with online instruction before the pandemic” (p. 6)
- “During the school closures, teachers from higher SES classrooms were also less likely to report a drop in overall attendance levels to online learning, compared to a regular school year, and had higher proportions of students who consistently attended class. Moreover, they observed students receiving support from adults at home more frequently” (p. 6)
- “Teachers from higher income classrooms were also less likely to report learning losses during the pandemic” (p. 6)
- “Children from disadvantaged socio-economic backgrounds who were already in a vulnerable position may find themselves falling further behind their peers. As a result, they may be more likely to experience dropout in the future and less likely to pursue higher levels of education, which may reinforce the already existing income inequalities into future generations” (p. 6) ****Caleb story from Ngo’s (2023) research****

Citations

- Alvarez-Rivero, A., Odgers, C., & Ansari, D. (2023). Elementary school teachers' perspectives about learning during the COVID-19 pandemic. *npj Science of Learning*, 8(1), 1-10. <https://doi.org/10.1038/s41539-023-00191-w>
- Basilaia, G., & Kvavadze, D. (2020). Transition to online education in schools during a SARS-CoV-2 coronavirus (COVID-19) pandemic in Georgia. *Pedagogical Research*, 5(4), 1-9. <https://doi.org/10.29333/pr/7937>
- Baxter, G., & Toe, D. (2023). 'Parents don't need to come to school to be engaged:' teachers use of social media for family engagement. *Educational Action Research*, 31(2), 306-328. <https://doi.org/10.1080/09650792.2021.1930087>
- Hutchison, K., Paatsch, L., & Cloonan, A. (2020). Reshaping home-school connections in the digital age: Challenges for teachers and parents. *E-learning and Digital Media*, 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. *MR Simonson & DJ Seepersaud, proceedings of the 2020 Association for Educational Communications and Technology*, 38-48.

This is the last big chunk of self-directed time within the schedule to support this assignment. Because there is no formal X-Talk submissions or readings, I hope this will provide an opportunity to fully focus on this work.



Afternoon Time

Paired Presentation Work Time

- Formal, ground led. Presenting a scholarly pedagogical or administrative issue involving social media technology in education (topic must be approved in advance).
- **Foundational content must be peer-reviewed.** Supplementary resources do not need to be.
- **Full reign over how you want to utilize your time.** But... 30-35 minutes for the presentation, 10 minutes additional for Q&A, and there must be an interactive component involved.
- **Group must provide a X-Talk conversation piece for Moodle.** While this is not formally graded, it is part of the class participation grade.

Be noted that you should also utilize your self-directed learning time to support this group presentation.

Wrapping things up



Plans

For Tech Show & Tell, if you are using Moodle post to convey information, please also post it by 8 PM AST. For Presentation Groups #1, #2 and #3: Presentation PowerPoint and the Foundational Peer-Reviewed Article must be submitted in the online portal by 8 PM AST.

- It may be a good opportunity for some individuals to think about the final paper. For some students, you can use your existing work to develop the final paper.
- No assigned reading for tomorrow.

Thank you for a great day!

- ✉ If you need to reach out, please send me an email (mnqo@stfx.ca).
- 📷 Please also note that I will not be checking my emails between 8 PM to 8 AM.

If it is **extremely urgent**, you can use the **contact me** on my web site as it will immediately send me a message to my cell phone.

