

VIA AFRIKA DIGITAL EDUCATION ACADEMY

Using social media to teach

SESSION 4

Facebook in the classroom

CLASS NOTES



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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 4: Facebook in the classroom

Class Notes



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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.
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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]

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Outcomes and content

Outcomes of the session

By the end of the session, you will:

- be familiar with a brief history of Facebook
- be able to talk about the various opportunities Facebook presents to teachers
- know how to create a Facebook Account in a web browser
- know how to create an account on Facebook in the Facebook App
- know how to navigate the various Facebook Pages and Buttons
- know how to create a Facebook Post
- appreciate the importance of copyright
- understand what Digital Citizenship is
- appreciate the importance of using Facebook in pedagogically sound ways
- understand four ways of evaluating a Facebook-based lesson
- analyse lesson plans where Facebook is used

Content of the session

This session will focus on:

- a history of Facebook
- creating a Facebook Account on the web and in the Facebook App
- Facebook Pages and Buttons
- creating a Facebook Post
- copyright, Creative Commons, Public Domain
- Digital Citizenship
- TPACK and Facebook-based lessons
- SAMR and Facebook-based lessons
- Bloom's Revised Taxonomy and Facebook-based lessons
- criteria for including social media in a lesson
- analysing lesson plans

Overview

Welcome to **Facebook in the classroom**, the 4th session of **Using social media to teach**. The aim of this session is to enable you to create a Facebook 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 Facebook.
2. Getting started with Facebook, where you will learn about the social medium and how to use it.
3. Ideas for using Facebook in your classroom.
4. Lesson plans for using Facebook.

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 Facebook

A quick overview of Facebook

Facebook is a social media platform that has become an integral part of our daily lives. It has become a central hub for communication, networking, and sharing information, offering a wide range of features, including profiles, pages, groups, and messaging. It has also become an essential tool for educators.

A brief history of Facebook

The platform was originally launched as 'The Facebook' in February 2004, by Mark Zuckerberg, along with his college roommates at Harvard University, Eduardo Saverin, Andrew McCollum, Dustin Moskovitz, and Chris Hughes.

Within a few months, it had expanded to include students from other universities, and eventually in 2006 it became available to anyone over the age of 13.

Facebook's early success resulted, in part, because of its focus on exclusivity and user privacy. It offered a closed network that allowed users to connect with others in their university or college, and it required users to have a verified email address from their university.

This helped to establish trust and credibility, and it made Facebook more appealing to younger users who were wary of other social media platforms.

Facebook's popularity continued to grow, and in 2008, it surpassed MySpace as the most popular social media platform in the world. Today, Facebook is the largest social media platform in the world, with over 2,9 billion active monthly users as of April 2023.

More than just social media posts

Facebook offers a range of useful tools for teachers. One of the biggest benefits of Facebook for educators is its ability to facilitate communication and collaboration.

Teachers can use Facebook to create private groups for their classes in which they can share resources, announcements, and updates with their learners.

This can be especially useful for remote or hybrid learning environments in which traditional classroom communication methods may not be as effective.

Facebook Groups can also be used to facilitate learner collaboration and discussion. Teachers can create groups for project-based learning in which learners can share ideas, collaborate on assignments, and provide feedback to one another. This type of activity can help learners develop critical thinking, problem-solving, and communication skills.

Criticisms of Facebook

The platform has been criticised for its handling of user data, as well as its use of targeted advertising. This is a concern for educators who want to ensure that their learners are safe and protected online.

To address this issue, teachers can help learners develop critical digital literacy skills. They can teach learners how to protect their privacy online, how to identify potential risks and threats, and how to make informed decisions about their digital footprint. They can also use Facebook's Privacy Settings to ensure that their learners' personal information is protected.

In addition, teachers can use Facebook's Moderation Tools, such as community guidelines and reporting mechanisms, to ensure that the content their learners are accessing is appropriate and safe. By being proactive and mindful of the potential risks associated with social media, educators can help ensure that their learners have a positive and safe experience online.

Reflection

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

Getting started with Facebook

Creating a Facebook Account in a browser

You can open a Facebook Account in a browser.

1. Open your favourite web browser.
2. Type www.facebook.com into the Search Bar.
3. Click on Create New Account.
4. Fill in your name, surname, email address.
5. Repeat your email address.
6. Enter a password. Remember to use a unique password. Make it as difficult to crack as possible. Ideally, use twelve characters made up of uppercase, lowercase, numbers, as well as special characters.
7. State your date of birth and gender. The reason for this is that Facebook does not want anybody under 13 to participate, and also, in order for them to be able to serve you appropriate content.
8. Click Sign Up.
9. At the prompt to confirm your email address or mobile phone number, and follow the instructions provided to complete the verification process. You may receive a verification code via email or SMS, depending on the option you chose.
10. After verifying your email address or phone number, Facebook will guide you through the process of setting up your profile. You can add a profile picture, provide personal details, and customise your Privacy Settings.
11. Facebook may suggest connecting with people you know by scanning your email contacts or by searching for friends. You can choose to connect with friends at this stage or skip this step and do it later.
12. Once you have completed the initial setup process, Facebook will direct you to your News Feed, where you can start exploring and interacting with content posted by your friends or pages you follow.

Remember to review Facebook's Terms of Service and Privacy Policy to understand how your information will be used and shared on the platform.

Creating a Facebook Account in the Facebook App

You can sign up for a Facebook Account using the Facebook App on your mobile device.

