

## **What is the definition of social media?**

### **How is Web 1.0 different than Web 2.0?**

- Technologies are both socially shaped and socially shaping.
- Internet makes people what they are as opposed to being used by them.
- Online connections are mediated by our access to technologies, our identity, civic values, including the right to participate and the division of labor in that online niche community.

→ Transition from Web 1.0 to Web 2.0

- Internet creates different identity markers that differ from physical identity markers, which may include clothes, how we wear our hair, etc.

### **What is facebook, wiki, blogs, what are some ways we could use these social media in the classroom?**

### **History of technology/social media and their corresponding dates.**

### **What should teachers take into consideration when incorporating new technologies including social media in the classroom?**

#### **(Lesson 1) What were main arguments in the Great Technology Debate?**

Clark and Kozma: Does technology make a difference or not?

- **Clark** believes that technology does not make a difference. He believes that a good teacher plays an integral role.
- **Kozma** believes technology has a profound effect on learning.
- Certain characteristics of media influence aspects of the learning process.
- In that sense, media (technology) enables and constrains the method (learning), while the method draws on and instantiates the capability of the medium.
- The media does in fact have the capability of influencing learning in either a NEGATIVE or POSITIVE manner.
- We need to move from the question of “does media influence learning” into “in what ways can we use the capabilities of media to influence learning for particular students, tasks, and situations.”
  - Asking us to pry apart the individual characteristics

\* It's about learning and interactions and how we can foster these interactions with the use of technology in the classroom.

- Learning is not necessarily more efficient if it happens in a quicker way (learning the same amount in a shorter period of time)
- Social media affords us the luxury of reviewing information, reflection on information that's presented to them for a longer period of time and thinking before acting
- Social media allows individuals to voice their opinions

\* Efficient does not necessarily mean BETTER

- Unless the learners are engaged and motivated, there's a strong likelihood that they will not learn something from a course that incorporates technology.

### **(Lesson 2) What is the take-away message from Howard Rheingold's TedTalk?**

- Instead of there being an innate sense of awareness, that somehow, the basis of our economic-social transactions can be influenced by our social institutions, whether we know that or not.
- People are only prisoners if they consider themselves to be. People can escape this sense of imprisonment by creating institutions for collective action.

### **(Lesson 3) Identify the learning theories embedded in the game Little Big Planet.**

- Constructivism and video games: players can come up with concepts, the way it works  
→ creator
- Assessment: Little Big Planet has a community of practice (CoP) and in this community of practice, people learn techniques in order to further progress/build levels, and can even "break" their tools  
→ Students take their own initiatives to make their own discoveries and go beyond with the tools that the teachers may provide them with
- Players can assess quality of levels = feedback

### **(Lesson 3) What is a constructivist approach to learning?**

#### Constructivism

- Learning is building connections by actively interacting with the environment.
- Begin with complex skills while solving these problems.
- Learning involves constructing knowledge from one's own experiences.

#### Constructivism Instructional Practices

- Problem-based learning
- Project-based learning
- Authentic tasks

- Discovery learning
- Case-based learning
- Collaborative learning
- Active learning

- Constructivism is like a continuum

### **What is a behaviourist approach to learning?**

- The mind is a black box  
 - Learning is an expected response to a given stimulus; we can't see what goes on in that black box.

- Learning occurs when students are able to provide the proper response to the given stimulus.

- Methods include: use of instructional cues, reinforcement, and practice

- Students learn basic skills before moving on to more complex processes.

### Behaviorist Instructional Practices

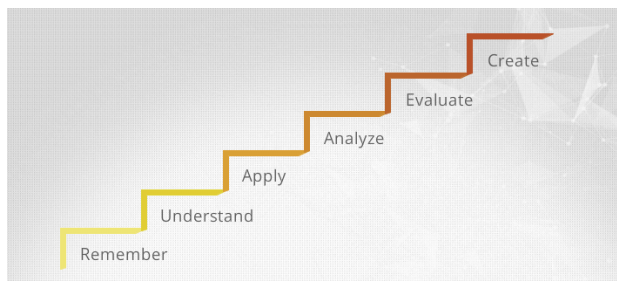
\* Practice makes perfect

→ The first technological tool of the video games that they made was based on behaviorism: token/coin, star is granted and then player can proceed to the next level (form of motivation)

