Inquiry Project Plan

Inquiry Title:	Being social media safe- TikTok (Facebook, Instagram, and Twitter)	**Time Frame**	One semester research project	**Inquiry Approach:**	Design thinking	
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Inquiry Project Rationale & Overview

Why does this topic matter to students?

Social media has become a part of life for teenagers, and social media has affected many aspects of teenagers' lives. Social media facilitates our online education and helps us communicate and share remotely. Social media improves student cooperation's quality and speed; however, some useless blogs may affect young people who may become violent and adopt certain inappropriate behaviors (Siddiqui & Singh, 2016). Therefore, social media have a negative impact on young people. First, overuse of social media software may affect the physical and mental health of young people. Second, misunderstanding of information on social media can affect the behavior and think of young people. On the other hand, learning the safe use of social media can help students build a sense of civic responsibility and rights.

How does this project incorporate the inquiry cycle?

This project is centered on the core questions, helping students to explore the answers step by step, and build social awareness in this process. In the Ask and Investigate parts, this project provides students with activities to discuss and share with their peers, thereby helping students find problems and solve problems. Then, students and group members design their own research projects and plans together. Students also have plenty of time to interview residents of the local community to collect information and data. Finally, students report their achievements and conclusions to other students in the class and get feedback. This part is important for students to deep understanding the new learning outcomes and doing critical thinking. Moreover, combined with the experience of the project, students will reflect on learning outcomes and the way to improve themselves.

Key Questions For Inquiry About the Topic of Study

Core Question	Supporting Questions
As citizens in society, what are our rights and responsibilities for the use of social media, and what are the relationships between them?	What is the relationship between social media and social responsibility ? What should students know about their rights as social media users? What rights do we have in TikTok (other applications)? How to guarantee our basic rights in TikTok (other applications)? What kind of users have a sense of social responsibility in TikTok (other applications)? How to know that using TikTok (other applications) in a healthy way? How to ensure the security of your data in TikTok (other applications)?
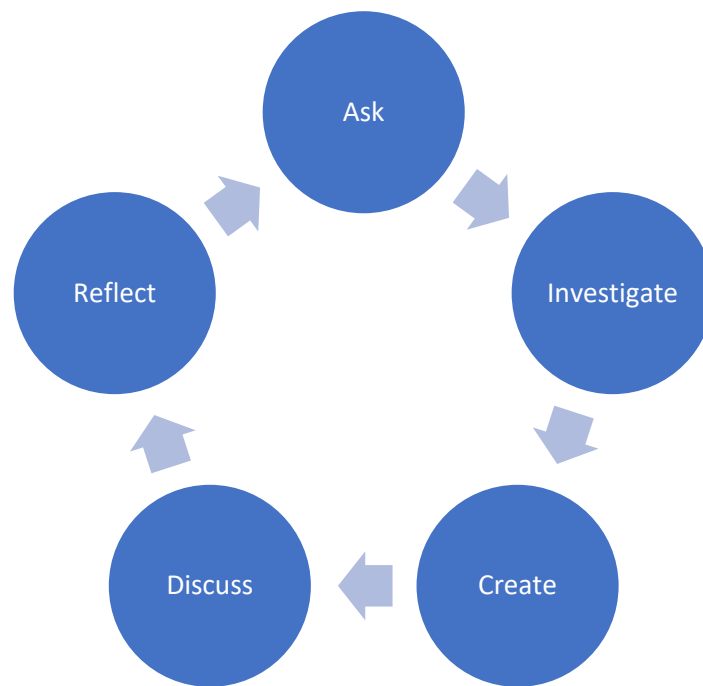
Inquiry Approach/Style and Rationale

Design thinking helps teachers consider students' needs and interests and connect learning to the world. Therefore, based on the benefits of design thinking to students and educators explore the topic, this inquiry project will use a design thinking approach.

The inquiry style in this project is that students as the main body of the learning process, and teachers as the facilitators. They will explore answers together. To successfully promote query-based learning, educators have changed from the traditional role of information and content provider to the role of learning facilitator (Ophea, n.d.). In this project, teachers mainly assist students in designing projects. During the inquiry process, the teachers may provide appropriate guidance when students feel confused.

Core Principles of Effective Teaching (Sharon Friesen)

Core Principle 1: Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically.	Inquiry-based learning positively impacts students' ability to understand core concepts and procedures, and inquiry creates a more attractive learning environment (Friesen & Scott, 2013). This project allows teachers to explore the impact of TikTok and other applications on daily life with students and provides students with activities to ask different inquiry questions so that they can build an understanding of physical and mental health and social self-perception. Moreover, this project also provides students with a deep understanding of TikTok and other social media applications and actively applies them to their lives. Through reflection on the results of the research, students will also gain an understanding of social responsibility and the rights of citizens.
**How is the inquiry focused on building disciplinary knowledge and understandings?	

