

### ESTIMATED TIME

1-2 class periods

### PREREQUISITES

- This lesson is related to Level 1, Lesson 6 *Netiquette*; 33 *Geographic School and Virtual Communities*; 36 *Introduction to Self*; Level 2, Lesson 5 *Electronic Portfolio*
- The lesson should be taught *with* continual reference to previous lessons associated with it to connect learning.
- Have available computers with internet access for student use and/or observation.

### RESOURCES AVAILABLE

- *Social Networking Tools Rubric*

### ACROSS THE CURRICULUM

Use of online social networking sites such as Facebook and MySpace by college and high school students is commonplace. Transitioning from face-to-face interactions to instant messaging, social networking sites allow individuals to create an online persona that enables them to highlight elements of their personal life for public viewing. Many see these sites as harmful for naïve individuals who unknowingly providing too much information about themselves to the wrong parties. However, as much as these sites can be and are used for fun and social interactions, they can be advantageously set up for positive networking opportunities. Teaching students the appropriate use of these sites and the proper use for their personal advantage can be helpful in their pursuits of applying to college, looking for a job or joining an organization.

### LESSON GOAL

Explore the use of online social networking tools to improve interactions and share electronic portfolios.

### Essential Question

How can I use social networking tools to improve my interactions and my work in my electronic portfolio?

### Student Expectations

1. Participate in discussions about the positive and negative uses of the internet and social networking sites in particular.
2. Write a reflection on why students use the internet and how traditional social interactions and networking have been affected by it.
3. Discuss reflections with the rest of the group.
4. Log into and identify information in My Portfolio.
5. Discuss how a person's Facebook or other online persona affects how other people or groups learn and develop an opinion about them based on that information.
6. Update My Portfolio to make it more appealing for possible viewing by interested parties.
7. Write a reflection about social networking.

### LESSON OBJECTIVES

1. Demonstrate understanding of the positive and negative uses of the internet and social networking sites in particular.
2. Explain how information on a social networking site can form one's opinion about a person based upon what is posted.
3. Update personal social networking profiles and/or their portfolios for possible viewing by various interested parties.

### RATIONALE

Adolescents are constantly introduced to and utilize new technology. Helping students understand each new technology or program and how to use them appropriately is an important task. Social networking sites, in particular, are generally used for updating one's online persona and keeping up with friends in a similar manner. Although there are ways to limit the access to these sites, all information posted on these sites is considered public domain and it is often difficult to determine who actually can or cannot gain access to posted information over time.

Use of these sites for fun and social connections is not a bad practice in and of itself. However, it is important to understand the possible dangers associated with them. It is also important to understand the positive impact that online social networking sites can have if set up and used the right way.

This lesson begins the conversation of the advantageous use of online social networking sites as it helps to guide students to think critically about their online persona and how these sites can be used effectively to improve interactions and share their electronic portfolio.



Social Networking Tools Rubric

## PROCEDURES: WHAT TO DO

1. **WHOLE GROUP** Hand out the *Social Networking Tools Rubric* to explain how students will be evaluated. Then discuss the following.
  - a. Ask the class how the internet is used for fun, social purposes, communication, information sharing, and professional business or pursuits.
  - b. Ask the class to discuss the positive (i.e., email, news, research, video sharing, education, dating, social interaction, etc...) and negative (i.e., cyber bullying, exploitation, identity theft and other illegal activity) aspects of the internet.
  - c. Ask the class who utilizes My Space or Facebook and discuss the positive and negative uses of these sites.

### ASSESSMENT

**Discussion Internet Pros and Cons** Contribute to discussion to develop an understanding of how the internet and social networking sites in particular are used positively and negatively.

2. **INDIVIDUAL** Have students write a ½ page reflection on how or why



### ASSIGNMENT 1

they use the internet. If someone does not use the internet, he or she should write about how and why someone might use the internet. Have students also think about cultures that do not have access to the internet and write about what the internet has done to help or hinder social interaction and networking in our society. Have students use *Sakai* Assignments Tool to submit their reflections for evaluation.

3. **WHOLE GROUP** Have students share things they wrote about that add to the conversation of why people use the internet and the impact of the internet on social interactions.

### ASSESSMENT

**Reflection and Discussion** Write a thoughtful reflection and contribute to discussion to develop an understanding of why people use the internet and how it has helped and hindered social interaction and networking in our society.

4. **INDIVIDUAL** Have students log into *Sakai* My Portfolio.



