Implementation Guide

Outline

Introduction

The Erasmus+ project SubscribED aims to develop the digital readiness and content creation skills of secondary school teachers for the use of social media in their pedagogy and curriculum. During this project, we tested the following resources, the e-learning module, the pedagogical sequences, and the safety resources, with a total of 686 students and 62 teachers and pedagogical experts involved in the testing and/or the evaluation of the material. The discussions and reviews from the internal team of the project, the practical use of our results during the test we organised, and the feedback we gathered during these tests were also very interesting and informative. It allowed us to see new points of view and angles that we missed and improve and enrich our various productions.

All this new knowledge and good practices this project taught us are very important for our future work and to develop our competencies, but it is much more important to propose to you, teachers and first users of our results, the best of the best. This is what we want to provide with this implementation guide.

This guide is a condensed version of our experience using the different results (pedagogical sequences, safety resources, e-learning), what we learned about these experiences, and our advice and good practices on how to use the results.

With this guide, by sharing our experience, we hope to inspire, encourage, and support other teachers to use the project resources and to encourage the use of social media in formal education.
It will be divided into several parts that you can find in the outline just below.

Before starting, we'd like to introduce you to each partner's context:

YuzuPulse tested the results with a class of junior high school from 13 to 15 in Tourcoing with around 20 students.

Euphoria tested the results with three teachers from the high school Liceo Genovesi from Naples. Each teacher tested the resources with their classes composed of 14 – 20 students each, ranging from 14 to 17 years old.

Logopsycom tested the results with 32 students ranging from 14 to 17 years old as well, in a high school in Mons which involves VET settings, with a teacher who values digital literacy, communication skills and critical thinking.

Nicolae Iorga School had 10 teachers involved in testing with their classes composed of 24-28 students each, in total 293 students ranging from 11-15 years old. All the lessons took place in Nicolae Iorga School.

Arsakeio Gymnasium of Patras tested the results with five teachers. Each teacher tested the resources with their classes, with 117 students in total, ranging from 12 to 14 years old.

Narva Pähklimäe Kool tested the results with 5 teachers. The teachers tested the resources with 197 students in total, ranging from 12 to 15 years old.

1. The difficulties teachers face when trying to adapt educational content creation on social media to their curriculum

Introduction

Education does not exist outside of the social or technological contexts in which it is located. Thus, it is little surprise that both users and developers are proposing and exposing teachers and students to new affordances of social networking tools. In addition, researchers are beginning to understand and appreciate the learning designs and value that integrating informal social media tools adds to formal education (Czerkawski, 2016). Concerning the introduction of any tool in education, we need to examine the evidence for both its effectiveness and the challenges and problems associated with its use.

Teachers may face several challenges when trying to adapt educational content creation on social media to their curriculum. While social media can offer engaging and interactive platforms for learning, integrating it into a traditional curriculum can sometimes be a complex endeavor.

Challenges and integration

Adapting educational content creation on social media for the classroom curriculum can be a powerful way to engage students, foster collaboration and create an interactive learning environment. However, it is essential to consider the age of your students, privacy concerns, and school policies when implementing social media in an educational setting. During the creation and testing phase of our pedagogical sequences, teachers encounter a few difficulties when adapting educational content creation on social media to their curriculum. Based on their experiences here are some steps and considerations for adapting social media to the classroom:

1. Distractions and Inappropriate Content

Social media can be a source of distractions and inappropriate content, which may divert students from the intended educational content. Teachers need to address

these challenges to keep students focused on their learning goals. In order to limit as much as possible distractions and inappropriate content, when designing the curriculum, we should choose appropriate platforms, and select social media platforms that align with our educational goals and the age of our students. Encourage the use of educational platforms and tools that are specifically designed for classroom use. These platforms often have built-in features to limit distractions and maintain a focus on educational content. Teachers have to make sure the chosen platform complies with their school's privacy and data protection policies.

Teachers from our focus group found it helpful to establish clear expectations, set clear guidelines for technology and social media use in the classroom before the beginning of the activity. Clearly communicate to students what is considered appropriate and inappropriate during class time. Ask them to turn off the notification. Also integrate digital literacy education into the curriculum is useful to. Teach students how to critically evaluate online content, recognize fake news, and navigate social media responsibly. Design interactive and engaging lessons that capture students' attention. When students are actively involved in their learning, they are less likely to be tempted by social media distractions.

2. Time-Consuming Content Creation:

Creating and curating educational content for social media can be time-consuming. Teachers must invest extra time to develop engaging and interactive materials that are well-suited to the platform. Teachers already have a heavy workload with lesson planning, grading and classroom management. Creating and maintaining content on social media platforms can be time-consuming, which may not be feasible given their existing responsibilities. When you design your curriculum, keep in mind to create materials that could be easily modified, adapted to different levels and used in many educational contexts. We are mentioning this to you because this was a concern brought up by some of the teachers before they participated at the course offered by our Erasmus project. After learning from e-learning module how to create educational content and how to integrate social media in their lessons (teaching, evaluation, homework and sharing materials) they found out that if you plan ahead a good

scenario you could easily adapt it to your different level classes. This was a proof that in the end, on a long term, it was not about time consuming when creating video, infographics or other educational materials, but about time saving.

3. Technical Challenges

Teachers may face technical issues, such as platform updates, access problems, or compatibility issues with school devices, which can disrupt the smooth integration of social media into the curriculum. Many of you may not have the technical skills required to create and manage content on various social media platforms and you may get lost in so many information, tutorials and sites. You could invest a lot of time in selecting the proper courses, teaching you how to create a great educational content that could be shared with your students and, why not, with other students and teachers, through social media platforms.

This was one of the reasons that our project was created, in order to support you to overcome this challenge and to help you to learn all that you need to be a creator of videos, info graphics and ways that you can share your educational material. All this in one place!

