Using social media to teach

SESSION 3

Instagram in the classroom

CLASS NOTES

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

In partnership with the Department of Basic Education.

Via Afrika

Our Teachers. Our Future.

Course content

Using social media to teach

Session 1: The place of social media in education

Session 2: YouTube in the classroom

Session 3: Instagram in the classroom

Session 4: Facebook in the classroom

Session 5: Pinterest in the classroom

Session 6: Blogging and podcasting in the classroom

Session 7: WhatsApp in the classroom

Session 8: TikTok in the classroom

Using social media to teach

Session 3: Instagram in the classroom

Class Notes

Via Afrika

Our Teachers. Our Future.

Important information

1. You can download and print the Class Notes for personal use, but you may not share them.
2. Once you have watched all the videos and completed all the quizzes, reflections, tasks and assessments successfully, you can download your certificate and print it.
3. If you wish to earn SACE Professional Development (PD) points for this session, you must complete all the online assessments in the session successfully. Our system will notify us of your success, and we will send the points allocation request to SACE.
4. Please remember that devices and apps are updated all the time, so the device specifications, app features and icons that you see here might differ slightly depending on the device you're using and any subsequent app updates.

Abbreviations and terms

Bloom's Revised Taxonomy: A pedagogical framework for eLearning. [See pedagogy, See eLearning]

eLearning: Learning that is supported by, enhanced by, or facilitated through Information Communication Technologies (ICTs), and that is supported by reconsiderations of content, and a relevant pedagogy. [see ICT]

ICT: Information and communication technologies.

PD Points: Professional Development Points [See SACE]

Pedagogy: The how and why of what we do in the classroom. The method and practice of teaching, especially as an academic subject or theoretical concept.

PedTech: Pedagogical Technology for what happens when we want to use technology in the classroom

RAT: Replace, Amplify, Transform. A pedagogical framework for eLearning. [See pedagogy, See eLearning]

SACE: South African Council for Educators. Awards Continuous Professional Development Points (CPDP) to teachers.

SAMR: Substitution, Augmentation, Modification, Redefinition. A pedagogical framework for eLearning. [See pedagogy, See eLearning]

TPACK: Technological, Pedagogical and Content Knowledge. A pedagogical framework for eLearning. [See pedagogy, See eLearning]

Contents

Outcomes and content

Outcomes of the session

By the end of the session, you will:

- be familiar with a brief history of Instagram
- be able to talk about the various Instagram Tools that teachers can use
- have created an Instagram Account in a browser and/or in the Instagram App
- know how to navigate around the various Instagram Pages and Buttons
- know how to create an Instagram Post (Image, Carousel, Video, Reel)
- understand the importance of copyright
- understand what Digital Citizenship is
- appreciate the importance of using Instagram in pedagogically sound ways
- understand four ways of evaluating an Instagram-based lesson
- analyse lesson plans where Instagram is used

Content of the session

This session will focus on:

- a history of Instagram
- various post-types on Instagram that teachers can use
- creating an Instagram Account in a browser and in the Instagram App;
- Instagram Pages and Buttons (Home page, Search, Create a Post, Create a Reel, Profile)
- creating a post (Image, Carousel, Video, Reel)
- copyright, Creative Commons, Public Domain
- Digital Citizenship
- TPACK and Instagram-based lessons
- SAMR and Instagram-based lessons
- Bloom's Revised Taxonomy and Instagram-based lessons
- criteria for including social media in a lesson
- analysing lesson plans

Overview

Welcome to **Instagram in the classroom**, the third session in VADEA's **Using social media to teach** course.

The aim of this session is to enable you to create an Instagram Account and use it for your teaching in a pedagogically sound way.

We will cover four key areas in this session.

1. An introduction to Instagram.
2. Getting started with Instagram where you will learn about the social medium and how to use it.
3. Ideas for using Instagram in your classroom.
4. Lesson plans for using Instagram.

There are regular tasks and quizzes just to check that you are developing the knowledge needed to move on.

Remember that devices and apps are updated all the time, so the app features and icons that you see here might differ slightly from the app in which you are working.

An introduction to Instagram

Instagram is a social media platform that was launched in 2010 as a photo-sharing app, and since then it has grown into one of the most popular social media platforms in the world. With over 1,3 billion active monthly users as of 2023, Instagram is an essential tool for communication, marketing, and education.

A quick overview of Instagram

The early history of Instagram

Instagram was founded by Kevin Systrom and Mike Krieger in San Francisco in 2010. The app was initially designed as a location-based photo-sharing app called Burbn. However, Systrom and Krieger realised that the app was too complicated and confusing for users, so they decided to rethink their idea and focus on photo-sharing instead. In 2012, Facebook bought Instagram for $1 billion. Since then, Instagram has continued to grow and evolve, adding new features such as Instagram Stories, IGTV, and Reels. It has also become an essential tool for businesses, marketers, and educators.

More than just social media posts

Instagram offers a range of useful tools for teachers.

A tool for engaging learnings

It can be an excellent tool for teachers who want to engage their learners and promote learning. You can use Instagram to share photos and videos related to classroom activities, assignments, and projects. This can help learners stay engaged and motivated, and it can also help them develop critical thinking and problem-solving skills. These are vital 21st Century skills.

A tool for developing collaboration

You can also use Instagram to encourage learner participation and collaboration. As you are aware, collaboration is a critical skill for success in the 21st Century, and Instagram makes developing it enjoyable.

You can create hashtags for your classes and encourage learners to share photos and videos related to their work. This can help foster a sense of community and collaboration among learners, and it can also provide you with valuable insights into your learners' learning experiences. The hashtag is the four line square icon: #.

A tool for personal growth

One of the biggest concerns about Instagram is its impact on mental health, particularly among young people. The platform has been criticised for promoting unrealistic beauty standards and for contributing to feelings of anxiety and depression.

This is a concern for educators who want to ensure that their learners are healthy and happy both in and out of the classroom.

To address this issue, educators can teach their learners about Digital Citizenship and mindfulness. They can help learners understand the impact that social media can have on their mental health, and they can encourage them to take breaks and practise self-care. They can also use Instagram as an opportunity to promote positive body image and self-esteem by sharing photos and videos that celebrate diversity and inclusivity.

Reflection
• Make notes in your PD Journal.
• Have you used Instagram in your teaching before? If so, what did you find most useful about it?
• If not, what stopped you?

Getting started with Instagram

Creating an Instagram Account in a browser

You can open an Instagram Account in a web browser.

1. Open your web browser.
2. Type www.instagram.com in the Search Bar.
3. If you have a Facebook account, you can click Log In With Facebook to sign up with your Facebook Account.
4. If you are going to create an account with an email address, click on Sign Up.
5. Enter your email address or phone number and your full name.
6. Create a username and password.
7. Click Sign Up.
8. Enter your date of birth.
9. Click Next.
10. You will get an email or a text message (depending on what you used to sign up). This will provide you with a verification code.
11. Enter the code and click Confirm.
12. You will be asked if you want to receive notifications. Decide whether you want to or not.
13. You will immediately see a number of Instagram Accounts you can choose to follow. 'Follow' means that you are subscribing to someone's account. When you follow someone on Instagram, you will see their posts on your feed and their stories at the top of your screen. You can also send them direct messages and like or comment on their posts.