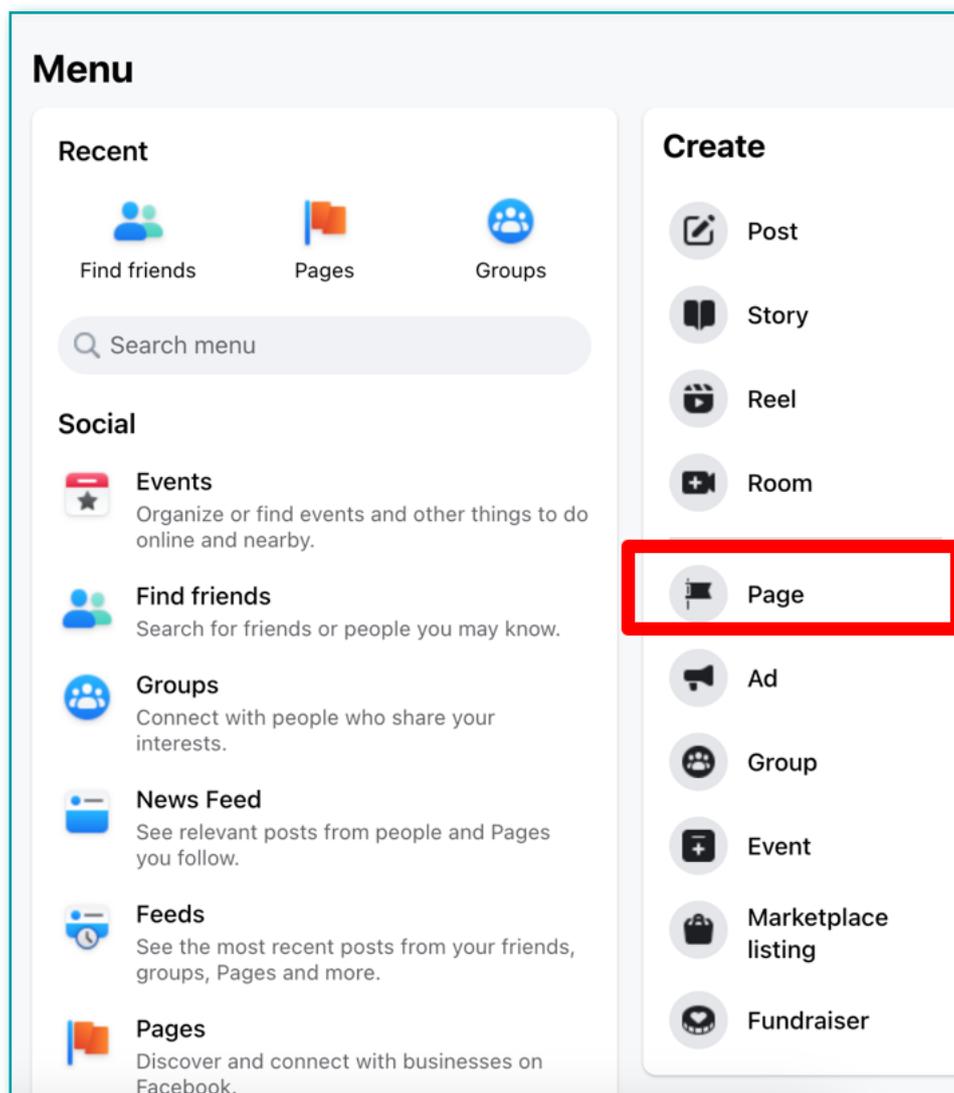
1. Go to the Google Play Store or the Apple App Store or whichever app store you use and search for Facebook.
2. Download the app, and then install it.
3. Tap to open the app.
4. On the Welcome Screen, select Create New Facebook Account.
5. Fill in the required information in the provided fields.
6. Tap on the Sign Up Button.
7. Facebook will then prompt you to confirm your email address or mobile phone number. Follow the instructions provided to complete the verification process. You may receive a verification code via email or SMS, depending on the option you chose.
8. After verifying your email address or phone number, Facebook will guide you through the process of setting up your profile.
9. Facebook may suggest connecting with people you know by scanning your mobile contacts or by searching for friends. You can choose to connect with friends at this stage or skip this step and do it later.
10. Once you have completed the initial setup process, Facebook will direct you to your News Feed, where you can start exploring and interacting with content posted by your friends or pages you follow.

Remember to review the Terms of Service and Privacy Policy.

Creating Facebook Page for your class

You can create a Facebook Page for your class.

1. Log in.
2. On the left-hand side of your screen are listed Home, Your Profile, Video, Friends, Gaming and See All.
3. Click on See All.
4. A two-column menu will open. In the right-hand column called Create, click on Page.



5. Since this is for a class, make sure all the details are for the class. Enter a Page Name, a Category (Education Website is the best choice here) and Bio.
6. Click Create Page.

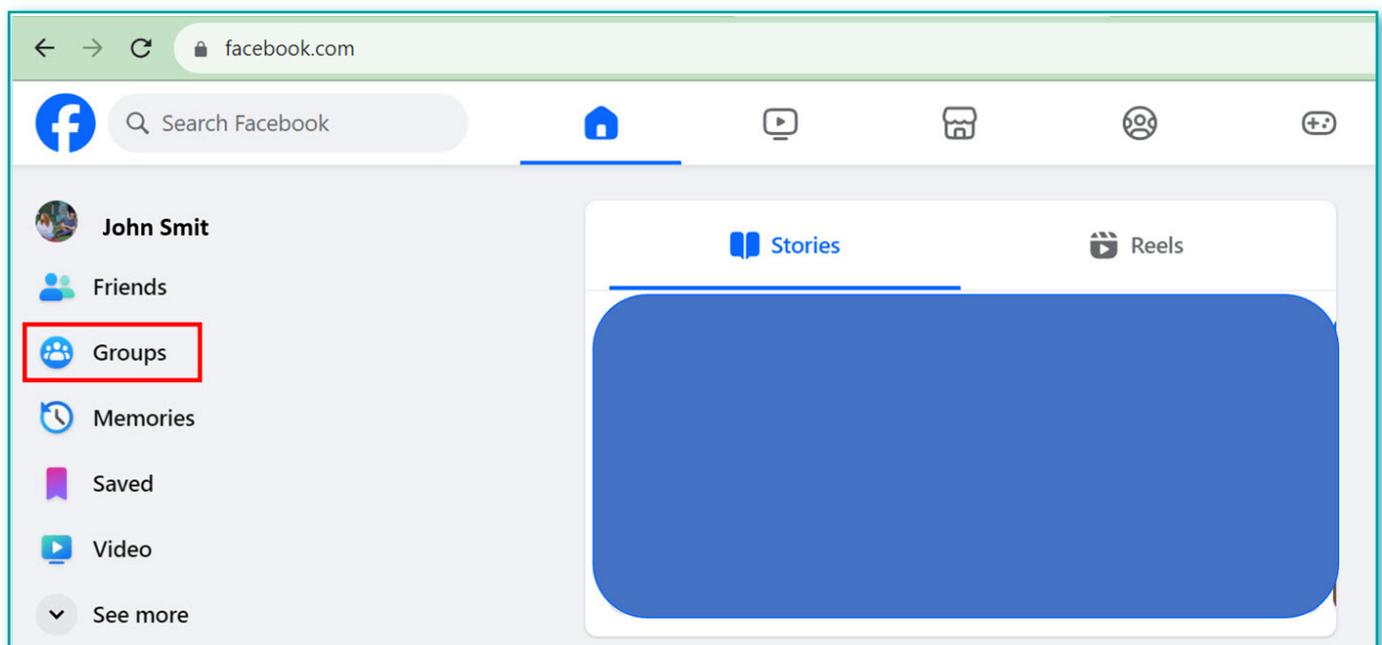
7. Once the page is created, the platform will want you to enter in details about your company, etc. because they regard Facebook Pages as being part of a business enterprise. You can just ignore this by clicking Next.
8. Now enter a profile picture and cover photo.
9. Ignore the WhatsApp Connection. Click Skip.
10. Ignore Invite Friends. Click Next.
11. Keep the Page Notifications on so you know when your learners post. But turn off Marketing and Promotional Emails.
12. Click Done.
13. You will receive a notification that you are now working on your Class Page.
14. You can take the tour by clicking on Take Tour. It is worth doing this the first time you create a page, so you know where everything is.
15. Note where you switch between your page and your profile. Click Next.
16. Notice the Manage Button to get information about your content. Click Next.
17. Take note of where you can explore your Page's Feed. Click Done.
18. You will now have a left-hand menu called Manage Page where you can manage the page, and on the right, you will see your page.
19. Currently, there are no followers and no posts. You will invite your learners to follow the page.
20. Click the Three Dot Menu.
21. Click on Invite Friends.
22. Follow the prompts to invite your learners.
23. You are ready to create posts.