Based on our teaching experience and with a helping hand of our expert partners, we created an online course that could be accessed here. Our e-learning module gives teachers the knowledge and skills to create their own content and support their learners with adapted teaching methods. In practice, it guides teachers in a step-by-step approach to develop the digital skills needed for participation and content creation on social networks, with the aim of allowing them to create useful pedagogical content. We encourage you to follow this link and when you have completed our course you will know a lot about how easy and fun can be to create your own original material, based on your own vision about the lessons that you are going to teach. This is something that not only we believe in but also the teachers that completed the course. They were thrilled that they could do it in their own pace, 90% felt confident that they can adapt their lesson and teaching material in order to accommodate the needs of students with difficulties. Many teachers found the modules really clear and organised, with a simple and dynamic layout.

4. Lack of Professional Development

Some teachers may not be adequately trained in using social media as an educational tool. They may lack the necessary skills and knowledge to navigate and use these platforms efficiently. Before starting to integrate social media into the curriculum teachers should train on how to use social media for educational purposes. This should include digital literacy, online safety and best practices for engagement. Again, our project is here to help.

After completing our e-learning module, it is time to learn how to efficiently and safely share on social media platforms the materials that you created in order to reach students and other teachers. Our resources offer you ways of integrating social media in your curriculum in one place. The booklet "Social media as a learning tool" is a starting point for teachers and educators to understand how social media can be used as a complement to learning and not as an obstruction to it.

You will find a great dynamic library with very useful materials that the teachers in our school appreciated a lot and recommended them to their fellow teachers in other schools. This dynamic online library gives you access to a selection of over 250 educational videos from social media platforms, about a wide variety of subjects and topics! Explore and use this content as teaching material or inspiration for your own creations! And when you visit the dynamic library feel free to discover the other surprises waiting for you if you want to ease your teaching experience integrating social media in your lessons.

5. Evaluation and Assessment

Traditional methods of assessing student performance may not easily translate to social media-based learning. Teachers may need to:

- Adapt their assessment strategies to evaluate students' progress and participation effectively.
- Use social media for formative and summative assessments. For example, students can submit projects or engage in online debates.
- Provide feedback and assessment criteria to guide student performance.

- Monitor and assess progress: Keep track of students' activities and interactions on social media and assess their performance.
- Use analytics and feedback to evaluate the effectiveness of social media integration into the curriculum.
- Create authentic assignments, design assignments that require students to engage with social media in a meaningful way. For example, students can write blog posts, create multimedia content, or participate in discussions related to the curriculum.
- Gather feedback from students to make improvements.

You should keep in mind that social media integrated in the school curriculum cannot be applied to all groups of students, because as we have stated before, some of them are not able to access internet at home, in order to fulfill the tasks given. Teachers could encourage students to work as a team in posting their homework on the Facebook group of the classroom or to use the computers available in schools. Also, you can have students practice storytelling on Instagram by creating class-specific accounts where they can present photos or graphics.

Instructors cannot make assumptions about students' proficiency with social media. Student proficiency must be taken into account when designing activities. For example, they may be proficient at communicating informally, but may not fully comprehend what is required to critically assess information, engage with information and present findings in an academic environment.

6. Potential for Misinformation:

Social media may contain misinformation and fake news and teachers must help students develop critical thinking skills to discern credible sources from unreliable ones. Misinformation could also be a trap for teachers this is why you should always check the materials that you plan to use in class or the information to be presented, beforehand.

7. Curriculum Alignment

Aligning social media content with the curriculum and educational goals can be a challenge. Content must be relevant and contribute to students' learning, which may require careful planning and coordination:

- Start by identifying the educational goals you want to achieve by using social media in the curriculum. These objectives will guide your implementation.

- Define specific learning objectives and outcomes for using social media in your classroom. Consider how it can enhance communication, collaboration, and learning.

- Incorporate social media as a tool for specific assignments, discussions, or projects.

- Encourage students to share relevant content, engage in discussions, and collaborate with peers.

- Connect with experts and resources and encourage students to follow experts, organizations, and resources related to the curriculum on social media platforms. This can provide them with real-world insights and opportunities for learning.

8. Parental Concerns

Some parents may have reservations about their children engaging with social media, which can lead to communication challenges and conflicts between teachers and parents. One of our teachers had a similar problem and she found it useful to inform parents and guardians about the advantages of using social media in the curriculum and provide them with resources to support their children's safe and responsible online participation. To anticipate these possible conflicts, our project contains a chapter dedicated to students' safe and responsible online participation. You can find this chapter under the name of Safety Resources, which contains worksheets that explore 30 potential pitfalls, risks and dangers of using social media, allowing educators and parents to discuss those topics with young students to raise awareness about online safety and promote digital literacy skills. Each worksheet provides information, research data and advice on how to tackle those issues, along

with online resources and tools which can easily be adapted and used in an educational setting.

These safety resources aim to promote active social media use, instead of passive consumption, to develop users' critical-thinking skills and help them responsibly navigate and use online content to their advantage, while reducing the apprehension some professionals of education may have about the unrestricted nature of social media. We encourage you to discuss the above-mentioned issues with the students and especially with the parents, at the first parents' meeting.

9. Time constriction

Some of the teachers who tested the pedagogical sequences found that in certain cases they needed more time to finish the proposed activities. These sequences are indicative, they are starting points, examples that can be adapted as needed. We must always take into account the age of the students and the level of the class. Be flexible and willing to adapt your teaching approach based on student understanding and needs. If students are grasping a concept quickly, you can move on; if they need more time, be prepared to adjust accordingly. Be realistic about what can be achieved in a given time frame. Do not try to cover too much material in one lesson, you can always continue the activity at another time. One of our teachers tested the sequence in two classes, in one she managed to finish everything she set out to do, in the other class she did not. She continued the activity in another lesson; the students asked her for this, they were curious to know more.

Also a good idea is to practice your lessons and time yourself. This can help you become more aware of how long different activities and discussions take. After each lesson, reflect on what worked well and what could be improved. Use this feedback to make adjustments to your teaching methods for future lessons. Practice makes perfect!

By combining these strategies and staying mindful of your time, you can create a more effective and efficient learning environment for both you and your students.

Conclusions

Despite these challenges, when used thoughtfully and with proper planning, social media is a valuable tool for enhancing the educational experience. It can foster engagement, creativity, and collaboration among students and provide a more dynamic learning environment. Teachers must balance the benefits with the challenges while integrating social media into their curriculum.