Exploring Instagram in a browser

Watch the training videos to learn more about exploring Instagram in a browser. You will learn more about these functions of Instagram.

- Home Page
- Search Function
- Explore Page: This is a collection of content based on your individual interests.
- Instagram Reels Page: This is a feature of Instagram that allows you to create short videos that are up to 90 seconds long.
- Messages Page: All messages received are shown here, and you can also send a message to a person or to a group.
- Notifications Button: This shows you when someone likes, or comments, on a post.
- Create Button: This is where you create a new post.
- Profile Button: This will give you all the information about the account and various settings for the account.

Task
• Create an Instagram Account on a web browser.
• Note: If you have access only to a mobile device, leave this task and complete the next one.

Creating an Instagram Account in the Instagram App

You can open an Instagram Account in the Instagram App on your mobile device.

1. Go to the Google Play Store or the Apple App Store or whichever app store you use and search for Instagram.
2. Download the app and then install it.
3. Tap to open the app.
4. At the bottom of the screen, tap Create New Account.
5. Input a mobile phone number where you can be contacted. If you are working on your tablet device and you do not have a sim card for it, you can use your cell phone number. Tap Next.
6. You will receive a verification code. Enter it and tap Next.
7. Now fill in your name. Tap Next.
8. Create a password. Tap Next when you are done.
9. Save your login information when you are prompted to do so on the next screen. Tap Save.
10. Enter your birth date on the next screen. Tap Next.
11. Create a username. Tap Next.
12. Read the Terms and Conditions. When you are ready, tap I Agree.
13. Add a profile picture. Tap Add Picture. This will open your device's photo function. You can choose a photo that you already have, or take a new photo.
    - If necessary, give permission for Instagram to access your photos. Tap Permissions, then tap Photos and Videos. Tap Allow.
    - Tap on the picture you want. You can edit the picture, and even share it as a post. Tap Done.
14. You will be welcomed to the app and can get going.

Exploring Instagram in the app

Watch the training videos to learn more about exploring Instagram in the app. You will learn more about these functions of Instagram.

- Home Page.
- Search.
- Create a Post.
- Create a Reel.
- Profile.
- Instagram Reels Page.
- Profile Page.
- The Three Line Menu (also called the Hamburger Menu): This contains Settings and Privacy information and choices.
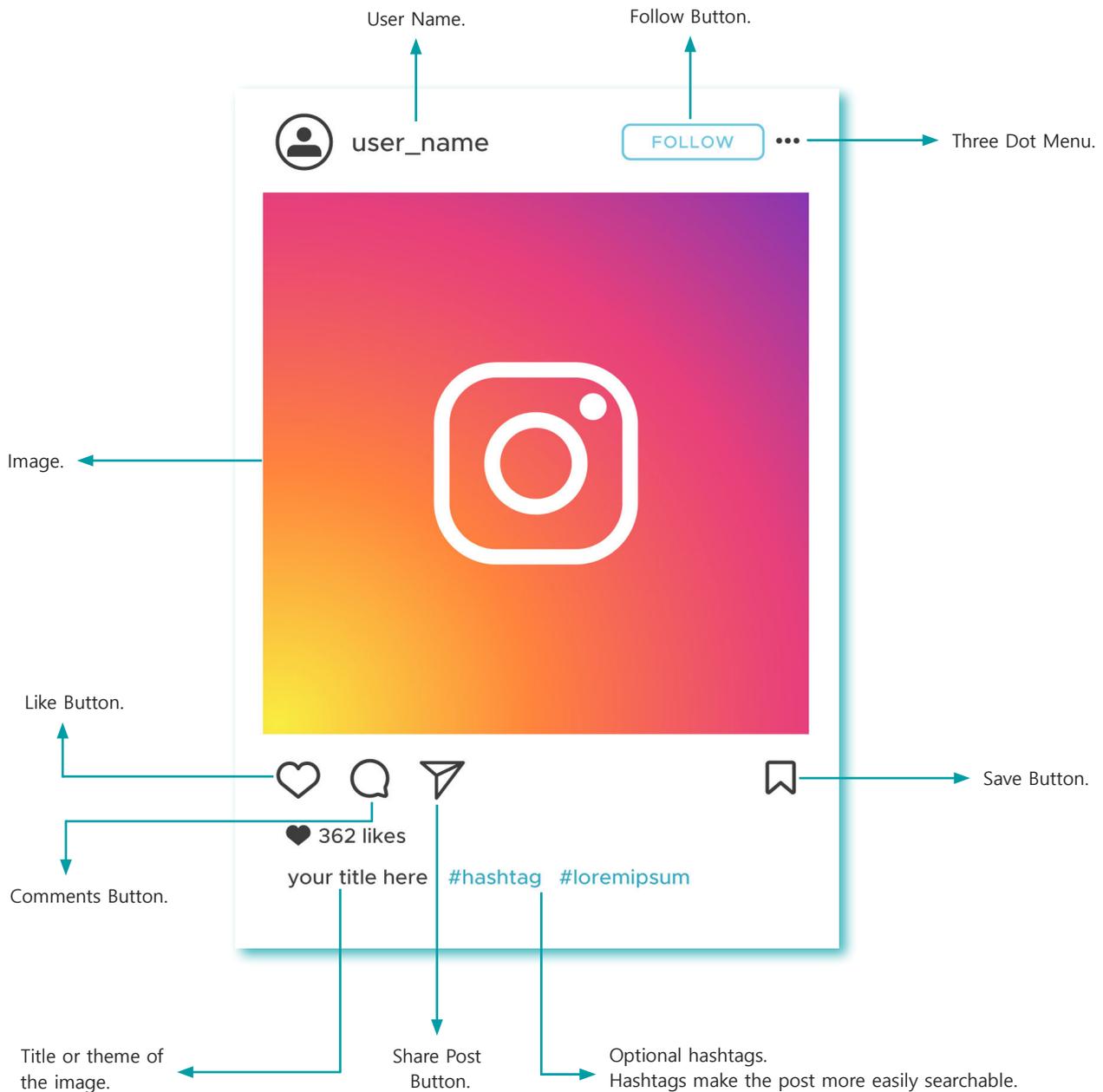
Task
• Create an Instagram Account in the app on a mobile device.
• If you have already opened an account in a web browser, you do not have to complete this Task. You may want to do it in any case, if you would like to use Instagram on your computer as well as your mobile device.

Instagram works with posts that can be a single image, a carousel of images, a video, a story, or a livestream.

Structure of a post

All Instagram Posts have the same basic structure.

User Name.

Follow Button.

Three Dot Menu.

user_name

FOLLOW

Image.

Like Button.

Save Button.

362 likes

your title here   #hashtag   #loremipsum

Comments Button.