Creating a Facebook Group in a browser

Groups are a place to connect, learn and share with people who have similar interests on Facebook. They are ideal for your classes. Groups can be public or private. For your classes, it is suggested you make the group private.

You can create a Facebook Group in a web browser on a computer.

1. Log into your Facebook Account. On your Home Feed, you will see 'Groups' in the left-hand menu. Refer to the diagram below.



2. Click on Group. In the Create Group Page, enter your group name.
3. Click on Choose Privacy. For your classes, select Private.
4. Select whether to make your group visible or hidden. It is suggested that you make it hidden.
5. You can invite friends now or later.
6. Click Create.
7. Personalise your group with a cover photo and a description.

Creating a Facebook Group in the app

You can create a Facebook Group in the app.

1. Open the app.
2. Tap the Three Line Menu (also called the Hamburger Menu) in the top right-hand corner. Tap See More. Then tap Groups.
3. Tap the Plus Sign Icon and then tap Create a Group.
4. Enter your group name.
5. Click on Choose Privacy. Select Private, then select Hidden.
6. You can invite friends now or later.
7. Click Create.
8. Personalise your group with a cover photo and a description.

Inviting members to your group

All Facebook Groups have Admins. As the creator of the group, you are automatically made the Administrator of the group. As Admin, you have control over everything in the group and you can manage all the settings. You are also the moderator of the group. A moderator is someone who checks all the posts that are put up to weed out any posts that are problematic (among other things).

Inviting members to a group in a web browser and the app are very similar.

You can invite members to a group.

1. Click/Tap on Invite.
2. Click/Tap on Invite With Email.
3. Create a suitable message.
4. Insert the email addresses of the new members.
5. Click/Tap Send.

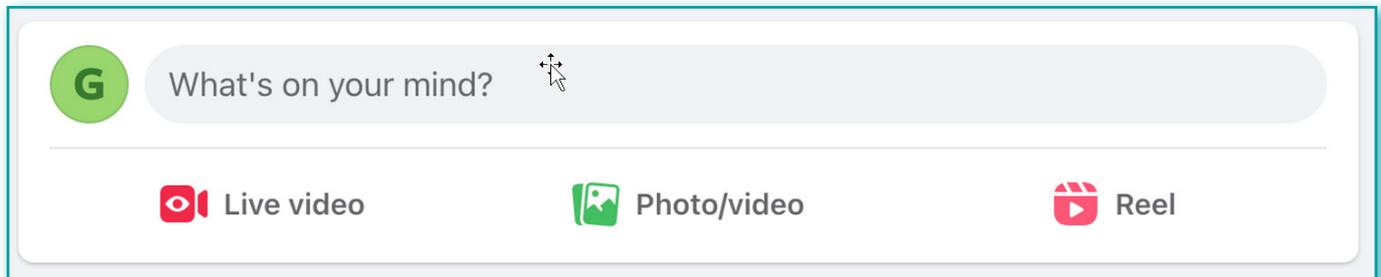
Task

- Create a Facebook Account in a web browser or in the Facebook App. If you have a computer as well as a mobile device, you may want to create your account on both devices. It is useful to sync your social media accounts across devices.
- Create a group for one of your classes.
- Customise the image and details of the group.
- Read more about how to moderate the group on the Facebook Help Page.
- Invite your learners to the group.
- Create a Facebook Page for one of your classes. Invite your learners to join the page.

Adding content to your account

Creating posts

When you are ready to post on Facebook, look for this box on your page.



You will notice that you can type in something, or can click on a Live Video, a Photo/Video or a Reel.

Now you can type in text and even format it to make it more exciting. You can add in photos, videos, check in to show where you are, indicate a feeling or activity, or insert a GIF.

The Feeling or Activity Option is a useful way to get learners to do a quick emotional check-in. You can use this to find out how the learners are feeling at the start of a lesson, or to check in if they understand something that has been taught.

The Three Dot Menu opens more options. As you become more experienced with Facebook, you will be able to explore these.

Reels and Videos

Facebook Reels are short-form Facebook 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.

Facebook Reels are full-screen vertical videos that come with many unique editing tools and an extensive library of audio tracks, featuring everything from trending songs to snippets of other users' viral content.

There are also video posts. The difference between Reels and Video Posts is length. A Reel is limited to 90 seconds, but a Video can be as long as an hour.

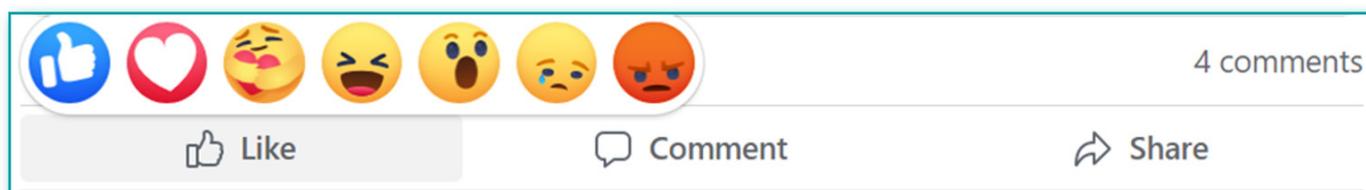
Other types of post

Two further types of post on Facebook are Story Posts and Livestreams. We will not be discussing them in this session, but please feel free to explore on your own.

- A Story gives you the opportunity to capture a number of images over a period of time that tell a story, for example 'A day in my life'.
- A Livestream happens when you film something and allow it to be sent out live, as it happens, like you would a sports match, for example.

Responding to posts

If you look just under a post, you will see that there are a number of ways in which you can respond to it.