- Direct instruction, lecture
- Stimulus-response
- Operant conditioning
- Punishment
- Shaping
- Drill and practice

### **What is the difference between the two?**

### **What are the steps in Bloom's taxonomy?**



**Give an example of each step in Bloom's taxonomy.**

Remember: Students are being taught how to bake and ice cupcakes, and are further taught that in the event that students do not have icing bags for their frosting, they can improvise with ziplock bags.

Understand: Students must take it upon themselves to take notes throughout the class (does not have to be in paragraphs, can be in simplified, point-form) in order to best understand the material. Students must therefore write down the recipe/steps.

Apply: Students must transfer this newfound knowledge of how to bake cupcakes and ice them and apply it in a kitchen-setting, thus testing and using their newfound knowledge in an appropriate setting.

Analyze: Students should observe the work they have completed and assess whether or not it was successful. In the event that it was not successful, students must think through their steps and logic to see what may have been the possible cause or source of their errors (i.e., when cutting into the cupcake, is the batter crumbly - if so, I may have baked the cupcake for a minute too long, or, does my icing have a grainy texture? If so, did I use granulated sugar instead of confectioner's sugar?).

Evaluate: Evaluate the experience in its entirety in order to avoid any mistakes that can re-occur in the future (essentially, students, at this step, must determine what went right and what may have gone wrong, but take a mental or physical note of what may have gone wrong in order to alleviate any future mistakes).

Create: At this step, students must integrate and apply their newfound knowledge in order to create a final/finished product. In this case, it would be a perfectly baked and iced cupcake. However, students should make the effort not to mimic the example cupcake that was demonstrated by the instructor, but rather, apply some sort of creativity to it to make the cupcake/finished product "unique".

See discussion board lesson 3 → bloom's taxonomy

**(Lesson 3) Define the zone of proximal development.**

- Zone of Proximal Development: the distance between a learner's ability to solve a problem independently and a learner's potential level of comprehension when given guidance or in collaboration with more knowledgeable others.

→ Learning occurs in this zone

- Child cannot complete the task on his or her own

- Almost there but needs a little guidance from an expert

- Guided help where you can reach that task

- Idea that you're not learning directly from the expert and you're not learning directly on your own – you need a little help to get there/complete the task

#### **(Lesson 4) What is the take-away message from Sherry Turkle's TedTalk?**

- People want to go in and out of all the places they are because the thing that matters most to individuals is control over their attention – only want to pay attention to the bits that interest you

→ Can end up hiding from each other even as we're all constantly connected to each other.

#### **What are the tensions related to social media uses?**

#### **(Lesson 4) What is the goal of digital citizenship?**

- The goal of digital citizenship is to provide a consistent message to students and education professionals so that they can become productive and responsible users of digital technologies.

- Getting students to use social media feeds to express themselves towards issues that are particularly important to them or even current issues: getting students to relate things that they are most familiar with and help them create material with social media/mobile media = engaging students in discussions around digital citizenship

(lesson 4 p. 3)

#### **Define the 9 elements of digital citizenship programs.**

See lesson 4 p. 3-8

#### **Give an example of each element in the 9 elements of digital citizenship programs.**

The nine elements of Digital Citizenship in the classroom:

- 1) Digital Access: Ensuring that everyone has equal access to the virtual world digital society. This can include renting laptops from the school and bringing them to the classroom or bringing the classroom as a whole to the computer lab.
- 2) Digital Commerce: Creating a group on Facebook where students can create an online market where they can trade/sell old materials that are no longer of use to them.
- 3) Digital Communication: Teachers can create a hashtag on Twitter, a Facebook group, or even a discussion board, where students can share ideas, thoughts, opinions, pose questions, and communicate and aid one another.
- 4) Digital Literacy: Teachers can allocate some class time to teaching their students about the different uses of technology (which go beyond the realm of social media) and

furthermore, teach students about appropriate and safe usage when it comes to technology.