Title or theme of the image.

Share Post Button.

Optional hashtags.
Hashtags make the post more easily searchable.

A good educational Instagram Post

A good educational Instagram Post has particular features.

- The image has to be eye-catching. Instagram is a social medium that exists to share visual information. But in education, this image must also be relevant to the topic with which you are dealing.
- The post needs a title. Here you are looking for something that summarises the image in some way, or something that challenges the viewer to think about the image in a different way.
- The explanatory story or text is not necessary when you are posting to a personal account, but for our purposes we want the learner to understand why the picture was chosen, to give context to the picture and relate it to the topic.
- Effective hashtags can be used as a form of categorisation within your subject.

Types of post

Instagram offers you different ways to post.

- Single Image.
- Instagram Carousel Posts show up to 10 images in a single post.
- Instagram Reels are short-form Instagram Videos that can be up to 90 seconds long. You can record, edit, and clip videos and photos together, set them to music, and post to your feed.
- Story Posts give you the opportunity to capture a number of images that tell a story over a period of time.
- Livestream gives you the opportunity to film something and allow it to be sent out live as it is happening.

Useful accounts for content

You can search Instagram for content using a hashtag and the topic you want to find. There are many accounts that provide interesting posts. Here are just a few.

- @natgeo (National Geographic)
- @ted (TED Talks)
- @historyphotographed (History Photographed)
- @nasa (NASA)
- @sciencechannel (Science Channel)

Creating a post in the mobile app

You can create a post in the mobile app.

1. Open the Instagram App.
2. Tap the Plus Sign Icon (Create Button) in the middle at the bottom of your screen.
3. Choose the type of post to create from the menu at the bottom: Post, Story, Reel or Livestream.
4. Tap on Post.
5. Select a photo from the photo gallery or tap on the camera to take a photo. Select the image you want.
6. Tap the arrow or Next, depending on whether you are using an Android or iOS device.
7. Choose the filter you want.
8. Tap on the filter and it will be applied.
9. You can tap Edit to edit the image. Tap the arrow or Next.
10. Write the caption.
11. Go down to Advanced Settings. Select the settings you want.
12. Creating alternative text is useful, so tap Write Alt Text. Alt Text describes your photos for people with visual impairments. Alt text will be created automatically for your photos, or you can choose to write your own.
13. Tap the arrow in the top right corner or tap Done.
14. At the top of the screen, tap the back arrow.
15. Tap the arrow in the top right corner or tap Share.
16. Your post will go into your feed.

Adding a video is done in exactly the same way.

To create a Carousel Post, select more than one image when you start off.

A note about content

Instagram takes copyright infringement very seriously, and it is important that any content you upload belongs to you, or is in the Public Domain, or has a Creative Commons licence or that you have permission to use it. This includes the music you may wish to add.

Any post that you have found on Instagram and that has made it possible to save to your feed is ok with respect to copyright.

Public Domain

The Public Domain consists of works that are not protected by copyright or whose copyright has expired. These works are freely available for anyone to use, share, and modify without permission. In South Africa, the Copyright Act determines the duration of copyright protection, which generally lasts for the life of the author plus 50 years. Please be aware that copyright laws in South Africa are in the process of being changed, so check this information for the most up-to-date rules.

Public Domain resources offer a vast array of materials, including literature, art, music, and scientific works that can enrich classroom activities.

You can access these resources through platforms such as Project Gutenberg, Europeana, and the Internet Archive. It's important to note that even within the Public Domain, certain works may have specific usage requirements or conditions, such as acknowledging the original creator.

Creative Commons

Creative Commons is a global non-profit organisation that provides a set of licences enabling creators to retain copyright over their works while granting certain permissions to others.

Creative Commons licences are designed to make the legal sharing and reuse of creative works easier, thus fostering a more flexible and accessible approach to copyright.

Creative Commons licences offer a range of permissions, allowing creators to choose the level of freedom they wish to grant to others.

Licence	Description
Attribution (BY)	This condition requires users to credit the original creator when sharing or adapting a work.
ShareAlike (SA)	Works licenced with this condition must be shared under the same or a similar CC licence when redistributed or adapted.
NonCommercial (NC)	This condition restricts the use of a work for commercial purposes without the explicit permission of the creator.
NoDerivatives (ND)	Works with this condition cannot be modified or adapted without the explicit permission of the creator.

These four conditions can be combined in various ways. When you are searching for an image or video, and it says that it is distributed under Creative Commons you will know what you can do with it by visiting the Creative Commons website.

You can search for CC-licenced materials through platforms like the Creative Commons website, Flickr, Wikimedia Commons, and more. By understanding the different CC licences and respecting the conditions attached to each work, you can access a wealth of resources for your classroom thus ensuring compliance with copyright law while benefiting from a wider pool of content.

Digital Citizenship

Digital Citizenship is the responsible and ethical use of technology. Teachers must educate learners about proper online behaviour, including how to engage with Instagram content respectfully, how to critically evaluate information, and how to be mindful of their digital footprint. One way in which you can develop this vital digital fluency skill in your learners is by always making sure you respect the copyright of others in your Instagram Account.

| Task |
| --- |
| • In your Instagram Account, create a post about the subject that you teach. Then create a Carousel Post. Ask your colleagues to comment on these posts. |
| • Create a checklist for yourself of the different ways that an image can be protected, by, for example, copyright, Public Domain or the various Creative Commons licences. |
| • Keep the checklist where you can find it easily so that you can check any image you want to save. You may also wish to place some of the restrictions on images you create. |

Ideas for using Instagram in your classroom

First things first: Pedagogical considerations

In recent years, Instagram has emerged as a powerful tool for enhancing teaching and learning. It has become an essential resource for educators looking to engage learners, supplement lessons, and create a more dynamic and interactive learning environment. But technology needs to be carefully integrated into the teaching and learning process to ensure that what we are doing is educationally meaningful.