- **Like:** When you hover over the Like Button you get a range of options as emoticons: Like, Love, Care, Haha, Wow, Sad and Angry.
- **Comment:** Here you can write a public comment.
- **Share:** Share the post. When you click the Share Button you are given a number of options.
 - Share Now (only me) will send this post to your feed.
 - Share To Feed gives you the chance to comment on the post before it ends up on your feed.
 - Send In Messenger or in X.

- Share To A Page is useful if you want to share the post with one of the pages you use for your class.
- Share To A Group is useful if you want to share the post with one of your Class Groups.

As the teacher responsible for the Facebook Account, Group and Page, you need to remember to take time to engage with the posts. This is not only in the course of teaching content, but also in terms of the type of posts and content that is put up by your learners. We are assuming that your pages and groups will always be private so nobody else will be able to post.

Useful accounts

There are many Facebook Pages and Groups that will help you in your teaching.

- **Amazing Educational Resources** is a public Facebook Community has more than 150 000 members, and you will find lots of useful educational resources there. With so many members, it is a public Facebook Community for educators and students to learn about the top educational resources.
- The owners of Facebook, Meta, run the **Meta for Education Group**. The group is linked to the official Meta for Education Page and aims to foster a professional learning community for educators to come together to share, learn from and inspire one another.
- **Edutopia** has an excellent website, and their Facebook Page is useful, too. Here you will find articles on a wide variety of teaching interests.
- The **Cult of Pedagogy** Facebook Page offers thought-provoking articles as well as tech resources among other things.
- 'Empowering Teachers as the Experts' is the motto of **The Educator's Room**. They post informative articles written by teachers as well as helpful videos and posts from teachers who need advice about what is happening in their classrooms. This is a Private Group, so you will need to be approved by the group admin. You will click on Join Group and then answer some questions that the admin will assess before allowing you to join.
- **EdTech 4 Beginners** has lots of useful resources and ideas to get you going.

A note about content

Facebook 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.

Any image that you have found on Facebook and that the platform has made it possible to save to your account is likely to be fine 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 social media content respectfully, how to evaluate information critically, 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 own Facebook Account.

Task

- In your Facebook Account, create three posts about the subject you teach. Be creative and try to add a video and a reel.
- Ask your colleagues to comment on the posts.
- Create a checklist for yourself of the different ways that an image can be protected, for example, copyright, Public Domain or the various Creative Commons licences.
- Keep the checklist in an easy place to find so 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 Facebook in your classroom

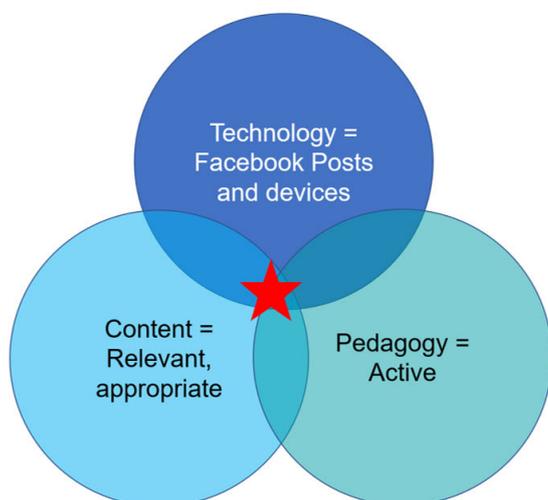
In recent years, Facebook has emerged as a powerful tool for enhancing teaching and learning. It has become an essential resource for educators looking to engage learners, supplement lessons, and create a more dynamic and interactive learning environment. But as you know, you cannot simply throw technology into a classroom and hope for great results. Technology needs to be carefully integrated into the teaching and learning process to ensure that what we are doing is educationally meaningful.

First things first: Pedagogical considerations

You can use the framework provided by three key pedagogical theories and models: TPACK (Technological Pedagogical Content Knowledge), SAMR (Substitution, Augmentation, Modification, Redefinition), and Bloom's Revised Taxonomy to successfully incorporate Facebook content into the classroom.

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 Facebook is a post. So how can you use this technology, a Facebook Post, in a pedagogically sound way?



Consider Content

- Is it relevant to the topic? Facebook has millions of posts, and it is easy to accidentally choose a post that is not exactly relevant. Use the search function and hashtags to get the right post.
- Alternatively, if your lesson aims to create posts for Facebook, help the learners appreciate what would be considered a good post. It goes without saying that all choices have to be appropriate to the learners' level.

Consider Pedagogy

- If you simply use Facebook as a text that the learners passively view, you are not achieving the full benefit of using Facebook in your class. Learners need to be active: they must question the posts, evaluate them, and/or create the posts.
- With all this in place, you will have achieved 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: Facebook offers a whole new way of doing things.

MODIFY: Facebook changes the method of teaching.

AUGMENT: Facebook adds a little extra to your teaching.

SUBSTITUTE: Facebook rather than a textbook.

When you decide to use a Facebook Post in your classroom, you need to be aware of what your aim is in using that technology in the lesson.

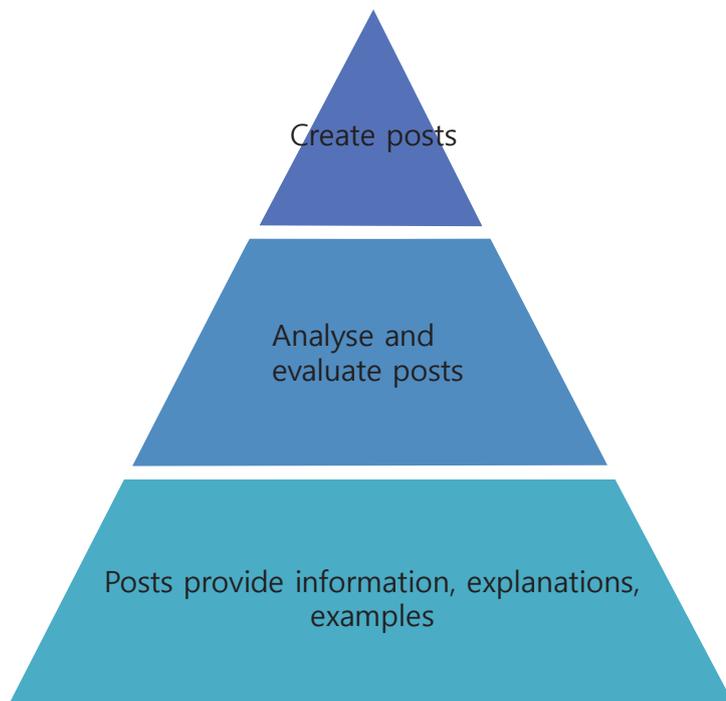
What are you aiming for?