Many teachers have successfully integrated social media into their teaching methods. They have found ways to overcome these obstacles and harness the benefits of using social media as an educational tool. Adaptation often involves professional development, collaboration, and a strategic approach to content creation and delivery.

Remember that social media should complement your existing teaching methods and not replace them entirely. It can be a valuable tool for enhancing engagement, communication, and collaboration in the classroom when used thoughtfully and responsibly. Incorporating social media into the curriculum can promote digital literacy and connect learning to the real world.

We know that you can be anxious about using new techniques and technology in the classroom. Nevertheless, you want to adapt and become a modern teacher, who keeps up with the changes in the world of education so you should overcome your fear and start studying. Talk to your students, get their feedback and learn what they want, learn from them, brainstorm with your colleagues and the most important, take your time to visit our resources, start small and keep practicing with little steps, do not ask too much from yourselves at the beginning. Share your work, ask for opinions, do not get discouraged, improve and in the end you will succeed!

2. What can the presentation of pedagogical content on social media tell us about its accessibility to learners and their engagement with it?

Introduction

The basis of this project lies in the safe use of social media as an engaging, motivating, dynamic and interactive educational tool for all. As such, the project results were created with inclusivity and accessibility in mind and were tested with a wide variety of students in all the partnered countries to ensure their effectiveness.

The presentation of pedagogical content on social media has been known to captivate young people, fostering continuous interest and subconscious learning, a very useful aspect for educators who wish to diversify and dynamise their lessons. However, online content, even when created with an educational purpose, isn't always accessible for all, which necessitates specific adaptations, especially if some students struggle with learning disorders, neurodivergent conditions or disabilities.

In this chapter, we will develop the ways in which social media content fuels motivation and how it can be created, adapted or presented in an accessible and inclusive manner so that it can reach its best potential as an educational tool. Using social media may seem simple but requires preparation to ensure all students are included and involved, which can easily become a natural part of a teacher's practice.

What makes social media engaging?

Social media is a pervasive, powerful and influential resource that many use in their personal and professional lives, whether as a hobby, a job opportunity, a means of communication or an escape. Online platforms cater to the needs and wants of the younger generation: connecting people with similar interests, creating a sense of belonging and safe spaces for marginalised groups, raising awareness, promoting digital activism and feeding creativity, individuality and curiosity.

There has been an impressive rise in educational content, with the overwhelming success of platforms that focus on short videos, such as TikTok or Instagram, enforcing the idea that microlearning has a deeply engaging and motivating effect. Online learning reduces the pressures and expectations of traditional education by providing quick and easy access to diverse information about countless subjects and topics in an entertaining, light-hearted and dynamic manner.

Based on the most popular formats which gather the most reactions inside and outside of class, we can deduce that, to create engaging online content, you need to:

- Keep it short and concise: limit the length of the video or cut it into smaller parts focused on each point you wish to make.
- Include visual elements, animations, illustrations or graphics: link the explanations to relatable or real examples and representations.
- Make it dynamic, interactive and entertaining: include references to pop culture, use humour and involve the student with quizzes or tasks.
- Diversify the rhythm and tone: for longer videos or series, do not keep one type of format the whole way through; switch from talking, interacting or experimenting to short scenes, skits, illustrations or animations.
- Specify the topics with tags or hashtags to show what the video will contain: introduce the content clearly and link it with other content.
- Allow (or ask) students to provide feedback and to express their thoughts and reactions through comments, evaluations or like/dislike settings.

What makes social media accessible?

Because social media platforms are widely used by many people of very diverse backgrounds and because their very nature makes them easily accessible to anyone who has a connected device, we could conclude that they're inclusive to most users, but not all content can be used, understood or relatable for everyone in your class.

While the use of subtitles, image descriptions and inclusive fonts has become more widespread in recent years due to the increase in awareness regarding ableism and inclusion, such accommodations aren't always applied properly, if at all. Adapting

educational content for students with different needs means that you will have to pay close attention to certain elements before using it in class.

Considering the variety of disorders, disabilities and situations that learners may struggle with, their needs will also vary and require different accommodations. Certain learning disorders, such as dyspraxia or dysgraphia, which affect coordination and fine motor skills, tend not to require adaptations for video content.

Which accommodations for which target group?

Students with dyslexia

Dyslexia affects reading and language-based processing skills, causing the learner to struggle with differentiating letters and sounds.

How content should be adapted for people with dyslexia:

- Use an inclusive sans serif font (such as Arial, Calibri, OpenDys, Open Sans, Tahoma, Century Gothic, etc.).
- Make the text large enough (size 18 or larger).
- Add subtitles or captions or provide a text transcript of the content.
- Ensure that the spacing between the elements is sufficient (equivalent to 1.5 line spacing and sufficient empty space).
- Accompany the text with visual illustrations or symbols.
- Ensure that the written text and the audio match: do not use different words out loud and on the screen, to avoid confusion.

Students with dysphasia

Dysphasia affects speaking, assembling words and understanding spoken language.

How content should be adapted for people with dysphasia:

- Add subtitles or captions or provide a text transcript of the content.
- Ensure that the written text and the audio match: use the same words.
- Avoid jargon or complex specific terminology; explain and illustrate clearly with concrete representations and examples.

Students with dyscalculia

Dyscalculia affects one's understanding of numbers and mathematical operations, along with the concepts of length, distance and quantity.

How content should be adapted for people with dyscalculia:

- Illustrate numbers, concepts and quantities with concrete, visual examples.
- Use a direct and fixed angle to avoid perspective issues.
- Use real situations and events to justify equations or operations.
- Give a clear, tangible meaning to the data and avoid abstract elements.

Students with ADHD

Attention deficit hyperactivity disorder or ADHD affects one's time management, planning and organisation skills, along with one's ability to pay attention, control impulsive or hyperactive behaviour and stay focused on a specific task.

How content should be adapted for people with ADHD:

- Keep it short and to the point or diversify the rhythm and tone regularly.
- Divide the content into parts with clear aims.
- Highlight the main points to focus on and use symbols for emphasis.
- Keep it dynamic but avoid too many animations or interactions.