TPACK

The TPACK Model is a framework that emphasises the importance of integrating Technological, Pedagogical, and Content Knowledge in teaching and learning. As you know, the key feature of Instagram is an image. So how can you use the technology, an Instagram image, in a pedagogically sound way? Please note that although we speak only of images with respect to Instagram, videos are equally important.
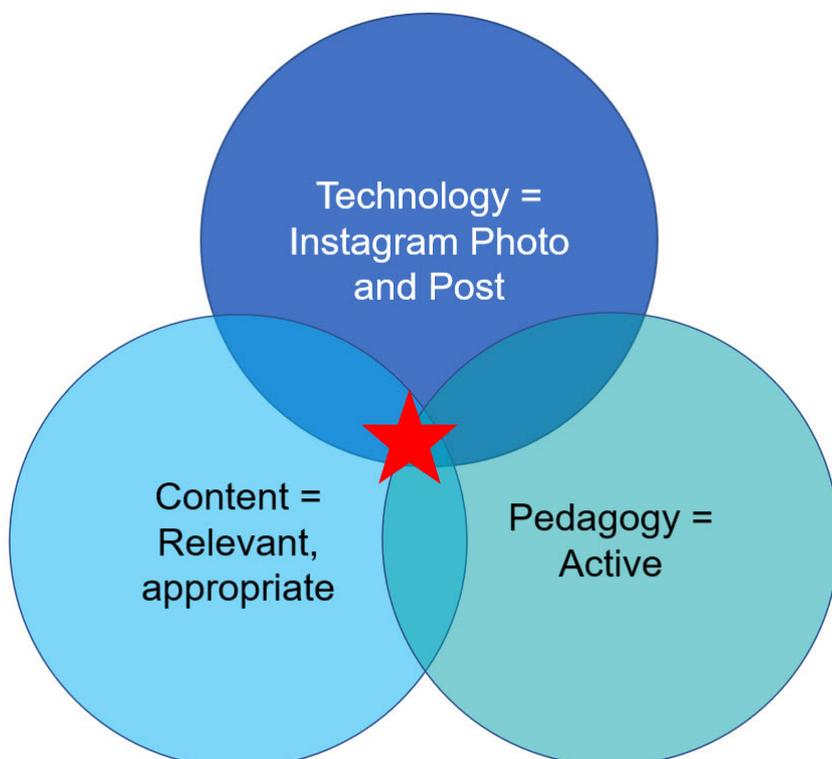
Consider Content

- Is the post content relevant to the curriculum outcomes you want to achieve?
- Is the post content at the right level?

Consider Pedagogy

If you simply use Instagram as a text that the learners view passively, you are not achieving the full benefit of using Instagram in your class. Learners need to be active. They must question the posts, evaluate them, and/or create their own posts.

If all this is in place, you will hit the sweet spot of TPACK where technology has enhanced the learning experience, improved learner engagement and motivation, and increased the effectiveness of the lesson.

SAMR

The SAMR Model is a framework for understanding the progression of technology integration in teaching and learning. The model is based on four levels of technology integration: Substitution, Augmentation, Modification, and Redefinition.

REDEFINE: Instagram offers a whole new way of doing things.

MODIFY: Instagram changes the method of teaching.

AUGMENT: Instagram adds a little extra to your teaching.

SUBSTITUTE: Instagram rather than a textbook.

When you decide to use an Instagram Post in your classroom, you need to be aware of your aim in using that technology in the lesson.

What are you aiming for?

- To have a direct replacement of traditional methods of teaching? In other words, the post **Substitutes** for your standing in front of the class or for an ordinary textbook.
- To enhance traditional methods of teaching? In other words, to add to, or **Augment** your lesson by providing a little extra.
- To teach the class in a new way? In other words, the post **Modifies** the way the lesson is taught because instead of your having to teach in the front of the whole class, groups of learners can work with the Instagram Posts while you are working with other learners and, in so doing, modifying their experience.
- To create entirely new learning experiences that were previously impossible? So, for example, you could **Redefine** the learning by having learners create posts and interact with them, and by having learners interact with other (carefully selected) members of Instagram.

Of course, in all these options, you will keep TPACK in mind, and remember how to hit the sweet spot during the lesson.

Bloom's Revised Taxonomy

Bloom's Revised Taxonomy is a framework for understanding and categorising the different levels of cognitive skills that learners can demonstrate. The framework is based on six levels of cognitive complexity, ranging from lower-order thinking skills such as remembering and understanding, to higher-order thinking skills such as analysing and evaluating, and finally to creating new knowledge through synthesis.
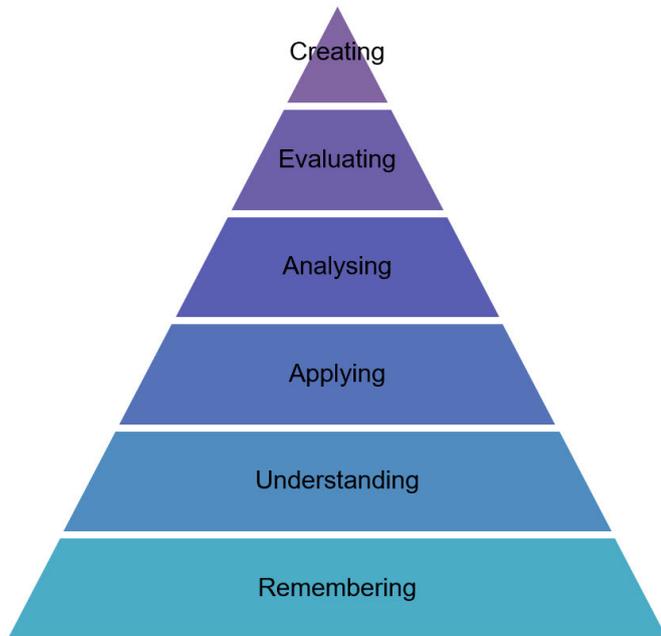
Instagram can be used to support all six levels of Bloom's Revised Taxonomy.

- At the lower-order thinking level, Instagram can be used to provide information, explanations, and examples to help learners remember and understand key concepts. For example, teachers can use Instagram Posts to teach vocabulary or provide historical context.

- At the middle-order thinking level, Instagram can be used to promote analysis and evaluation skills. For example, teachers can use Instagram to teach critical thinking skills, such as identifying bias or evaluating sources. They can also ask learners to analyse and evaluate posts, such as by comparing different perspectives or critiquing a post's point of view.

- Finally, at the highest order thinking level, Instagram can be used to promote creativity and synthesis skills. For example, teachers can ask learners to create their own posts that synthesise information from different sources, or to create posts that demonstrate their understanding of a concept through a creative project.

Criteria for effective social media implementation

The following criteria can be used to check whether the social medium used has been used effectively in a lesson. These criteria have been drawn from John Hattie's book *Visible Learning* (Routledge, 2009) in which he provides criteria for effective technology implementation.

1. Is learner diversity met through the use of the technology?
2. Are there many opportunities for learner learning?
3. Are the learners rather than the teacher in control of learning?
4. Is peer learning possible for learners?
5. Is feedback from peers as well as from teachers available to learners?

These five criteria are useful for evaluating the soundness of a lesson using social media.

Reflection

*   Make notes in your PD Journal.
*   How comfortable are you with these three models and the set of criteria?
*   Do you feel confident enough to explain them to a newly qualified teacher?
*   What do you need to do to gain more confidence?

Some ideas to try

Using Instagram, you can enhance learners' learning experience and provide them with engaging and informative content that will enhance their learning outcomes.

However, it is essential for you to prioritise learner privacy and online safety. You must establish clear guidelines and expectations for responsible use of Instagram, including obtaining appropriate permissions from parents and ensuring that learners' personal information is protected. With proper planning and thoughtful implementation, Instagram can become a valuable ally in promoting active learning and preparing learners for a digital future.

Virtual trips and experiential learning

Instagram's visual nature makes it an ideal platform for taking learners on virtual trips 'outside' of the classroom and providing experiential learning opportunities. You can use Instagram's search and explore features to find and curate images and videos related to a specific topic, allowing learners to visit virtually historical sites, museums, natural wonders, and more.