- To have a direct replacement for traditional methods of teaching? In other words, the Facebook Post **Substitutes** for your standing in front of the class or for a textbook? In this case, the Facebook Post is just another text.
- 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 interact with Facebook while you are working with other learners and in so doing, modifying their experience, or creating evidence of learning that could not be shown without the technology.
- To create entirely new learning experiences that were previously impossible? So, for example, you could **Redefine** the learning by creating Facebook Posts that allow learners to communicate with people all over the world quickly and efficiently, and very importantly, with creativity.

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. (Please be aware that this is not the complete taxonomy in the image below. It is a simplification for our needs here.)



Facebook can be used to support all six levels of Bloom's Revised Taxonomy.

- At the lower-order thinking level, Facebook can be used to provide information, explanations, and examples to help learners remember and understand key concepts. For example, teachers can use Facebook Posts to teach vocabulary or provide historical context.
- At the middle-order thinking level, Facebook can be used to promote analysis and evaluation skills. For example, teachers can use Facebook Posts to teach critical thinking skills, such as identifying bias or evaluating sources. They can also ask learners to analyse and evaluate photos by comparing different perspectives or critiquing the composition a photo.
- Finally, at the highest order thinking level, Facebook can be used to promote creativity and synthesis skills. For example, teachers can ask learners to create their own Facebook Posts that synthesise information from different sources, or to create posts and accounts 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

In today's digital era, social media platforms have become integral tools for communication and collaboration. Facebook, with its wide user base and versatile features, can be harnessed as an effective educational tool. By incorporating Facebook into the classroom, educators can engage learners, foster collaboration, and create meaningful learning experiences.

Virtual study groups

You can create a private Facebook Group exclusively for the class. Invite learners to join and establish guidelines for participation and respectful communication.

Assign topics or questions related to the curriculum for learners to discuss. Encourage active participation by asking open-ended questions, providing additional resources, and fostering meaningful conversations.

You need to act as a moderator by monitoring discussions, clarifying misconceptions, and guiding learners to dig deeper into the subject matter. Offer feedback and pose thought-provoking questions to encourage critical thinking.

Showcasing learner work

Facebook provides an engaging platform to showcase and celebrate learners' work, fostering creativity, pride, and collaboration.

Establish a dedicated Facebook Page for the class. Share the page link with parents, learners, and other educators to foster a supportive online community.

Then encourage learners to document their projects, assignments, and achievements through photos, videos, or written posts. Emphasise the importance of maintaining privacy and obtaining consent before sharing any content.

Encourage learners to provide constructive feedback on each other's work through comments and likes. This fosters a sense of camaraderie and motivates them to strive for excellence.

Broadening resources

Facebook's diverse content formats, such as videos and articles, can be used to engage learners with educational material beyond the classroom.

As an educator, identify and put together a set of educational videos, articles, infographics, or blog posts that align with the curriculum. Ensure that the content is age-appropriate and accurate.

Post the selected content on the Class Facebook Page, accompanied by a brief introduction or discussion questions. Encourage learners to engage with the material by commenting, sharing their thoughts, or asking questions.

Design interactive learning activities based on the shared content, such as quizzes or debates. Encourage learners to participate and engage with their peers' responses to foster a collaborative learning environment.

A historical figure's page as an example

If you are a History or Social Sciences Teacher, you can have learners create a famous person's Facebook Page. But, please be aware that you cannot create a fake account on Facebook. What you could do though, is to use the templates you will find in the Additional Resources section of these Class Notes.

Each learner or group of learners could create engaging and informative posts that highlight important aspects of the famous person's life. These posts can include milestones, achievements, notable quotes, personal anecdotes, and significant events related to the person.

Encourage learners to enhance their Facebook Page by incorporating elements such as photos, videos, and audio clips. These can be related to the person's work, speeches, interviews, or relevant historical footage.

Remind learners to provide captions and descriptions for the elements to ensure accessibility and understanding for all viewers. Encourage them to consider alt text for images and closed captions for videos to make the content inclusive.

As you can see, they are developing a number of useful skills such as carrying out internet research, engaging in critical thinking, being creative, and developing digital fluency and Digital Citizenship as they decide which photos they may or may not use because of copyright.

If you do not want to create a 'Fake Profile' for a historical figure as a paper-based activity, you could always create a page or a group as a tribute to a famous person. In the training video, you would have seen an example of a Facebook Page that was created as a tribute in honour of Albertina Sisulu.

Facebook and inclusive education

Facebook recognises the importance of accessibility and provides various features to ensure an inclusive experience for users with disabilities. Here are some of the accessibility features offered by Facebook.

- **Alt Text for Images:** Facebook allows users to add alternative text descriptions to images they upload, thus enabling people using screen readers or other assistive technologies to understand the content of the images.
- **Captions and Subtitles:** Facebook provides options to add captions and subtitles to videos uploaded to the platform. This feature benefits individuals with hearing impairments and allows them to access video content more effectively.
- **Text-to-Speech:** Facebook offers a built-in feature that can be activated to read posts, comments, and other text content on the platform in audible format. This feature assists individuals with visual impairments or reading difficulties.

- **High Contrast Mode:** Users who require better visual contrast or have low vision can activate the High Contrast Mode on Facebook. This mode enhances the visibility of the interface by adjusting the colours and contrast.
- **Adjustable Text Size:** Facebook allows users to adjust the font size within the platform. This feature benefits individuals with visual impairments or those who prefer larger text for easier readability.

Task

Select a lesson plan that you have used in the past. Now choose one of these ideas and redevelop the lesson plan with the Facebook idea as the core activity. Teach the lesson and then answer these questions.

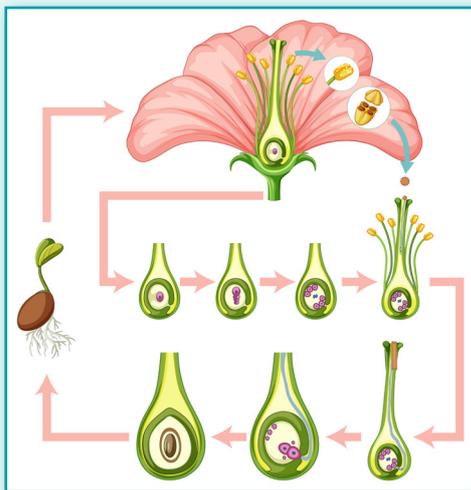
- What was the learners' attitude to using Facebook?
- What was the best part of the lesson?
- What would you need to change if you taught the lesson again?
- What were the differences for you in teaching the lesson with Facebook?

Lesson plans for using Facebook

A Grade 7 Natural Sciences lesson plan

Read through this lesson plan where Facebook is used for a Grade 7 Natural Sciences class.

Grade 7 Natural Sciences lesson plan



Topic

Sexual reproduction in Angiosperms

Lesson

Compare the structure of a variety of flowers, how they are adapted to promote pollination and the methods of pollination.