5) Digital Etiquette: Similar to digital literacy, this element emphasizes teachers advocating safety and appropriate use of technology and the Internet and teaching their students about these uses.

6) Digital Law: This element deals with the law, which can include intellectual property; at this step, teachers can educate their students on commonly encountered issues, such as plagiarism.

7) Digital Rights and Responsibilities: Teachers must teach students that whatever is posted on the Internet is essentially there forever, even if it gets deleted. Therefore, teachers must advocate and educate their students on accepting responsibility for what they post and ensuring that whatever they post in the Internet is not something they will regret.

8) Digital Health and Wellness: Teachers must educate their students on the need for real-life/face-to-face interactions, which in fact, override at times the interactions that occur on the Internet.

9) Digital Security: Teachers must educate their students and teach them practices that can be applied and used on the Internet and with technological devices which promote safety, such as passwords, etc.

### **(Lesson 5) Define Edward Said's concept of orientalism.**

- Orientalism: how we perceive the people from the east
  - How we perceive OTHERS – not just Arabs (lesson 5 p. 1-2).

### **(Lesson 5) What is Adorno's Culture Industry theory?**

- True culture no longer exists. It has been entirely replaced by the commercial products and administrative logic of what is called: the culture industry.
- Technology and consumerism have replaced culture
- Adorno argues that media has twisted and distorted culture to the point that it becomes empty. (lesson 5 p. 1).

### **What do we mean by us-ness vs them-ness in social media?**

- The us-ness and the them-ness, which often generate the tension originally espoused by Edward Said as Otherism, can dig a big gulf between people when referring to interaction on social media. (lesson 5 p.2).

### **How can we use Bloom's taxonomy to implement critical thinking in pedagogy? Give an example.**

See lesson 5

## **(Lesson 6) What is structuralism?**

- Language relies on a shared understanding of “rules”.
- The search for deep structures that are universal to all cultures.
- Once we have discovered the underlying characteristics of a text, we can open up to discover its meaning.
- Determines how texts produce meaning.

Structuralism: belief that phenomena of human life are not intelligible except through their interrelations

- These interrelations constitute of structures
  - These structures are fixed: rigid and therefore remain the same
- Ferdinand de Saussure’s theories: linguistic structuralism
  - Said that language produces meaning by a system of relationships
    - Dog: dog as a visual and dog as a language sign
      - Structuralism gives opportunity to understand a mental framework where these words have a particular meaning
- Has meaning with regards to establishing the meaning of terms

## **(Lesson 6) What is post-structuralism?**

- Rejection of totalizing discourses or meta-narratives.
- Rejection that there is any absolute foundation or metaphysical platform outside of history or discourse from which to cast authoritative statements.
- Rejection of the idea that there is or can ever be, a universal human subject that is divorced from history, culture, and society.
- Meaning in a text is uncertain, unstable, changing, and contextual.
- Disregarded ideas put forth by Ferdinand de Saussure
- Language has no meaning
- Brings to bear the difference between behaviors and cognitive information processing:
  - Behaviorism: reactions to certain actions – black box
  - Cognitive information process: provided a context for information processing, which lead to creating meaning.
- Post-structuralism is arguing that the rigidity of structuralism needs to be questioned, put into context as to how people are making meaning about a particular system of relationships.
- Brings to bear some of the complexities in understanding how a system of relationships relates to a broader consensus within a public or societal discourse.

- Foucault and prison:
  - At the time of monarchy, prison was a form of control over the body (punishments such as decapitation)
  - Today, we use different ways to punish prisoners
  - Panopticonism: guard can oversee all prisoners
    - When related to social media: how is viewing what we are posting?

- Post-structuralism as it represents the **role of power** in building a system of relationships

- Post-structuralism rejects the absolute truth

### **(Lesson 6) What is deconstruction?**

- The analytical technique used by poststructuralists is called deconstruction.
- The intention is not to discover what the real meaning of a text is.
- **Deconstruction involves considering what's missing.**
- Absences and gaps help reveal what the text is privileging.
- A deconstruction of a Facebook advertisement would include a discussion on the types of people who are missing from the images.