Students with autism spectrum disorder

While the symptoms and struggles of people with autism vary widely across a large spectrum, there are common accommodations which can benefit them, especially regarding sensory overload.

How content should be adapted for autistic people:

- Avoid irony, sarcasm or expressions; be clear and precise.
- Avoid loud or busy background music or multiple sounds at once.
- Limit the number of visual elements (leave sufficient empty space, use few symbols and similar soft colours).
- Associate text with signs or visuals which clearly match; do not include elements which aren't directly related or relevant.

- Ensure that the written text and the audio match: do not use different words out loud and on the screen, to avoid confusion.

Students with visual disabilities

Learners with bad or low vision or with various forms of colour blindness can require specific accommodations.

How content should be adapted for people with visual disabilities:

- Use an inclusive sans serif font (Arial, Calibri, Open Sans, Tahoma, etc.) in a very large size (depending on the type of visual impairment).
- Include an audio description of the visual elements, such as images or graphics, in detail.
- Ensure that the written text and the audio match: do not use different words out loud and on the screen, to avoid confusion.
- Avoid relying on visual elements such as colours, shapes or symbols (make them additional or optional).
- Put high contrast to help them properly distinguish colours (black text on a white background or vice versa, opposite sides of the colour wheel)

Students with auditory disabilities

Learners with hearing impairments or deafness can require specific accommodations.

How content should be adapted for people with auditory disabilities:

- Add subtitles or captions or provide a text transcript of the content.
- Include sign language if possible.
- Use a system of symbols or colours known by the students to highlight the main points or tasks.

Students from marginalised communities

To be fully inclusive, one must acknowledge that the wording and presentation of their content may affect people who are part of marginalised groups, such as people

of colour, members of the LGBTQ+ community, survivors of violence, religious minorities, and, as mentioned above, disabled and neurodivergent people.

How content should be adapted for marginalised communities:

- Include appropriate trigger warnings for certain topics (war, violence, abuse, discrimination, eating disorders, suicide, etc).

- Use inclusive language: avoid gendered terms, if possible, when referring to the target group and acknowledge which terms are best to use for specific groups (autistic people, people of colour, queer folks, etc).

- Avoid controversial, derogatory or outdated terms: learn which terms are seen as problematic or equated to insults or slurs for certain communities.

- Represent diverse types of people, bodies, identities and abilities.

- Be open-minded and open to feedback, listen to those concerned by the topic and adapt your content accordingly.

Conclusion

While online educational content can have an incredible impact on students' motivation, involvement and participation, and while most formats are accessible for most learners, using social media in class still requires preparation and adaptations to ensure that all students will experience an inclusive and engaging activity.

Among our resources are our online course, which helps you create your own educational videos and includes lessons on accessibility, and our dynamic library, which compiles over 250 educational videos: all are examples of microlearning, teaching a certain topic in a quick, entertaining and dynamic manner, and most are accessible and inclusive, but many could require certain accommodations mentioned in this chapter, depending on the target group they will be used with.

It is always best to be as inclusive as possible since some of your students may not be diagnosed or may be struggling in silence due to stigma or fear of judgement. When in doubt, always apply basic accommodations and inclusive methods to make sure all your students have a positive and motivating experience.

3. Which tools and resources have shown to be the most encouraging and helpful for teachers to become educational content creators (especially for those with little or no prior qualifications)?

Introduction

During the project implementation, we met many teachers and carried out research to constantly incorporate teachers' feedback. The aim was to understand which tools, resources and methodologies were the most effective to support teachers using social media with an educational scope and as educational content creators.

In the following chapters, we will illustrate the best tools to support teachers in becoming educational content creators and various proposals on how address the initial challenges of becoming content creators, based on practical experiences and tips coming from the testing phases.

Three best free resources to support teachers in becoming content creators

There is excellent news for educators willing to become educational content creators. Many online and zero-cost resources and tools can be helpful for high school teachers to become educational content creators with social media. According to the feedback collected from our teachers' networks, we have identified three websites that proved to be good tools to guarantee a fresh and compelling start for any teacher, regardless his/her prior preparation. We are going to present them together with some tips and experiences coming from the testing phase of our results.

1. Canva

It is a popular graphic design tool offering a range of templates, graphics, and fonts for creating visually appealing content. Teachers can use Canva to create any kind of educational resource, from designing posters, infographics, presentations, and social media graphics to educational videos to enhance their educational content.

According to the comments received, the main advantages of Canva are its user-friendliness, the presence of significant online communities of users from different nationalities helping each other with doubts and Q&A, and the possibility to create professional products without having proper graphic design skills. It offers many options to spark creativity in the classroom, and it is helpful for assignments, announcements, background pictures, lesson plans, and much more. You can also connect it with Google Classroom (for those using it). The only warning is that it is easier to use with a laptop/computer than tablets or smartphones. Moreover, Canva has a free and pro version, which is free for any teacher once verified.

We have presented Canva in a more extensive way in our booklet and our online course.

Link to the website: canva.com

These are some tips and shared experiences coming from the testing phase:

- In Italy, Canva is becoming extremely popular and a dedicated online community of educators is emerging. For example, the Facebook group "Canva for education-Italia" is composed of more than 17K teachers that everyday share their enthusiasm in using this tool. The community helps each other when doubts and technical difficulties arise.
- Canva is a great tool to promote collaboration among students and to boost their creativity.
- Teachers are very interested in the various applications of Artificial Intelligence available in Canva, and seem to be very engaged in the creative process. It is interesting to see that the use of these tools is motivating not only the students, but the teachers too.

2. YouTube

It is the most worldwide known video-hosting platform that any user, including teachers, can use to create and share educational videos. YouTube provides a free way to store, organize, and share video content with students and a wider audience.

Moreover, YouTube has various interesting features like:

- the possibility of creating different channels within the same account
- the possibility of using a studio to edit videos, add subtitles, sounds and more
- the possibility to use educational videos created by others as a source of inspiration or as educational materials and share them with your students

We have presented how to use YouTube in our booklet.