Time required

Approximately six hours

➔ Learning outcomes

- Learners will be able to identify and describe the structures of different flowers and how they are adapted for pollination.
- Learners will be able to explain the different methods of pollination and how they are related to the structures of flowers.
- ① ➤ Learners will be able to use Facebook to share and discuss their learning with their peers.
- ① ➤ Learners will demonstrate critical thinking skills by evaluating and providing feedback on peers' Facebook Posts.

2 ➔ **Materials required**

- Computers or tablets with internet access.
- Projector and screen.
- Facebook Accounts.
- The class will need its own Facebook Group page for the activity.

➔ **Teacher preparation**

- 3 ➤ Make sure that the computers or tablets are in working order and that internet access is available.
- 4 ➤ Create a Facebook Group for the class.

➔ **Introduction (30 minutes)**

- Provide an overview of the different types of flowers and how they are adapted for pollination.
- Give examples of different methods of pollination.

5 ➔ **Body, Part 1 (120 minutes)**

- Learners will conduct research on the internet to identify and describe the structures of different flowers and how they are adapted for pollination.
- Learners will post their findings on Facebook and share with their peers.
- Learners will comment on each other's posts and ask questions to deepen their understanding.

6 ➔ **Body, Part 2 (30 minutes)**

- Teacher will lead a class discussion on the different methods of pollination and how they are related to flower structures.
- Teacher will provide feedback and clarification as needed.

7 → **Body, Part 3 (120 minutes)**

- ▶ Learners will work in groups to create a multimedia project that showcases their understanding of flower structures, adaptations and pollination methods.
- ▶ The final project is to be presented on Facebook.

8 → **Conclusion (60 minutes)**

Learners will share their completed projects on Facebook and peer review each other's work.

Analysis of the lesson plan

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

1. Notice that the use of Technology, Facebook in this case, is a clearly stated objective. 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, although that needs to be expanded.
2. In the materials list, there is a clear indication that technology is being used. Notice that the materials refer to Facebook Accounts. From this it is likely that the learners know what Facebook is and have probably used it previously. Of course, they would also need to be older than 13. The learners already have prior knowledge of Facebook and its features, how to create posts, and how to keep safe on the internet. The class will need its own Facebook Group Page for the activity. There must be digital devices and internet access. The projector and screen would be for the teacher's use.
3. The teacher follows good technology protocol by making sure that the computers or tablets are in working order and that internet access is available.
4. So that all the work can be contained in the same place, the teacher must create a Facebook Group for the class.

5. In the next part, learners will conduct research on the internet to identify and describe the structures of different flowers and how they are adapted for pollination. They will post their findings on Facebook and share with their peers who will comment on each other's posts and ask questions to deepen their understanding. Clearly the teacher will have done work before this with the learners on how to search the internet safely and how to find information. The learners are encouraged not to simply take things at face value; they engage with each other's posts.
6. In the next part of the lesson, the teacher leads a class discussion on the different methods of pollination and how they are related to flower structures, thus checking the learners' understanding of the topic. She provides feedback and clarification as needed. The content of the lesson is not forgotten with the use of the technology. And the pedagogy is effective: The topic was introduced, the learners explored issues, and now the teacher checks in on their understanding.
7. Now the learners will work in groups to create a multimedia project that showcases their understanding of flower structures, adaptations and pollination methods. The final project is to be presented on Facebook. Learners will collaborate on their project and provide feedback to each other. By incorporating group work in her pedagogy, the teacher is encouraging collaboration. Again, the content and pedagogy are put before the technology.
8. The lesson plan concludes with learners sharing their completed projects on Facebook and peer reviewing each other's work. The teacher should encourage the learners to provide constructive feedback to their peers and reflect on their own learning. The teacher will provide feedback and assess the projects.

TPACK and the lesson plan

- **Technological Knowledge:** Learners will use technology, computers, tablets, and Facebook, to explore the topic.
- **Pedagogical Knowledge:** The lesson plan has sound pedagogic practices. The learners are active constructors of knowledge and create Facebook Posts and present them. There is opportunity for evaluation and critical thinking. All of this is done in groups and with the whole class.

- **Content Knowledge:** The lesson plan focuses on comparing the structure of a variety of flowers, how they are adapted to promote pollination and the methods of pollination and therefore meets the demands of the curriculum.
- This lesson plan gets to the sweet spot of TPACK.

SAMR and the lesson plan

- In this lesson, the internet and Facebook do act as a **Substitute** for the teacher to a certain extent. Instead of the teacher or the textbook being the source of knowledge, the learners use technology.
- The various Facebook Posts are likely to **Augment** traditional teaching, but using Facebook as a way to present the information is definitely using technology at the **Modification**, and perhaps even the **Redefinition** Levels of SAMR.
- In terms of Dr Joan Hughes' RAT (**R**eplacement, **A**ugmentation and **T**ransformation) Model, the incorporation of Facebook and digital devices 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 Facebook Posts and the internet, 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 Facebook Post.
- **Analysing:** Learners will analyse the structure of a variety of flowers, how they are adapted to promote pollination and the methods of pollination.
- **Evaluating:** Learners will evaluate the validity and reliability of the sources they use in their research, and they will evaluate each other's Facebook Posts.
- **Creating:** Learners will create a Facebook 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 Facebook or use of the internet. The teacher could have encouraged learners to use some of Facebook's accessibility features (refer to the section about 'Facebook and inclusive education' above).
- **Are there any opportunities for learner learning?** Yes. There is talking about the concept, listening, reading and viewing, writing, preparing Facebook Posts. This is done as a class, and in groups.
- **Are the learners rather than the teacher in control of learning?** The teacher acts like the 'guide on the side' here, and the learners are in control of the learning.
- **Is peer learning possible for learners?** The 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 the teacher possible for learners?** Yes. There are many opportunities for feedback.

Task

Read through the Grade 11 Geography 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 Facebook 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 that Facebook 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?

Grade 11 Geography lesson plan

Topic

Earth's Energy Balance

Time required

Four hours

→ Learning outcomes

- Describe the uneven heating of the Earth's atmosphere due to latitudinal and seasonal differences.
- Explain the significance of the Earth's axis and revolution around the Sun in determining the Earth's energy balance.
- Describe the role of ocean currents and winds in transferring energy and maintaining the Earth's energy balance.

→ Materials required

- Facebook Account.
- Access to the internet.

→ Teacher preparation

- Search Facebook for relevant posts on the topic.
- Find online simulations that explore how the earth's axis and revolution affect the earth's energy balance.

➔ **Introduction (10 minutes)**

- Introduce the topic of the Earth's energy balance and provide an overview of what the learners will be learning during the lesson.