- Deconstruction is trying to get out of the established meanings (meanings that have been assigned to us or the text one is reading).

- Deconstruction goes beyond decoding syntax in a language or system of relationships.

- Post-structuralism and deconstruction: poststructuralists used notion of deconstruction as a way to discover what was missing.

- Aim is to contextualize but not lose sight of or goal or identity just by deconstructing.

- Look at what's missing in the picture

- Applying pedagogically: Bronfenbrenner ecological systems theory – looks at what all of the ecological systems surrounding the child or the classroom and how these systems impact the child.

By looking at these different systems surrounding the child, we can see different perspectives and discover what is impacting the child based on the relationship with the child and these systems.

I.e. Why is a child misbehaving in the classroom?

**Define: digital dissonance- chaining- lurking**

**What is the holistic approach to integration of technology in education ? what are its benefits?**

**What are the components of research reports? Define each.**

## Research Report Components

Introduction: Introducing the problem – indicating the variables examined in the study

Review of the literature: Indicates what is known about that

- Statement of hypothesis or research question:

- Quantitative: states the relationship between variables in operational terms
- Qualitative: sense of what the study might show

- Method

- Participants

- Quantitative: Describes how the subjects were selected, the population they represent, the sample size, and major characteristics of the subjects
- Qualitative: Includes information about the site and the participants

- Method

- Instruments: Describes all data collection procedures and protocols indicating their purpose, application, and technical characteristics (i.e., validity, reliability, and scoring)

- Method

- Design: Describes the rationale for the selection of a specific design, a description of the threats to validity, and steps taken to minimize these threats
- Procedures: Describes chronologically the steps following in conducting the study in sufficient detail to allow for replication

- Results: Describes the statistical techniques applied to the data and the results of these analyses

- Discussion: Interprets the results, draws conclusions, states applications, and makes recommendations

- Discussions of the results in terms of their relation to the topic studied
- A conclusion is not a result

- References: alphabetically lists all the relevant information for the sources used in the report by authors' last names

- APA format for references
- Different formats for different types of sources
  - Journal articles
  - Books
  - Papers
  - Personal communication
  - Electronic sources

### **What is the definition of privacy according to Steeve's 2014?**

- According to Valerie Steeves' (2014), there are various ways of understanding privacy. It is:

- A component of democratic citizenship
- A social right that gives individuals the right to control what their community knows about them
- A personal right to manage personal data
- A human right that rests on the idea of integrity

### **What is the link between privacy, technology and Foucault's Panopticon?**

- Foucault and the notion of the Panopticon:

- In prisons nowadays, high towers are built, whereby the prisoners may feel that the guard is watching them, however, the guard may not be residing in there.
- Idea of feeling as though someone is always watching you

### **How can we increase awareness of privacy using stakeholder's agency?**

- Emphasis on informed choices made by individuals and creating a boundary between personal and public life

- Agency: As long as we are aware as individuals and make informed choices, then we are doing our job.

### **What is feminism? What are the three waves of feminism?**

#### Feminism

- Concept of feminism is maligned today in society

- Not about claiming women as superior to men or victims of society

- Feminist media studies claim that our culture is fundamentally inequitable

- De Beauvoir's famous quote "One is not born a woman rather becomes one".

- It is all about gender roles.

- Feminism is the recognition and critique of male supremacy combined with efforts to change it.

- Many waves of feminism: first wave, second wave, and third wave.

- Not a unified movement
- Many different approaches to revealing and criticizing this hegemony

#### **First Wave:**

- Liberal movement

- Women's suffrage

- Property rights, voting rights, legal rights
- After women got their rights, women realized they were still being subjugated and oppressed.
- Second wave came about after Simon de Beauvoir's sex books which discuss all the subjugation embedded in the patriarchal structures and the culture.