Link to the website: YouTube

These are some tips and shared experiences coming from the testing phase:

- Some teachers decided to launch their own video channels for their students. Interestingly, many videos were done with Canva and then transferred to the channels;
- Some teachers decided to make their students working collaboratively on videos and YouTube studio;
- Interesting feedback was that teachers should bring more practical and close examples also coming from local news to talk about safety aspects of social media and relevant topics for youth like cyberbullying, body shaming or hate speech. In this regard, YouTube can be a source also of information and videos to show such events to students.

3. Edpuzzle

It allows teachers to create interactive video content by embedding questions, quizzes, and voiceovers into existing videos. It helps engage students and assess their understanding through video-based learning. It allows teachers to make videos more interactive and engaging, keeping students' attention high, as they must answer various assessments.

Moreover, you can also add voiceovers in specific points of the videos to draw students' attention to particular points. You can also create classes and make assignments in Edpuzzle. It is entirely free.

We have presented how to use it in our booklet and in the e-learning course.

Link to the website: Edpuzzle

These are some tips and shared experiences coming from the testing phase:
- Teachers appreciated this tool as it allows to create great interactivity without technical knowledge.
- The limitation of the tool is that videos cannot be exported and must be used on the platform itself.

How to use such resources and tools in a complementary way

Starting from these three resources, you will already be able to create many engaging educational contents. We propose you to explore also how to combine the use of these three resources, to make the most from them and multiply the opportunities to use them:
- You can create videos directly in Canva, download them, and then add them on your YouTube channel or your social media;
- Once you have your channel on YouTube with your videos, you can use them in Edpuzzle, converting them into interactive videos where your students can have real-time and live feedback;
- You can create assignments with Canva and add links to Edpuzzle, using the educational video as additional tests;
- You can move your videos created on Canva into the YouTube channel to add subtitles, for example.

As you can see, these are easy steps to start creating and using your educational content in your class without solid preparation. And remember: practice makes you perfect! Start experimenting, and you will find more ways to use these tools.

How to avoid costs of technical equipment in content creation

We all know that to create educational content, especially videos, you, as a teachers, may face some costs, which could be discouraging. We have described the needed equipment for video creation in our online course. Now, we will share some ideas on how reducing such costs, especially in the starting phase when you are first attempting to be an educational content creator. In addition to the above-mentioned free tools, teachers from our networks shared with us some tips to avoid (or minimize) such costs:

- **Use what you already have:** use the camera of your smartphone or tablet to record videos without having to buy a professional camera. Most smartphones and computers have built-in cameras and microphones capable of producing high-quality videos. You can also use your laptop's camera and record from the screen.
- **Record in free-noise places:** another critical piece of equipment is a microphone to guarantee a good sound of the videos. You can avoid such costs by recording close to the recording device's microphone in an isolated room with no background noises.
- **Start with low-cost equipment:** you do not have to start investing in super-professional tools. Even a low-budget microphone, for example, can be perfect for content creation. Remember, you do not need fancy equipment to start. In our e-learning, you will find a dedicated lesson on this topic.
- **Collaborate with other teachers:** such collaboration creates opportunities to share resources expertise, and even divide the workload. You can create engaging content by pooling resources and ideas without incurring additional costs.
- **Use free video editing software:** in addition to YouTube, there are other free video-editing software like iMovie or Windows Movie Maker to edit your videos. We have described more in our booklet.

4. How did learners react to integrating social media into the curriculum and which tools and resources were they most responsive to?

Introduction

One would think that the decision to integrate social media into the curriculum would be welcomed with big applause and enthusiasm by students unanimously. However, this would be a naïve and simplistic first impression. In reality, the learners reacted the same way that educators reacted when they were asked to introduce and progressively use social media in their classrooms; the reactions were mixed and the reasons why are interesting.

General overview

First of all, we shouldn't underestimate the power of habit. Students are used to learning in a more traditional classroom setting. Their main tools are their books, notebooks, stationery materials and when they enter the classroom they are met with a whiteboard and markers. For most schools and classroom, mobile phones are forbidden or not used during lessons. Asking them to forget this rule may be confusing and disorienting at first.

Bearing in mind that our students are teenagers, convincing them that the use of social media will be conducted for educational purposes is not an easy task. The temptation to use social media for literally anything other than the lesson is incredibly strong. Using social media in the classroom, during the lesson, could even feel like breaking the rules.

Based on our experience, at first, it was necessary to give them some time to reconcile the thrill of doing something otherwise forbidden with the immense educational benefits they would potentially gain from it. Learners needed a strict set of guidelines on how to use social media in the classroom while being respectful of the educational process that is currently taking place. It is easy to let them assume

that the use of social media in the classroom will be equivalent to a more relaxed and unstructured lesson. In reality, the opposite needs to happen:

- the boundaries need to be very clear,
- the teacher must be strict to safeguard the essence of the lesson,
- the cohesion of the classroom must be unnegotiable.

First reactions

The first reactions were a sense of laxness and playfulness. After the necessary interference of the teacher though, it became clear that the importance and gravity of the lesson were still present. This was a necessary process that needed to happen before the first time of introducing social media in the classroom. We must not forget that our students are teenagers who use social media on a daily basis and can be easily lured away from our lesson.

Reactions varied based on the lesson. Science oriented lessons were met with enthusiasm. Integrating social media to them meant that the students were able to watch videos of experiments with special effects or more playful format. This definitely made them see the content of the lesson in a more fun and exciting way. What cannot and should not be ignored is the increase in student engagement. Considering that most social media platforms are familiar to the majority of students, incorporating them into the learning process made the lessons more engaging and interactive. The students definitely felt more active participants in their education.

Another factor that we need to pay attention to, is the element of collaboration and communication. By integrating social media into our classroom, it was easy to dispel a myth; that social media alienates young people, causing them to neglect their interactions and bonds with their friends, parents and teachers. In reality, the introduction of social media facilitated communication and collaboration among the students in the classroom. Discussion groups were created, resources were researched and shared, group work was encouraged and peer-to-peer learning was enhanced.