➔ **Activity 1: Unequal heating of the atmosphere (60 minutes)**

- Learners will conduct research on the internet to identify and describe the structures of different flowers and how they are adapted for pollination.
- Learners will post their findings on Facebook and share with their peers.
- Learners will comment on each other's posts and ask questions to deepen their understanding.

➔ **Activity 2: Earth's axis and revolution (60 minutes)**

- Provide a brief lecture on the significance of the earth's axis and revolution around the sun in determining the earth's energy balance.
- Demonstrate to the learners online simulations to show how the earth's axis and revolution affect the earth's energy balance.

➔ **Activity 3: Transfer of energy (60 minutes)**

- Provide a brief lecture on the role of ocean currents and winds in transferring energy and maintaining the earth's energy balance.
- Have the learners work individually to make notes that showcase their understanding of the role of ocean currents and winds in the earth's energy balance.

➔ **Activity 4: Summative assessment (60 minutes)**

Give a written test that assesses the learners' understanding of the Earth's energy balance, including the uneven heating of the atmosphere, the significance of the Earth's axis and revolution, and the role of ocean currents and winds.

➔ **Conclusion (10 minutes)**

Summarise the key concepts covered during the lesson and encourage learners to continue exploring the Earth's energy balance.

Analysis of the lesson plan

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

TPACK and the lesson plan

- **Technological Knowledge:** The teacher and only the teacher uses technology to access the internet and Facebook. The teacher is certainly displaying Technological Knowledge by including this here, but the learners are given no opportunities to engage with the technology.
- **Pedagogical Knowledge:** It seems that the only person who is active throughout the lesson plan is the teacher. The learners are on the whole passive recipients of the knowledge. The most active they get is to make notes while the teacher lectures.
- **Content Knowledge:** The lesson plan focuses on the earth's energy balance.
- This lesson plan does not get to the sweet spot of TPACK. To improve this lesson, the teacher needs to let go and give the learners a chance to participate actively in their learning.

SAMR and the lesson plan

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

- **Substitution:** The technology replaces the traditional textbook, but we still have lecture-style teaching.
- **Augmentation:** The internet and Facebook have added some excitement to the lesson, but it is little more than just a high-tech way to cover information.

Had the learners done research themselves on Facebook and then created posts, we could have achieved Modification and perhaps even Redefinition.

The teacher needs to rework the lesson plan to use technology effectively.

Bloom's Revised Taxonomy and the lesson plan

When it comes to Bloom's Revised Taxonomy, the lesson plan does not go above the Understanding Level. Simply writing down what the teacher shows you does not give you any chance to demonstrate understanding.

The lesson could have been different. The learners could have done the research on Facebook and worked in groups. They could then have created their own posts and evaluated their peers' posts. Unfortunately, these opportunities were never created.

Criteria for effective social media implementation and the lesson plan

- **Is learner diversity met through the use of the technology?** No. The teacher could have encouraged learners to use some of Facebook's accessibility features (refer to the section about 'Facebook and inclusive education' above).
- **Are there many opportunities for learner learning?** No. The lesson needs more talking about the concept, listening, viewing, writing notes, preparing posts all needed to be added in addition to 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, it is not possible for learners as this lesson is written. Learners could work in groups and discuss and create collaboratively.
- **Is feedback from peers as well as from teachers possible for learners?** Opportunities for feedback from peers as well as from the teacher need to be built in.

Summary of analysis

The teacher had a good idea in using Facebook to make the learning event more interesting and the lesson more engaging. The use of Technological Knowledge always adds some variety to a lesson, but as you know from TPACK, Technology plus Content is interesting, but not adequate. The Pedagogical Knowledge is lacking in this lesson.

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

There were definitely missing elements of Bloom's Revised Taxonomy. It may not always be possible to achieve every level, but it is important that (at least) Remembering and Understanding need to be well covered. The teacher not wanting give over some control derailed the lesson.

The criteria for effective social media implementation were ignored entirely.

With attention to the points we covered in this session, the teacher would be able to develop a better lesson plan.

Task

- Create a lesson plan for any topic of your choice using Facebook.
- 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.



Final Assessment

Indicate the **ONE** correct response for each question.

1	When creating a Facebook Account in a web browser, which is the suggested category to choose for a Class Page?
a	Social Community
b	Local Business
c	Education Website
2	How long can Facebook Reels be?
a	Up to 30 seconds.
b	Up to one minute.
c	Up to 90 seconds.
3	Which option is NOT a way to respond to a post on Facebook?
a	Save
b	Share
c	Like
4	When you are creating a Facebook Group, why do we suggest that you make it private?
a	Private groups have unlimited members.
b	Private groups offer more features than public groups.
c	Private groups provide a safer and more controlled environment.
5	What is the purpose of the 'Feeling or Activity' option when you are creating a post on Facebook?
a	To share your current location with friends.
b	To check on your emotions or feelings.
c	To share your favorite activities with others.

Final Assessment (continued)

Indicate the ONE correct response for each question.

6	In the Facebook App, where can you find the option to create a new group?
a	Three Line Menu > See More > Groups.
b	Three Line Menu > See More > Pages.
c	Three Line Menu > See All > Friends.
7	How many levels of technology integration are there in the SAMR Model?
a	Four
b	Two
c	Three
8	Which of the following is NOT one of the criteria from John Hattie's book, <i>Visible Learning</i> , for evaluating the soundness of a lesson using social media?
a	Learner diversity
b	Peer learning
c	Teacher-centered approach
9	What is the purpose of using the TPACK Model in incorporating Facebook content into the classroom?
a	To create entirely new learning experiences.
b	To achieve the sweet spot of technology integration.
c	To evaluate the soundness of the lesson.
10	What are some of the accessibility features offered by Facebook?
a	Thesaurus integration and translation tools.
b	Virtual reality and augmented reality support.
c	Alt text for images and captions for videos.
11	Learners creating a Facebook Page to honour a famous person and then adding posts would be an example of thinking at Bloom's Revised Taxonomy _____ Level.
a	Understanding
b	Creating
c	Remembering