For instance, in a Geography class, you can share amazing images of geological formations, or in a Life Sciences class you can share images of wildlife in different ecosystems, accompanied by informative captions. Learners can then analyse and discuss these visuals, thus enhancing their understanding and appreciation of the subject matter as well as developing their visual literacy and digital fluency.

Instagram's Stories can also be used to create interactive quizzes or polls related to the virtual field trip, thus encouraging active participation and reflection.

Showcasing learner work

One powerful way to motivate and inspire learners is by showcasing their work and celebrating their achievements. Instagram provides a platform on which teachers can highlight learner projects, artwork, and writing in a visually appealing and accessible manner. By creating a dedicated classroom Instagram Account, teachers can post pictures or videos of exceptional student work regularly, thus providing recognition and encouragement to students.

This strategy not only boosts students' confidence but also promotes a sense of pride and ownership in their accomplishments. Additionally, it allows parents and the wider school community to witness the creative abilities of students, thus strengthening the bond between home and school.

Collaborative work

Instagram offers an excellent platform for fostering collaborative learning and idea sharing among learners.

You can create hashtags specific to each project or subject, allowing learners to share their thoughts, ideas, and resources related to a particular topic. By encouraging learners to engage in discussions and comment on each other's posts, you can cultivate a vibrant virtual learning community.

For example, in a History class, learners can use a unique hashtag to share relevant historical facts, pictures of historical landmarks, or summaries of their favourite historical figures. This not only promotes active participation but also enables learners to explore different perspectives and build upon each other's knowledge.

A historical figure's account

If you are a History or Social Sciences Teacher, you can have learners create a famous person's Instagram Account.

This would require that they do research on the internet to find photos, that they order the person's life events on a timeline and use the Instagram Account. As you can see, they are developing a number of useful skills: Internet research, critical thinking, creativity, digital fluency and Digital Citizenship as they decide which photos they may or may not use because of copyright.

It could also be fun for them to recreate their own photos from historical photos and use these.

A fictional character's account

Challenge learners to imagine what a character in the novel they are reading would put on their Instagram Account. In the training video for this section, we looked at an Instagram Account that has been created for Shakespeare's *Macbeth*, using photos from various films.

Learners will need to recreate their own photos from their knowledge of the plot and setting and use these. If necessary, they could even use drawings to create the pictures.

Both here and in the historical figure activity, the learners may not necessarily have to create the whole account. Get learners to work collaboratively in groups to create the various images and then put them together into one account.

For younger learners (or if internet connectivity is a problem), this activity, and the historical figure activity could be done on paper by giving the learners a printed template of an Instagram Page. You will find templates you can use at the back of these Class Notes

Teacher professional development

Instagram is not only a platform for learner engagement but can also be a valuable resource for teacher professional development. By connecting with other educators, participating in educational chats, and following educational influencers, you can build a professional learning network to exchange ideas, gather resources, and stay updated with the latest educational trends.

You can leverage Instagram to share your own teaching strategies, classroom management tips, and lesson plans. Additionally, you can discover innovative teaching methodologies, instructional materials, and educational tools through posts, stories, and videos shared by other educators.

Use hashtags to find relevant information related to education. You can search for posts, people, and places. When you search a hashtag, pictures that have been tagged with that specific topic will come up under your Search Bar. For example, a popular hashtag among teachers is #teachersofinstagram. Whether you are looking for classroom lesson plan ideas or just want to see photos of seating arrangements for your classroom, you can find it by simply searching the hashtag.

Here are a few more popular hashtags for teachers.

- #classroomorganization
- #instagramteachers
- #classroomideas
- #classroommanagement
- #teacherinspiration
- #teacherspayteachers

Reflection

- Select a lesson plan that you have used in the past. Now choose one of these ideas and redevelop the lesson plan with the Instagram idea as the core activity.
- Teach the lesson and then answer these questions.
  - What was the learners' attitude towards using Instagram?
  - What was the best part of the lesson?
  - What would you need to change if you taught the lesson again?
  - What were the differences for you in teaching the lesson with Instagram?

Lesson plans for using Instagram

A Grade 5 lesson plan using Instagram

Read through this lesson plan where Instagram is used in a
Grade 5 Natural Sciences and Technology lesson.

Grade 5 Natural Sciences and Technology lesson plan
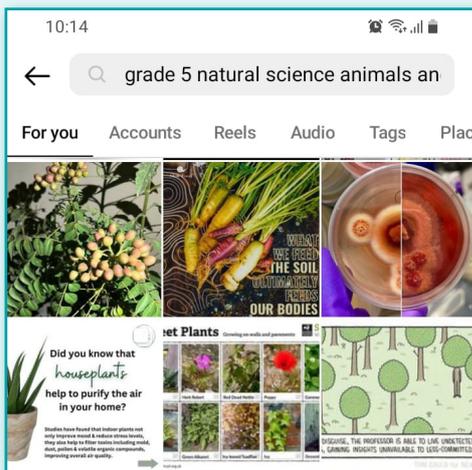
Topic
Plants and animals on earth

Lesson
Different habitats of animals and plants

Time required
Two to three periods
(about 90 minutes)

① ➡ Learning outcomes

> ➤ Identify and describe different plants and animals found in various habitats on Earth.

> ➤ Analyse and compare the characteristics of different habitats and the adaptations of plants and animals.

② ➤ Use Instagram to create posts that demonstrate your understanding of plant and animal habitats and their differences.

② ➤ Demonstrate critical thinking skills by evaluating and providing feedback on peers' Instagram Posts.

3 ➡ Materials required

➤ Computers or tablets with internet access.

➤ Projector and screen.

➤ Instagram Accounts.

➡ Teacher preparation

➤ Find examples of varying plant and animal habitats on Instagram. To help your learners, take note of the search terms you used successfully.

➤ Set-up a suitable # for the learners to use to make their work easily searchable.

4 ➤ Make sure that the computers or tablets are in working order and that internet access is available.

5 ➡ Introduction (10 minutes)

➤ Provide a brief overview of the habitats and adaptations of plants and animals, emphasising the variety in different parts of the world.

➤ Use Instagram Posts showing diverse habitats and species, to spark curiosity

6 ➡ Body, Part 1 (40 minutes)

➤ Divide learners into small **groups** and assign each group a specific habitat to research (e.g., rainforest, desert, ocean, etc.).

➤ Instruct learners to **use Instagram's search and explore** features to find and curate images related to their assigned habitat and to make notes.

➤ Encourage learners to **critically evaluate** the credibility and relevance of the Instagram Posts they come across.

(7) ➡ Body, Part 2 (40 minutes)

➤ Have the learners create their own Instagram Posts to showcase the habitat they researched. They should create **Carousel Posts** of at least four images.

➤ Guide learners to create **visually appealing, well-structured** Instagram Posts using images, captions, and relevant hashtags. Emphasise the importance of **accurate information and citing sources**. Make sure they know what the hashtag is for the activity.