Student-teacher relationship

The way the students reacted towards their teachers was also interesting. At first, the students were a bit suspicious and initially thought that by bringing social media into the classroom, the teachers were essentially allowing them to do whatever they wanted. They briefly believed that rules would stop applying and the lesson would lose its value. However, the result proved their initial reactions wrong. The use of social media fostered a more informal and approachable teacher-student relationship. After the initial shock, the students felt encouraged to ask more questions and seek help when necessary.

Social media and students with learning difficulties

The integration of social media in the classroom did wonders for the students who seemed to struggle more than others.

- Social media can support personalized learning more.
- Students were able to explore their topics of interest.
- It was also easy for students to access additional resources.
- Students set their own learning goals while also pacing themselves.

It would be useful to take a closer look at the two social media platforms, namely TikTok and YouTube, to which learners responded most positively. Also, Kahoot! was the one tool that gathered great enthusiasm.

TikTok

The use of TikTok in the classroom generated a wide range of reactions from students, which was largely based on how it was used and the specific context in which it was introduced. TikTok, because of its nature and popularity among younger audiences, is typically associated with entertainment, trends, and user-generated content. When teachers incorporated TikTok into their teaching, the reactions varied.

Positive reactions to TikTok

A large portion of the students showed elevated levels of engagement and excitement. They reacted positively to the use of TikTok in the classroom as they found it novel, engaging, and enjoyable. They also appreciated the use of a platform they were already familiar with for educational purposes.

Their participation also increased. TikTok encouraged active creativity and made the students more willing to create short videos related to course content, which could help them better understand and remember the material.

Furthermore, we should not underestimate the benefits of creating an informal learning environment. Using TikTok helped create a more relaxed and informal learning environment. Some students appreciated this change from traditional teaching methods as it created a link and relevance to their world: TikTok is part of many students' daily lives, and its use in the classroom can make the content more relevant to their world. This may help them see the real-world applications of what they're learning.

TikTok also encouraged peer-to-peer interaction. Students enjoyed sharing their videos with their classmates, which quickly fostered collaboration and discussions around the content. So, the students were able to both take in the content but also expand it with the supervision and guidance of their teacher.

Challenges of TikTok

However, introducing TikTok was not without its challenges. It became obvious from the beginning that not all students were comfortable using TikTok, as they were unfamiliar with the platform or they lacked the customization with the necessary technology. This led to a learning curve and frustration for some students. Additionally, some students had privacy concerns about creating content on a public platform. Some were hesitant to use their personal accounts even though it was for educational purposes.

Generally speaking, TikTok is known for its addictive and time-consuming nature and that became evident in our classrooms. A number of students became distracted and

started exploring unrelated content on the platform instead of focusing on the educational content. Moreover, there were some technical issues and technical challenges, such as poor internet connectivity or compatibility issues with devices, which was a source of frustration for students.

To ensure a positive response and effective use, it's essential for teachers to set clear learning objectives, provide guidance on how to use TikTok for educational purposes, respect students' privacy concerns, and offer alternative options for those who may not be comfortable with the platform. Additionally, soliciting feedback from students and being open to their concerns and suggestions can help refine the use of TikTok in the classroom.

YouTube

YouTube is a platform all students are familiar with. Many of our students already have their own accounts on YouTube and they upload their own videos. So, bringing something so familiar into the classroom is definitely a plus, but it does not immediately guarantee success. It all depends on the specific context and how effectively it is integrated into the curriculum.

Positive reactions to YouTube

Teachers often use YouTube to find educational videos in order to supplement their lessons. These videos provided visual explanations of complex concepts, historical reenactments, scientific experiments, and more, depending on the lesson. Iti goes without saying that the students reacted positively to this, as they were able to hear what the teacher had just told them from "another" voice. Also, the graphics and special effects of some videos drew their attention and intrigued them.

In terms of the levels of class engagements the students reacted positively to the use of YouTube in the classroom. It undoubtedly added a visual and multimedia dimension to learning that traditional lessons often lack. Additionally, they appreciated the clarity some videos gave them on some lessons as the visual explanations and demonstrations helped them understand complex topics more

easily. Many students appreciated having an additional resource for clarifying course material.

Overall, the use of YouTube in the classroom was well-received by students as it was integrated thoughtfully and aligned with the learning objectives.

Kahoot!

The one tool students particularly enjoyed was Kahoot. The success of using Kahoot! in the classroom depended on several factors, including how it was implemented, the specific educational goals, and the students' preferences and needs. In general, it created increased engagement thanks to its game-like format. It captivated students' attention and encouraged active participation.

Moreover, the real-time feedback provided by Kahoot! quizzes and challenges helped teachers gauge student understanding and adapt their teaching accordingly. Even the students who were usually shy with their comments and not very expressive found that the relaxed, yet educational format helped them find their voice. Also, the competitive nature of Kahoot! motivated students to participate and perform well.

The lessons became more dynamic and discussion-oriented. It encouraged students to collaborate and discuss topics. Furthermore, the element of customization allowed the teachers to tailor the quizzes to suit their specific teaching objectives, including a wide range of question types, multimedia, and subject matter. It was a versatile tool without many technical difficulties or a long learning curve. With that said, the students responded better when Kahoot! was used in moderation. Its excessive use eventually led to student fatigue and threatened to diminish its effectiveness.

Ultimately, the success of using Kahoot! in the classroom depends on how well it is integrated into the educational context, how effectively it aligned with the learning objectives, and how it addressed the specific needs and preferences of the students.

Conclusion

Integrating social media into the school curriculum proved to be an interesting venture. It was overall successful and it proved that social media and other interactive tools can be a valuable addition to the teaching toolkit. Learners were happy to see some of their real-life habits and social media platforms be introduced in the classroom.

5. Testimonials and best practices from teachers

Introduction

In this chapter, we delve into the experiences and insights of educators who have embraced the SubscribED project resources and social media as a valuable tool in their teaching repertoire. The testimonials and best practices shared by these teachers provide a firsthand account of the challenges faced, the strategies employed, and the positive outcomes achieved by integrating social media into the learning environment.