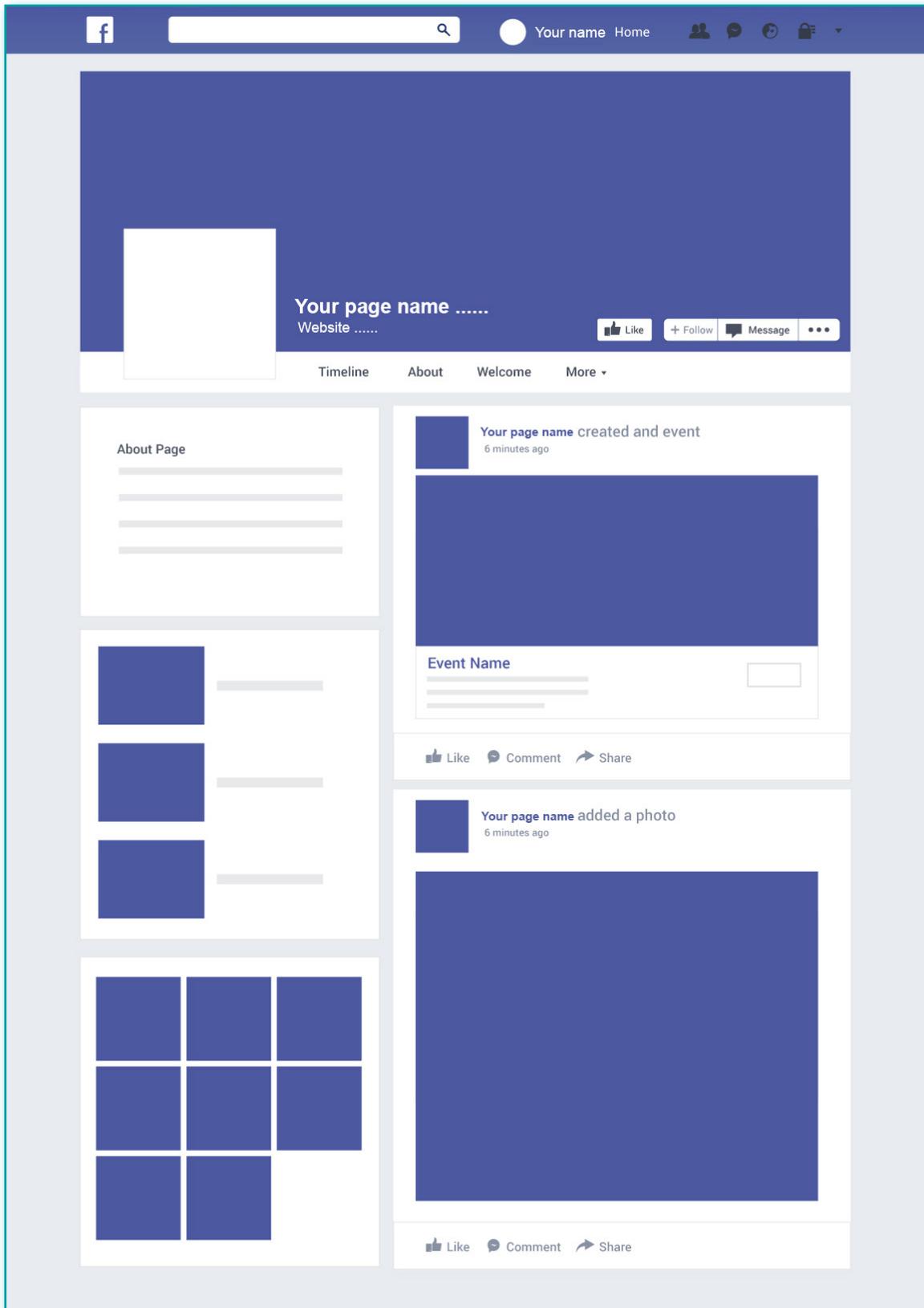
Final Assessment (continued)

Indicate the ONE correct response for each question.

12	The NonCommercial condition in Creative Commons licences _____.
a	restricts the use of a work for commercial purposes without the explicit permission of the creator
b	restricts the use of a work for commercial purposes with the explicit permission of the creator
c	does not restrict the use of a work for non-commercial purposes without the explicit permission of the creator
13	What is the purpose of Creative Commons licences?
a	To provide a way for creators to give up their copyright.
b	To allow unlimited use of creative works without attribution.
c	To retain copyright while granting certain permissions to others.
14	What is Digital Citizenship?
a	The responsible and ethical use of technology.
b	The use of social media platforms for educational purposes.
c	The process of obtaining copyright for creative works.
15	Which condition in Creative Commons licences allows works to be modified or adapted without the explicit permission of the creator?
a	Attribution (BY)
b	ShareAlike (S)
c	NoDerivatives (ND)

Additional Resources

Facebook on a browser



Facebook on a mobile device



Acknowledgements

Author/Artist and Licence/Link	Artwork name/Topic
Brgfx/freepik.com, Premium licence (Unlimited use without attribution)	Diagram showing fertilization in flower.
Creative Commons https://creativecommons.org/about/downloads/	Copyright image, Creative Commons Image and GIF; and Public Domain image.
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.
Facebook and the Facebook logo are registered trademarks of Meta https://about.meta.com/brand/resources/facebookapp/logo/ Facebook.com	Facebook visuals and screenshots.
Freepik/freepik.com, Premium licence (Unlimited use without attribution)	Facebook influencer background with deceive and emoticons.
Freepik/freepik.com, Premium licence (Unlimited use without attribution)	Free vector Facebook web interface with minimalist design.
Freepik/freepik.com, Premium licence (Unlimited use without attribution)	Free vector like symbol background with people.
Freepik/freepik.com, Premium licence (Unlimited use without attribution)	Free vector Facebook mobile post with flat design.
Inspiring/freepik.com, Premium licence (Unlimited use without attribution)	Network activity online service or platform.
Joan Hughes, https://techedges.org/r-a-t-model/	RAT Model.
Matthew Koehler, http://www.tpack.org	TPACK Model.
Pch.vector/freepik.com, Premium licence (Unlimited use without attribution)	Free vector tiny students learning online lesson via laptop flat illustration. cartoon people.
Pikisuperstar/freepik.com, Premium licence (Unlimited use without attribution)	Online education concept.
Rawpixel.com/freepik.com, Premium licence (Unlimited use without attribution)	Character illustration of people with global network concept.
Rawpixel.com/freepik.com, Premium licence (Unlimited use without attribution)	Free vector illustration of diverse people.
Storyset/freepik.com, Premium licence (Unlimited use without attribution)	Free vector privacy policy concept illustration.

Vectorjuice/freepik.com, Premium licence (Unlimited use without attribution)	Matchmaking website idea. Social network, geolocation search. User account. Personal profile, internet surfing, online dating service.
Vectorjuice/freepik.com, Premium licence (Unlimited use without attribution),	Face recognition, personal identification, secure access. Profile entry, data storage opening. Female account holder cartoon character.
Vectorjuice/freepik.com, Premium licence (Unlimited use without attribution)	Free vector electronic accessibility abstract concept vector illustration.
Via Afrika	Author-generated images based on standard models of TPACK, SAMR, Bloom's Revised Taxonomy.
<i>[Last accessed in November 2023]</i>	



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