(8) ➡ Conclusion

➤ Have the learners **present** their Instagram Posts to the class.

➤ Facilitate a **feedback session** during which learners provide constructive comments and suggestions on their peers' posts, thus promoting critical evaluation and reflection.

➤ Encourage learners to respond to feedback and make **revisions or improvements** to their posts based on the received input.

Analysis of the lesson plan

Summary of analysis

Refer to the numbers in the lesson plan to follow the summary below.

1. The learning objectives are clearly stated.
2. Notice that the use of technology, Instagram in this case, is a clearly stated objective, too. This is making sure that the T in TPACK is covered in the objectives. The Content in TPACK is explicit, and there is a sense of the Pedagogy too.
3. In the materials list, we have a clear indication that technology is being used.
4. It is always useful to check that the digital devices are in working order, and that the internet is available, and if necessary, that you have enough data.

5. The introduction includes a brief outline of the topic by the teacher and a suggestion of what the learners will be doing, in this case using Instagram.

6. The learners have been given a clear task in groups.

7. The lesson continues with the creation of the Instagram Posts.

8. The learners will present their posts to the class and get feedback.

TPACK and the lesson plan

- **Technological Knowledge:** Learners will use technology, computers, tablets, and Instagram, to explore the topic.

- **Pedagogical Knowledge:** The lesson plan has sound pedagogic practices. The learners are active constructors of knowledge and create Instagram Posts and present them. There is opportunity for evaluation and critical thinking. All this is done in groups and with the whole class.

- **Content Knowledge:** The lesson plan deals with the different habitats of animals and plants. The teacher's choice of Instagram Posts will need to reflect this.

- This lesson plan gets to the sweet spot of TPACK.

SAMR and the lesson plan

By making Instagram the focus, the lesson achieves at least Modification, and perhaps even Redefinition.

- **Modification:** By using Instagram to research, and then creating an Instagram Post to present their findings, the learners can apply their knowledge in a creative way. This is different to the usual paper-based application of knowledge, and it is made possible by technology.

- **Redefinition:** Instagram enhances the learning experience and allows for a deeper understanding of the topic. It might not be completely Redefined, but the lesson is definitely Transformed by the use of Instagram.

- In terms of Dr Joan Hughes' RAT (**R**eplacement, **A**ugmentation and **T**ransformation) Model, the incorporation of Instagram in this lesson goes beyond simple Replacement or Augmentation and all the way to Transformation.

Bloom's Revised Taxonomy and the lesson plan

When it comes to Bloom's Revised Taxonomy, the lesson plan touches on each of the levels.

- **Remembering:** Learners will make notes on what they learn from the Instagram Posts, and use them to create new posts.
- **Understanding:** Learners will demonstrate their understanding by making good notes rather than simply copying word-for-word, and they will show this when they put a post together.
- **Applying:** Learners will apply their understanding of the topic to complete the notes and the post.
- **Analysing:** Learners will analyse the various habitats and the plants and animals to be found there.
- **Evaluating:** Learners will evaluate the validity and reliability of the sources they use in their research, and they will evaluate each other's Instagram Posts.
- **Creating:** Learners will create an Instagram Carousel Post to present their findings.

Criteria for effective social media implementation and the lesson plan

- **Is learner diversity met through the use of the technology?** Learner diversity was not met in any particular way through the use of Instagram.
- **Are there many opportunities for learner learning?** Yes. There is talking about the concept, listening, reading and viewing, writing, and preparing Instagram Posts. This is done as a class, and in groups.
- **Are the learners rather than the teacher in control of learning?** The teacher is acting like the 'guide on the side' here, and the learners are in control of the learning.
- **Is peer learning possible for learners?** Yes. The Instagram research and post creation provides opportunities for learners to pause and discuss and learn from each other.
- **Is feedback from peers as well as from teachers possible for learners?** Yes. There are many opportunities for feedback.

Task

Read through the Grade 11 Tourism lesson plan below. Using what you have just learned, evaluate the lesson using the following questions to guide you.

- Do you think the use of the Instagram Video is effective? Why do you say this?
- How well do you think the lesson meets the sweet spot of TPACK?
- Consider the lesson plan with respect to the SAMR Model. Do you think the video is used as Substitution, Augmentation, Modification or Redefinition? Why do you say this?
- The lesson plan makes no reference to the criteria for effective social media implementation. What can you do to ensure that all the elements of the lesson plan meet these criteria?

A Grade 11 lesson plan using Instagram

Read through this lesson plan where Instagram is used in a
Grade 11 Toursim class.

Grade 11 Tourism lesson plan

Topic
Tourism sector aircraft terminology

Lesson
Exploring aircraft terminology through Instagram

Time required
One hour

➡️ Learning outcomes
- ➤ Understand the different terms used to describe parts of an aircraft.
- ➤ Identify key features of an aircraft and their functions.

➡️ Materials required
- ➤ Access to Instagram on mobile device or computer.

➡️ Teacher preparation
- ➤ Search Instagram for posts relating to the key terms to be covered and save them in your feed.

➡️ Introduction
- ➤ Begin by introducing the topic of aircraft terminology.

➡ Body

> ➤ Show the learners the various Instagram Posts you have saved.

> ➤ In their notebooks, they should draw the object or find a photo or illustration of it and write a description of its function.

➡ Conclusion

> ➤ Summarise the lesson by reviewing the key terms and features of an aircraft.

Analysis of the lesson plan

We will examine the lesson plan using TPACK, SAMR and Bloom's Revised Taxonomy as well as the criteria for effective social media implementation in a lesson.

TPACK and the lesson plan

- This lesson plan does not get to the sweet spot of TPACK.
- **Technological Knowledge:** The teacher will use technology to access the internet and Instagram. The teacher is certainly displaying Technological Knowledge by including this here. But what about the learners?
- **Pedagogical Knowledge:** The learners simply look at Instagram Posts the teacher has saved. They are completely passive, the teacher is the leader and actor. There is no opportunity for peer learning at all.
- **Content Knowledge:** The lesson plan focuses on aircraft terminology.

SAMR and the lesson plan

The lesson has elements that work at the first two levels of SAMR but does not achieve the top levels of Modification or Redefinition.

- **Substitution:** The technology replaces traditional textbook, but we still have lecture-style teaching.

- **Augmentation:** The internet and Instagram have added some excitement to the lesson, but it is little more than just a high-tech way to cover information.

The teacher needs to reconsider how to use the technology effectively. Had the learners done research themselves on Instagram and then created posts, we could have gotten to Modification and perhaps even Redefinition.

Bloom's Revised Taxonomy and the lesson plan

The lesson plan does not go beyond the Understanding Level. Simply writing down what the teacher shows them does not give learners any chance to demonstrate understanding.

The lesson could have been different. The learners could have done the research on Instagram and worked in groups. They could then have created their own posts and evaluated their peers' posts.

Criteria for effective social media implementation and the lesson plan

Is learner diversity met through the use of the technology? This is not addressed in the lesson plan. It could have been addressed by using some of the inclusivity features available on Instagram.