Voices from the Classroom

1. Engagement and Collaboration

Teacher Testimonials:

1.1 "How to exercise and improve our memory"

"Integrating social media opened new avenues for collaboration and engagement in my classroom practising one of the pedagogical sequences "How to exercise and improve our memory". Students became active participants, sharing their thoughts, projects, and even collaborating on assignments through online platforms." – N. Zahharova, Basic School Teacher

Best Practice:

- Encourage student collaboration through group projects or discussions on social media platforms.

1.2 How to work together (teamwork and solidarity)

"I taught a lesson in a classroom with students with special educational needs. This is a very important topic for students with different diagnoses working in the same class. I highly advise my colleagues to practice the lesson of learning how to work together, because this pedagogical sequence focuses on teamwork and solidarity, with specific learning objectives aimed at organising teamwork, understanding the importance of teamwork and solidarity in various contexts, identifying effective teamwork characteristics, developing strategies to enhance teamwork and solidarity

in a group, and evaluating the role of social networks in promoting teamwork and solidarity" – O. Žukova, Basic School Teacher

2. Student Empowerment

2.1 Testimonial:

"Social media empowered my students to showcase their talents and achievements. Platforms like Instagram allowed them to create portfolios, fostering a sense of pride and accomplishment. I sincerely advise you to try out the materials of the SubscribED project in practice to develop students' skills, expand the boundaries of the educational process, using informal learning methods." – Ms. Samburenko, Basic School Art Teacher.

Best Practice:

- Preparing the lesson plan on the topic of Integrating Social Media to Promote Art and Develop Emotional Intelligence, the teacher M. Samburenko reached her goals:
- Understand the concept of Emotional Intelligence and its importance.
- Learn healthy ways of regulating emotions.
- Use a digital tool to create an infographic on the regulation of emotions.
- Encourage students to share their work, projects, or reflections on a dedicated class account.
- Provide guidelines on responsible and constructive feedback to promote a positive online community.

3. Adapting to Diverse Learning Styles

Testimonial:

"Recognizing that students have different learning styles, I diversified content delivery on social media. From videos to infographics, adapting content made learning more accessible and enjoyable." - English Teacher

Best Practice:

- Experiment with various formats, such as short videos, infographics, and interactive quizzes, to cater to diverse learning preferences.
- Encourage students to share additional resources or create content in formats they find effective.

4. Building a Supportive Community

Testimonial:

"Social media provided a space for ongoing communication and support among students. They could ask questions, share resources, and support each other beyond the classroom hours." - Mathematics Teacher

Best Practice:

- Foster a sense of community by creating a dedicated group or forum for students to interact and support each other.
- Set guidelines for respectful and inclusive communication within the online community.

Challenges Faced and Overcoming Strategies

1. Privacy Concerns

Testimonial:

"Addressing privacy concerns was essential. We established clear guidelines, obtained parental consent, and ensured all activities complied with school policies, creating a secure online learning environment. We used the pedagogical resources The duty of remembrance in Europe and Security aspects" - J.Ponomarjova, History Teacher

Best Practice:

- Communicate transparently with parents about using social media in the classroom.
- Implement strict privacy settings and educate students about responsible online behaviour.

2. Technical Hurdles

Testimonial:

"Technical challenges were inevitable. To overcome this, I sought training, collaborated with tech-savvy colleagues, and engaged in continuous learning to stay updated on platform functionalities." - Computer Science Teacher

Best Practice:

- Provide professional development opportunities for teachers to enhance their technical skills.
- Foster a culture of collaboration, where teachers can share tips and troubleshoot technical issues together.

Conclusion

The SubscribED project has been a collaborative effort, bringing together diverse perspectives, knowledge, and expertise to create a range of tools and resources. In this guide, we've delved into the intricacies of integrating social media into the school curriculum, offering insights, best practices, and practical advice based on the collective experiences of the project partners.

Throughout our exploration, we've emphasised the importance of setting clear goals, choosing appropriate platforms, creating engaging content, and fostering collaboration and communication. The guide incorporates valuable feedback received from the targeted audience, ensuring relevance and effectiveness in real-world educational settings.

The testimonials from teachers who have successfully integrated pedagogical sequences, safety resources and social media into their lessons provide a glimpse into the challenges faced and the remarkable impact on students' learning, motivation, and creativity. Their stories serve as inspiration, offering practical insights for educators looking to embark on a similar journey.

As you navigate through the guide, we encourage you to consider the diverse array of resources and tools created by the SubscribED project. The goal is not only to provide inspiration but also to offer tangible means of making social media integration more inclusive and impactful in your teaching practice.

This guide is a catalyst for change, empowering you to explore new possibilities and create a dynamic learning environment for your students. Social media, when thoughtfully integrated into the school curriculum, opens up avenues for students to connect, access information, express themselves, and contribute to the creation of new knowledge.

It's time to take action, experiment with the resources and tools provided, and discover innovative ways of leveraging social media in your teaching. Embrace the potential of the project´s outputs and social media platforms to enrich your students' learning experiences and equip them for the digital world that awaits.

Feel free to share the wealth of resources and insights from the SubscribED project with your colleagues, fostering a community of educators dedicated to enhancing learning through social media. Together, we can shape a future where technology and education seamlessly intertwine, providing new and exciting opportunities for students to thrive.

6. Game based learning, teaching from real life examples

During the field test of the different results, YuzuPulse decided to organise game-based activities to test the safety resources (R5). The main goal of the workshop was to introduce jobs related to social media to students, make them speak and be active learners and put them in real-life situations to improve their critical thinking.

The workshop was organised with Plaine Images, and a secondary school from Tourcoing (North of France) with students from different classes, from 12 to 13 years old.

Workshop description

The workshop was divided into several parts, with 2 game-based activities. It lasted around 1:30 hours. We focused the workshop on discovering the job of a community manager. The first part was a short introduction to the job. Then, we set up the first game-based activity which consisted of answering review comments as a community manager working for a restaurant.