### **Second Wave:**

- Different cultural aspects of being a woman
- Gender roles
- How they dictate the rights and responsibilities, and differences of women and men's roles
- Third wave came about after African-American women and Middle-Eastern raised the issue of feminism only addressing "white-women" issues.
  - Not all women were experiencing the same issues (cultural)

### **Third Wave:**

- Feminism encompassing different perspectives or conflicting perspectives and accepting them
- Contextualizing issues

### Third Wave Feminism: Arab Feminism

- Feminism didn't start in the Arab World where the issues surrounded social media.
- Recovery of a discourse
- Oral defiance
- Tied to nationalism

### **(Lesson 10)**

### **What's Arab feminism? When did it emerge?**

#### Arab Feminism and Social Media

- Affordances of new spaces
- Interactivity potential
- Anonymity vs. visibility
  - Can bring about violence
- Ripple effect
  - Viral effect
    - Can be used very effectively by people to promote a specific viewpoint or argument
- Social media allows for pluralistic perspectives
  - For multiple viewpoints to coexist with one another

- Often we see hegemonic instances where some groups are louder than others and are overpowering the voices of the minorities.
- As much as social media allows for pluralistic perspectives to exist, we must also understand in what ways they may be crossing legal boundaries that are related to hate-speech.
- How social media and mass media are interacting with one another

### **What did social media give back to Arab feminism?**

### **What is public discourse shaped by?**

#### Critical Analysis (CDA)

- Public discourse is shaped by social groupings, culture, and constructs, and has the power to limit our knowledge and beliefs.

**(Lesson 10)**

### **What is a participatory communication model?**

### **What is a top-down communication model?**

#### Early Communication Models

- Audience: individuals (target of information)
  - Not partners in the process
    - The intention on part of the designers of Web 1.0 was not to have a top-down or dominant paradigm being transmitted to a group of receivers. It was just the nature of the internet as an information transmission device and not something that necessarily encouraged two-way communication.
    - Through the Web 1.0 paradigms, emails and forums still existed as places where people could exchange ideas and engage in discussions with one-another.
    - With the advent of Web 2.0 = a way in which you could influence the content on the Internet itself.
    - It was only when one could influence the content and open it on their browser where people realized the power of the Internet.
- Messages: top down
- Information is centralized and tightly controlled.
- Persuasive messages have direct and uniform impact producing a climate of acceptance of innovation.

**(Lesson 12)**

## **What was so special about the online videos utilized in the Arab Spring?**

### Arab Spring

- YouTube videos = storytellers on international stage from the Green Revolution to the Arab Spring.
- Transcendence define the potent human element in these communications that transcends traditional forms of international discourse.
- In the Arab Spring, we saw and intercultural experience shared digitally between citizens.
  
- The people started acting as storytellers to tell the worst of the world and demonstrate to the rest of the world what their government is doing to them (shared grievances and sense of desperation).
- Shared grievances and sense of desperation became much of the content that was shared and discussed over such social networks.
  - Such content spilled over and transcended national boundaries, surpassing international relations, thus becoming intercultural.
    - Acted as a message being transmitted from one person to another.

### Social Media and Communication: The Arab Spring Intercultural Experience

- The narrator is absent from the videos. Therefore, the impact is experienced by the viewer who watches the scenes of protest, free of journalistic interpretations, and perhaps with an even greater level of engagement allowing him to discern these events on the screen for himself.
  - Video is free from any news-framing (no biases or perspectives, therefore free for viewers to make their own analysis)
  
- The videos are raw and unedited. The unedited quality of the videos immediately conveyed the work of a bystander, thereby signaling these accounts to be first-person experiences.
- The video becomes a live window through which to view the event and then work out its meaning.
  - Honest, true, and untainted image of what is happening
    - Because of all of these factors, this intercultural experience legitimized social network sites, uncovering this kind of news on an international level.

## **(Lesson 12)**

## **What kind of participatory communication did we witness in the Arab Spring?**

## **Why organizations (such as UNDP) choose top-down communication models?**

- Why do these organizations choose top-down communication models?
  - Because they want to degrade or diminish the opportunity to talk back to organization systems of power, to achieve grassroots globalization, they want to challenge or dismiss challenges to the management and dismiss foregrounding dialogues and negotiations (oppressive view).
  - The result is in fact that a certain section of voices aren't heard, especially if there isn't a freedom of expression that is enabled through social media.
  - There are certain hegemonies that are being played out, but not all organizations are out to suppress these opinions in an obvious way.
  