- Alt Text and image descriptions allow you to add descriptions to your images so that people who are visually impaired can understand what is happening in the image.
- High contrast makes it easier for people with visual impairments to see the content on Instagram
- Video captions allows you to add captions to your videos so that people who are deaf or hard of hearing can follow what is being said.
- Large text makes it easier for people with visual impairments to read the text on Instagram

Are there many opportunities for learner learning? No, this lesson plan does not include many opportunities for learning. This could have been addressed by adding more discussion about the concept and by including listening, viewing, writing notes, preparing posts as well as pair and group work.

Are the learners rather than the teacher in control of learning? The teacher is acting like the 'sage on the stage' here, and the learners need to be given control of the learning.

Is peer learning possible for learners? No, peer learning is not possible for learners in the way the lesson is written. This could be addressed by adding elements to the lesson plan where learners work in groups and discuss and create collaboratively.

Is feedback from peers as well as from teachers possible for learners? This lesson plan does not contain much feedback opportunity. The teacher should build in opportunities for feedback.

Summary of analysis

The teacher had a good idea – use Instagram to make the learning event more interesting and the lesson more engaging. The use of technology always adds some variety to a lesson, but as you know from TPACK, Technology plus Content is interesting, but not adequate. Pedagogical Knowledge has to be strengthened and incorporated.

Opportunities to transform the lesson were missed as the technology operated only at the Substitution and perhaps Augmentation Levels. The learners should do something with the technology and the social medium to really Modify and Redefine the lesson.

There were definitely missing elements of Bloom's Revised Taxonomy. Although it may not always be possible to achieve every level in every lesson, the lower levels (Remembering and Understanding) must always be well covered. The teacher's not wanting give over some control derailed the lesson.

The criteria for effective social media implementation were ignored entirely.

Task
• Create a lesson plan for any topic of your choice using Instagram.
• Make sure that you have considered all the pedagogical issues.
• Try the lesson plan out in class and then write a reflection on your experience.

About the Final Assessment

At the end of this training session, you will be asked to complete the Final Assessment.

If you complete the Final Assessment successfully, you will qualify for your virtual badge and certificate. You can see a sample here.

VIA AFRIKA DIGITAL EDUCATION ACADEMY

Certificate

has successfully completed the attendance and assessment requirements of:

INSTAGRAM IN THE CLASSROOM

This training is endorsed for 5 SACE Professional Development points.

_____
Date

Christina Watson
Chief Executive Officer

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Final Assessment

Indicate the ONE correct response for each question.

1	How can you sign up for an Instagram Account on a computer?
a	Log in with YouTube.
b	Enter email address, full name, username, and password.
c	Log in with your Gmail details.

2	What does the Instagram Algorithm consider to curate content on the Explore Page?
a	Which accounts you follow, which posts you like and comment on, and which types of content you engage with most often.
b	Your date of birth and personal information.
c	The number of followers you have on your account.

3	What is the purpose of Instagram Reels?
a	To create short videos of up to 90 seconds long.
b	To edit and add effects to photos.
c	To send direct messages to other users.

4	Where can you see when someone likes or comments on your post?
a	The Home Page.
b	The Explore Page.
c	The Notifications Page.

5	What does tapping the Plus Sign Button on Instagram allow you to do?
a	Create a new post.
b	Send a direct message.
c	Search for accounts.

6	What can you do on the Messages Page on Instagram?
a	See any messages you have received and send messages to individuals or groups.
b	Create a new post.
c	Explore curated content based on your interests.

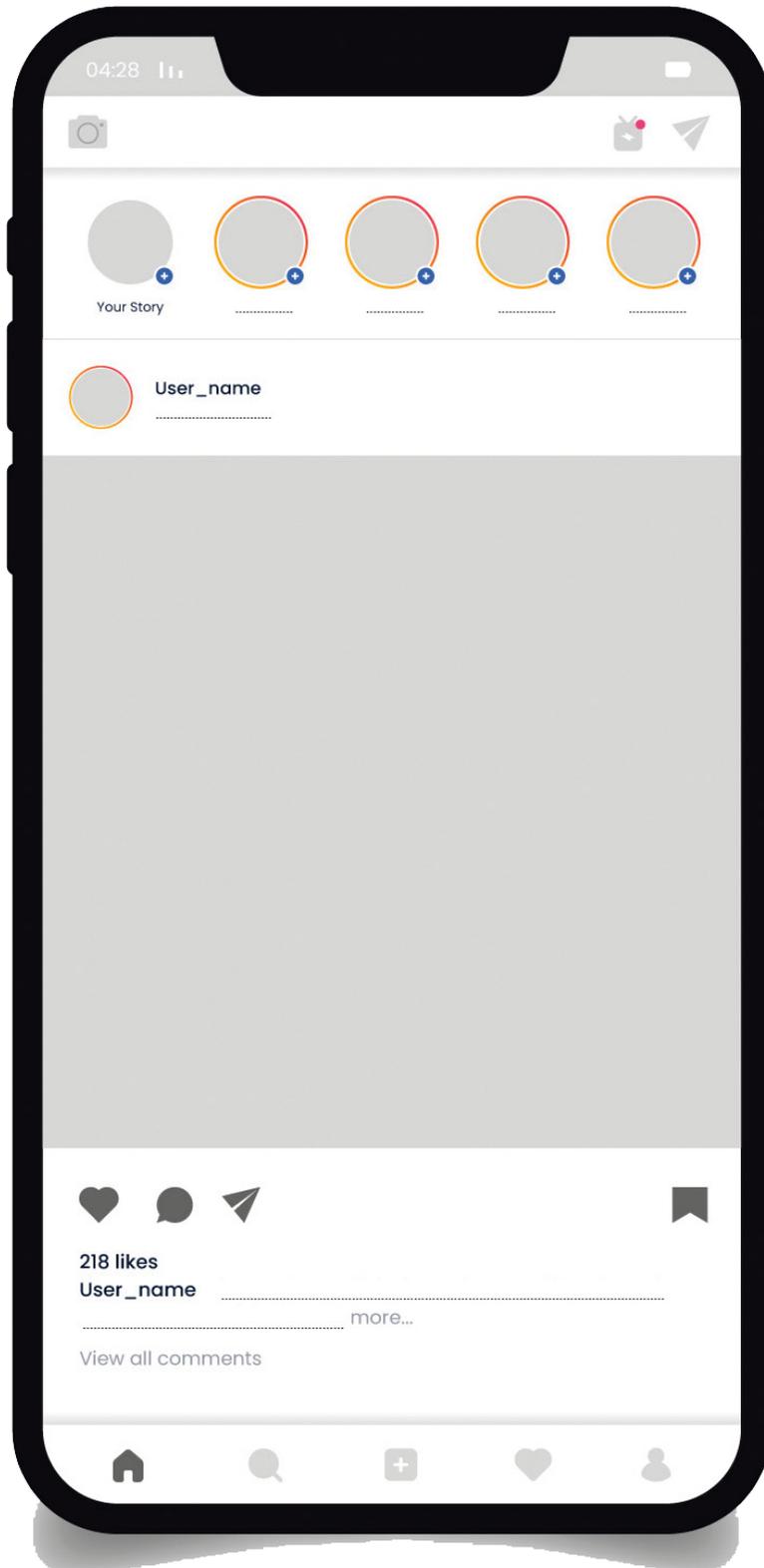|		Final Assessment (continued)
		Indicate the ONE correct response for each question.
7		How can you change your Account Privacy Settings on Instagram?
a		By tapping on the Three Dots Menu.
b		By going to the Settings and Privacy Section.
c		By tapping on the Heart Button.
8		What does the Three Dots Menu on Instagram allow you to do?
a		Save, share, get more information about the account, and report the post.
b		Like, comment, and share the post.
c		Edit, delete, and tag people in the post.
9		What are the four conditions that Creative Commons licences are based on?
a		Attribution, NonCommercial, Derivatives, Public Domain.
b		Attribution, ShareAlike, NonCommercial, NoDerivatives.
c		ShareAlike, NonCommercial, Derivatives, Public Domain.
10		What does Digital Citizenship refer to?
a		The responsible and ethical use of technology.
b		The enforcement of copyright laws on the internet.
c		The process of creating Creative Commons licences.
11		What can you do with the Comments Button on Instagram?
a		Like the post.
b		Leave a comment.
c		Share the post with others.
12		What does the Paper Aeroplane Icon on Instagram allow you to do?
a		Save the post.
b		Like the post.
c		Share the post with others.