As we had around 20 students, we split the group into two groups. Each group has a deck of cards that are different kinds of comments written by fictive clients. One of the players in each team, in turn, draws a comment card and reads it to his or her team. Each player has 4 cards with the possible answers to react:

- I delete the comment
- I thank the people who wrote the comment
- I apologise and propose a discount
- I stand up for my restaurant

Each student in the group chooses one card, so one reaction. The student who reads the comment collects the cards and identifies the most popular answer. Then, they launch a debate to see if everyone agrees with it and what the others think. There is at least one intervention from a person who has given the card with the most answers, and the one with the least answers. At the end of the debate, the person

with the comment card reads out the correct answer. Each student who has answered the correct response gets one point. The person who has just read the commentary card redistributes the answer cards to the person next to them.

When this activity is finished, the teachers can ask the students about their experiences. These are questions you can ask for instance:

- How did you feel during the activity?
- What was the most shocking comment for you?
- Did you find it easy to know how to react to each comment?

If you have time, and that your students are open to it, you can start a debate over some questions they have or main points they didn't understand. That can also be an introduction to some important subject discussion such as racism, sexism or any discrimination. It can also be the moment to debate how anonymity on the Internet and social media can create excessive or violent reactions.

The second game-based activity we organised during the workshop was a question-answer session on a website called Panquiz. It can be done with other applications such as Kahoot!. These are applications that allow you to make an interactive quiz online. We created around 15 questions about the job of social manager, more specifically related to intellectual property and what to do or not on social media. For each question, we suggested a situation and asked students if they would agree or disagree with the situation. They could answer with their phone, or with a computer, connecting through the Panquiz website or application. The answers are then displayed on your screen, and you can see the number of "yes" or "no". The goal of this activity is to understand the correct behaviour to have online and introduce students to very important concepts such as intellectual property. After all, students answer the quiz and provide their opinion on the situation, we all discuss the answers and debate. It is a great moment to answer all questions from students on the situation. Each student answering the correct answer gets one point. Counting points can provide more engagement from students as they will be more implicated in their thinking process to get the correct answer.

Feedback from students and impact

From our experience, the students were very involved in the discussions. During the first game-based activity, they all answered every comment read and all participated, more or less in the discussion. The fact that we made two groups of 10 students was great because we were two speakers from YuzuPulse, but the number was too much for a fluid and deeper conversation. The groups were too close, so there were some issues to hear each other. We suggest taking each group away so they can hear each other. With fewer people, the students can also be closer to each other and better listen.

The first group was very receptive to all the comments and the reactions expected on topics such as racism or sexism were observed. Every student reacted, they all understood why comments were discriminant and how to respond to them. They even seem shocked that some people could write those comments online.

However, in the second group, reactions were mixed. The topic of racism was very well understood and handled, but isexssues related to sexism did not seem that obvious for certain students. More troublemakers made fun of comments on sexism and didn't take them seriously.

During the second game-based activity, the situations proposed during the quiz raised a lot of debates. The fact students were faced with real-life situations they had already experienced, raised some interrogations. Lots of laws about intellectual property and rights and duties on social media were not known by students.

Proposing this kind of activity can really improve their own use of social media. In fact, some students confessed some behaviours they recognised as not respectful on social media. However, other behaviours such as the use of other people's pictures without asking permission were not obvious to them. We could observe that lots of existing behaviours on social media are habits for them, because lots of people do it, even if there are illegal acts.

Overall, the activities were really interesting to do, and we got great reactions. It teaches both a new job career to students and the importance of having respectful behaviour online.

Feedback from YuzuPulse

1:30 hours for the whole workshop was too short. Moreover, the 1:30 workshop about this topic for this target audience is a little bit long, too. Students were switched off at the end, and the second activity was too much. It would be great to organise the two activities as separate slots.

For the first game-based activities, 10 per group was too much, as not everyone could discuss, hear each other, and participate efficiently in the thinking process. A good practice is to have one facilitator for each group if possible, or at least have one for two groups and follow the discussion to supervise the debate and the possible misbehaviours, but also to liven up the discussion.

For the second game-based activity, as we did not have much time, we couldn't do this game-based activity properly. We didn't count points and ask all the questions. The difficulty of this activity is also to get all students a device to answer questions online. A good alternative is just to ask them to raise their hand to see who thinks it is a yes or a no or ask them to write it down and collect the answers.

Suggestions for game-based activities

Other game-based activities can be created around the same principles. You can take the same frame and adapt it to other topics such as online security or content creation on social media. For instance, you can replace the Panquiz questions about intellectual property with situations on online security.

You can also create a sort of TV game show with students, where they must answer questions correctly on a social media topic. The team which has the greatest number of good answers wins. You can create your cards with the questions and answers

and set up your classroom as a TV set. This can also be adapted to any topic on social media that you want.

Another game-based activity on social media and security issues, in general, can be to make students police agents in charge of cyber security. They have lots of people coming to tell the issues they have on social media, and they have to decide if the problem is relevant or important enough to take care of, and if yes, what to do. Putting students in immersive situations where they have responsibilities over online situations is a great way to make them more aware of online behaviours. It can develop their empathy and understand what problem can happen even if they, fortunately, didn't experience it.

Conclusion

Throughout the SuscribED project, the partners created together all these tools, bringing different perspectives, knowledge and expertise to the resources.

This guide has explored how to use, adapt, and inspire from various resources to integrate social media into the school curriculum. We shared our best practices and advice on using these resources effectively, such as setting clear goals, choosing appropriate platforms, creating engaging content, and fostering collaboration and communication, according to the feedback we received from the targeted audience.

The teachers' testimonies on how they have used social media in their classrooms, their challenges, and how it has benefited their students' learning, motivation, and creativity may help you to start including social media in your classroom and inspire you to adapt and make it more inclusive continuously.

We hope this guide will inspire you to try out some of the resources and tools we have created and discover new ways of using social media in your teaching. Social media can offer a rich and diverse learning environment, where students can connect with others, access information, express themselves, and create new knowledge. Integrating social media into the school curriculum can enhance your students' learning experience and prepare them for the digital world.

Now, it is your turn to take action and provide new learning opportunities to your students.

Feel free to share our resources around you if you like them!

subscribed

Co-funded by
the European Union