- Despite evolution, the issues of participation and community dialogue are grounded in power dynamics that direct global politics and not in the use of any particular medium.
  - The analysis of the UNDP use of Facebook and Twitter reveal all communication patterns associated with the dominant paradigm associated with communication and development.
  - The primary forms of media then were television and radio.

**(Lesson 12)**

**What are the take-away messages from the movie Mickey Mouse Monopoly?**

- Disney vs. other corporations:
  - Hides behind innocence in a way that allows it to separate corporate culture from corporate power
  
- Because enormous conglomerates (like Disney) own so much of the media, they exercise unprecedented control over the images and messages we're exposed to. The result is that we're presented with a very limited worldview, skewed and dominated by corporate interests.
  
- Disney = dominant storyteller for children globally
  - What kinds of stories are being told?
  - Do we want our children to hear these stories?
  - Would we like our children to hear other kinds of stories?
    - If we don't ask these questions, we're allowing Disney to shape children's imaginations.
  
- Mistake to imagine that the only way that the media affects us is through an immediate impact on the way we think.
  - The way the media influences the way we think is much less immediate and much less straightforward.
  - Much more of a question of creating a certain environment of images that we grow up in and become used to. After a while, these images will begin to shape what we know and what we understand about the world.

- Not immediate → a slow accumulative effect that's much more subtle
- We develop our notions of reality from the cultural mechanisms around us
- The media is one of the most important cultural institutions we currently have
  - Gives us a whole array of images, stereotypes, belief systems (about race, class, gender, etc.) and we now live in a media-based system where most of our free time is spent consuming media. It's therefore very important to analyze the institution of media in order to understand how we, as consumers and citizens understand the media and the role the media plays in socializing us into certain belief systems.
- Media constructs notions about what femininity is (can be viewed in the ways females are depicted in cartoon animations and real life, whereby women are sexualized)
- In order to keep up with the themes of society, Disney must keep changing.
- What they know = learned from the media.
- We do know that the vast majority of people in Hollywood who are in power and have creativity and ownership power = male
- Whether racism is intentional or unintentional, the effect is the same.
- The people who write the scripts are real people who have been socialized in this society and they're going to internalize those norms and values.
  - When they produce work, it's bound to come out in some way, unless they make a conscious decision to operate within a certain ideology.
- Where are children going to get a sense of history and culture of their country?
- Problem with marketing to children and having toys that are highly realistic replicas of what children have seen on the screen is that in many ways, it affects how they play.
- Play comes naturally to children.
  - Through play, children get to know themselves, the world around them.
    - Their chance to explore and create
    - Their own means of exploring the world
    - Develop imagination, language, social skills
  - If you tell the child how to play, you are depriving the child of what's maybe necessary for that child's development.
  - When children see a movie and then try to replicate the script and their toys that help them do that, the message they're getting is that when kids play, they must play the movie and here are toys to help you do it. Because children focus on the salient traumatic, the toy keeps them focused on that narrow plot.

- Play can stay the same (fixated) and not evolve or change around the world
  - When that happens, children learn the lessons they see in the media much more than they otherwise would, when their play is just a replica of what they see on the screen.

- Can't get away from the products that are released in order to market a new film  
**(Lesson 11)**

### **What remained consistent about gender and racial/ethnic portrayals in Disney films?**

- We develop our notions of reality from the cultural mechanisms around us
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### **What is the role of the digital code?**

- Digital code delivers and dictates the content we see and learns from how an individual interacts with others. It is far from egalitarian with content as it amplifies patterns and popularity, which results in homogenous experiences and thinking for users.
  - More often than not, people are able to make a distinction between the person making a comment or posting content on a particular form from the actual content itself
  - Relates to the notion of understanding why certain media go viral and how we can use certain tools in marketing and in consumer culture in order to actually play with the psychology of the individuals who are consuming the social media.

**(Lesson 13)**