### ASSIGNMENT 2

- a. Have students identify and list the information on a separate piece of paper that can be gathered about them or one of their friends from their profile page, including information about personal interests, hobbies, friendships, and groups. Then, have them write a 1-2 paragraph introduction about him or herself from that information.
- b. Ask for a few volunteers to read the introduction produced.
- c. Have students use the *Sakai* Assignments Tool to submit their self introductions for evaluation.

### ASSESSMENT

**Personal Information** Compile personal introduction from information on website.



Student Pages

- 5. WHOLE GROUP** With students logged into their My Portfolio accounts, have the class participate in a discussion with these questions:
- Were you surprised about information you put together from the profile page?
  - Do you think that the introduction does a good job summarizing the person about whom you wrote? Why or why not?
  - What would various audiences think about the information found on the profile page (i.e. parents or other family members, current or future boss, admissions counselor at a university, possible boyfriend/girlfriend, etc...)?
  - How does this information compare to what might be found on a Facebook or MySpace portfolio?
  - Does the information you provide or the items that you can be linked to (websites, interests, postings on your wall, etc...) seem appropriate for these different groups? Why or why not?
  - What are possible dangers of your ePortfolio site if accessed by one of those parties? What might be on someone's Facebook or MySpace site that could possibly embarrass or be detrimental to possible future pursuits?
  - What are ways that your profile page could be updated to bring positive exposure to who you are? What are ways you could update your page to bring you favor in the eyes of the different parties mentioned above? What would a college admissions counselor or future employer want to learn about you if they were to see your profile?

### ASSESSMENT

**Personal Information Discussion** Participate in a discussion about online personal information.

- 6. INDIVIDUAL** Have students update their My Portfolios in *Sakai* based on the suggestions from the previous discussion so that it is more appealing to possible viewing by admissions counselors, employers and other interested constituents. Feel free to have them print out a screen view of their profile page for you to analyze, comment and give suggestions.

### ASSESSMENT

**Profile Update** Update My Portfolio in *Sakai* to reflect information from the lesson.

## REFLECTION

Have students write a reflection about the possible strategic use of online persona by answering these questions.



## ASSIGNMENT 3

- How can social networking sites be used for advantage?
- Why is it important to monitor the information on these sites?

Have students use the *Sakai* Assignments Tool to submit their reflection for evaluation.

## INTEGRATING TECHNOLOGY

### EPORTFOLIO

- Use ePortfolio for social networking.

### ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

### SCHEDULE

- Add Assignments to the Schedule.

### EVALUATE/REVIEW

- Student Assignments
- Student Portfolio
- Add a test or quiz if desired.

### LESSONS

- Review Lessons.
- Add Resources if desired.
- Change a Lesson if desired.
- Schedule a Lesson.
- Unschedule a Lesson.

### COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

### Ohio Academic Content Standards

#### Technology Grade 10

**Benchmark A:** Interpret and practice responsible citizenship relative to technology.

#### Grade Ten

##### *Technology and Citizenship*

1. Understand that the development of technology may be influenced by societal opinions and demands, in addition to corporate cultures.
2. Contrast ethical considerations and how they are important in the development, selection and use of technologies.

**Benchmark B:** Create, publish and present information, utilizing formats appropriate to the content and audience.

##### *Publication*

1. Publish information in printed and electronic version, and select appropriate publication format (e.g., paper, Web, video).

### ASSESSMENT

**Reflection** Reflect upon strategic use of social networking.

### ASSESSMENT

Use the *Social Networking Tools Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

In addition to the rubric, each submission should be evaluated individually for appropriateness for submission to the ePortfolio before posting.

## DIFFERENTIATING INSTRUCTION

### SPECIAL NEEDS

Students on IEPs should do well with the material presented in this lesson and the way it is presented. Where necessary, they should be given additional time or extra assistance from the advisor.

### GIFTED AND TALENTED

Gifted students can be challenged in this lesson by acting as classroom leaders during the discussion. The material may be intuitive to them, but not to their classmates. Therefore, charge them with directing the discussion and giving encouragement to struggling participants. Other tasks could include doing some internet research on what are some different types of professional dress, hygiene, and neatness tips.

## ADDITIONAL RESOURCES

### WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

- Social Networking in Plain English [http://www.youtube.com/watch?v=6a\\_KF7TYKVC](http://www.youtube.com/watch?v=6a_KF7TYKVC)  
Watch this video for a simple explanation of social networking.
- Facebook Website <http://www.facebook.com/home.php>
- MySpace Website <http://www.myspace.com/>

### PRINT RESOURCES

- Boyd, Danah M., and Nicole B. Ellison. Social Network Sites: Definition, History, and Scholarship. *Journal of Computer-Mediated Communication*, 2007: <http://jcmc.indiana.edu/vol13/issue1/boyd.ellison.html>.