Indicate the ONE correct response for each question.

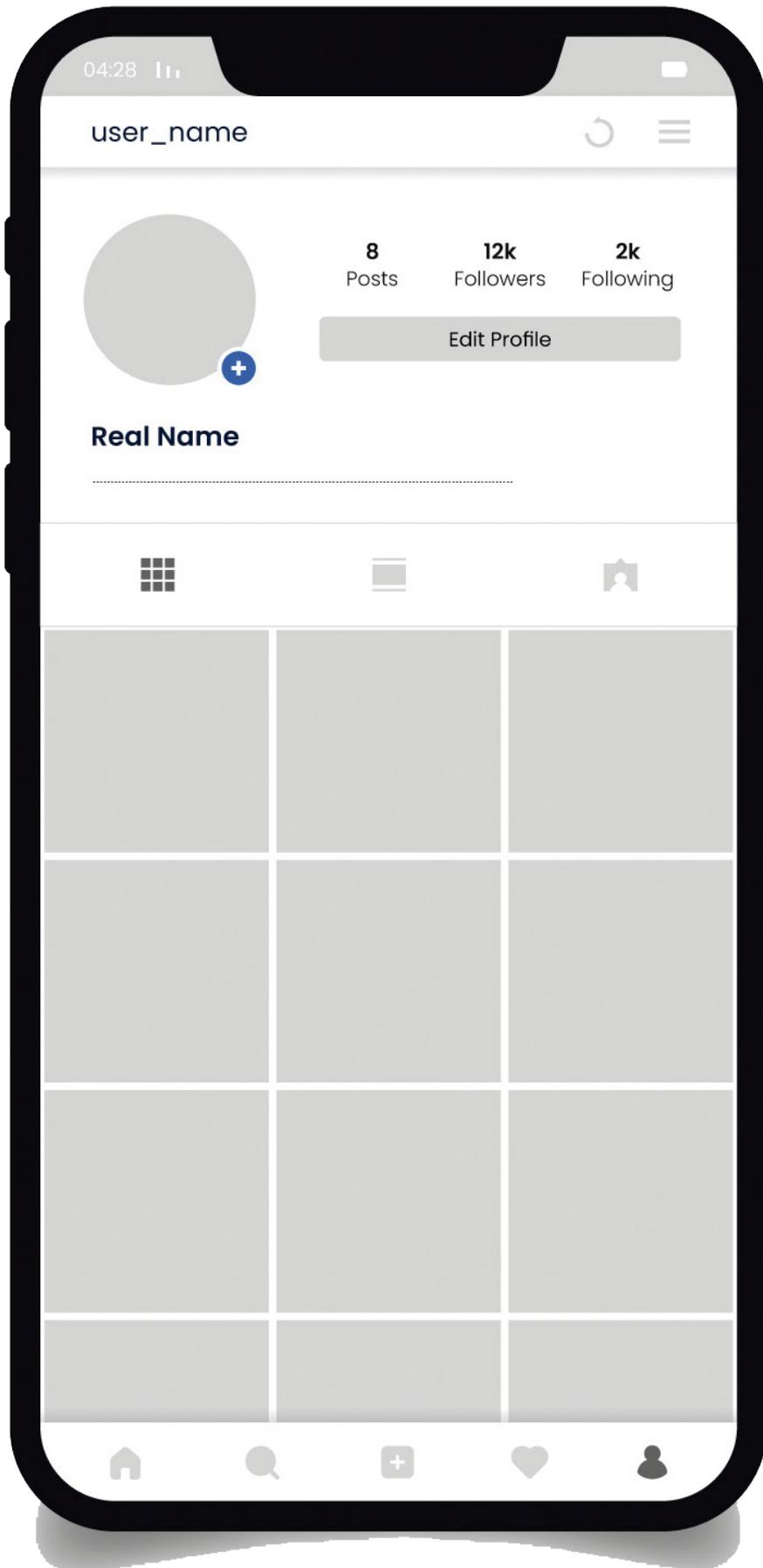| 13	Instagram cannot be a valuable platform for Teacher Professional Development since it is focused primarily on learner engagement.
a	True
b	False
14	When you are using Instagram in the classroom, it is important to consider the relevance of the content to the topic at hand.
a	True
b	False
15	You can create hashtags specific to each project or subject, allowing learners to share their thoughts, ideas, and resources related to a particular topic.
a	True
b	False

Additional Resources

Instagram Templates

You may photocopy the Additional Resources pages.

04:28

Your Story

User_name

218 likes
User_name

more...

View all comments

Acknowledgements

Author/Artist and Licence/Link	Artwork name/Topic
Alicia_mb/freepik.com, Premium licence (Unlimited use without attribution)	Simple instragram frame template.
D, Krathwohl http://sites.duke.edu/eelandscape/2015/03/31/blooms-taxonomy/ http://www.unco.edu/cetl/sir/stating_outcome/documents/Krathwohl.pdf	Bloom's Revised Taxonomy.
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Joan Hughes, https://techedges.org/r-a-t-model/	RAT Model.
Matthew Koehler, http://www.tpack.org	TPACK Model.
Rawpixel.com/freepik.com, Premium licence (Unlimited use without attribution)	Free vector illustration of diverse people.
Ruben Puentedura, http://www.hippasus.com/rrpweblog/	SAMR Model.
Via Afrika	Author generated images based on standard models of TPACK, SAMR, Bloom's Revised Taxonomy.
[Last accessed in November 2023]	

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