Core Principle 2: The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live. *What makes this inquiry valuable, meaningful, and "alive" for the students and teachers?*	The safety of social media is vital for the physical and mental health and social development of teenagers. It is vital to teaching young people how to stay safe on social media so that they can make the most of the online world (Collier, 2018). I think students should understand and learn how to actively use social media to establish a connection with society during the learning process. Besides, some applications are very popular among young people, and social media is used as a topic to increase students' interest in exploration. Students can also use their own life experiences as a reference because the topic of social media is close to life.
Core Principle 3: Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions. *How do I define learning and success in this inquiry? How is learning expressed and articulated in peer, self and teacher assessments?*	The project provides students with a process of autonomous learning and exercises their social and academic skills. Therefore, at the end of the project, the teacher will use innovation and the performance of various skills as a reference. Learning is holistic, so the criterion for judging success is not just academic performance. Moreover, the teacher will prepare the grading standard materials with the students, which can help them better understand the tasks they need to complete.
Core Principle 4: Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning. *How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?*	First, the teacher will contact the relevant personnel in charge of community activities in advance to ensure that the students can conduct interviews and collect information smoothly. Second, in the project process, the teacher will also invite experts who study social media to give lectures to broaden the students' thinking. If possible, the teacher will contact some young people who are well-known on social media to share their experiences.
Core Principle 5: Teachers improve their practice in the company of peers. *How do I reflect on the inquiry together, and/or collaborate with others?*	First, teachers cooperate with others can make up for the lack of some aspects and improve students' sufficient professional knowledge and ideas. Second, teachers can share experiences with each other to improve the inquiry project, and teachers also can think from the perspective of students as learners. Third, teachers cooperate with librarians to provide students with assistance in finding documents and ensure that the documents found by students can accurately help them.

BC Curriculum Core Competencies

Communication	Thinking	Personal & Social
Communicating		Social Awareness & Responsibility

BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

Healthy choices influence our physical, emotional, and mental well-being.

Learning about similarities and differences in individuals and groups influences community health.

BC Curriculum Learning Standards

(STUDENTS DO)	(STUDENTS KNOW)
Learning Standards - Curricular Competencies	**Learning Standards - Content**
Physical and Health Education 7 Describe and apply strategies for developing and maintaining healthy relationships; Explore strategies for promoting the health and well-being of the school and community. Describe and assess strategies for promoting mental well-being, for self and others	**Physical and Health Education 7** Social and community health Mental well-being
Appled design, Skills, and Technologies 7 Identify the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use	**Appled design, Skills, and Technologies 7** Applied Technologies Digital Literacy

Indigenous Connections/ First Peoples Principles of Learning

How will I incorporate Indigenous knowledge and principles of learning? "Learning is included in history, memory, and story" (First People Principles of Learning, n.d.) According to this learning principle, I will let students share their own or their family members' story related to social media. They also can share their best or worst memory of using social media. "Learning involves recognizing the consequences of one's actions, generational roles and responsibilities, and patience and time" (First People Principles of Learning, n.d.) According to this learning principle, students will ask their parents and grandparents how people shared and communicated before using social media. They also will observe the behavior and way their parents and grandparents use social media.

Respectful Relations

How will I invite students of all backgrounds, interests and skills into the inquiry? Grimm and Vaast (2011) mentioned that inquiry project with a high degree of personalization, every student can find a way of working, and there are many options to learn; regardless of skill level, all students can understand expectations do their best. Based on this example, I will consider incorporating diversity into my projects so that every student can learn and express themselves in a way that suits them. I will also incorporate Universal Design for Learning (UDL) in my project to ensure everyone can participate in activities and show themselves.

Project Overview

Time Estimate		Teacher and Student Activities	Assessment Activities
Ask & Investigate	Three weeks (1 block per week, and 3 blocks in total)	In this three-week course, students will choose their group research topics by sharing, summarizing, and asking questions. Activities: Brainstorming Teen Voices: Friendships and Social Media My Social Media Life These activities help students explore their ideas. Students will share stories about their use of social media, combine their own experiences and ask	1. Showing brainstorm picture and the topic of group research 2. Handout Ensure that the topic can work out and get feedback from teachers and peers to improve the topic. Check the

		related questions or ideas. Then, students will collect and categorize their thoughts and questions to determine the group study's topic.	participation of students.
Create	Five weeks (1 block per week, and 5 blocks in total)	In this five-week course, students mainly collect information about the use of TikTok or other applications, and communicate with local community residents, and then discuss and analyze various information materials. Activities: Group Discussion Going to the library to learn how to find documents Interview people from the local community These activities help students design questionnaires for research projects. The students invited the local community residents to complete the questionnaire and sorted out and analyzed the answers to the questionnaire.	Activity log Check the progress and status of the students' projects.
Discuss	Four weeks (1 block per week, and 4 blocks in total)	In the four-week course, students mainly share research results with classmates and teachers and get new reflections after getting feedback. Activities: Group Presentation The Four Factors of Fair Use Digital Footprint These activities help students share their research results and get appropriate feedback. Students can also reflect on existing research results to gain new understanding and knowledge.	1. Showing the results of the group as a unit 2. Personal journal Check the results of the students' group research and give feedback. Check and understand what students learned from the discussion.
Reflect	Three weeks (1 block per week, and 3 blocks in total)	In the final three weeks of the course, the students will complete a blog. Students can share their understanding of the rights and responsibility of using social media in the blog and share their knowledge of social responsibility and civic power. Activity: Design Blog	Feedback from peers and teacher Overall assessment of students' learning outcomes.

Materials and Resources (use APA citation format)

Collier, E. (2018, October 31). The importance of teaching social media safety in schools. *High Speed Training.* https://www.highspeedtraining.co.uk/hub/social-media-in-schools/

Common sense education. (n.d.). *Digital citizenship curriculum.* https://www.commonsense.org/education/digital-citizenship/curriculum?grades=7

First People Principles of Learning, (n.d.), retrieved from: http://www.fnesc.ca/wp/wp-

content/uploads/2020/09/FNESC-Learning-First-Peoples-poster-11x17-hi-res-v2.pdf

Friesen, S., & Scott, D. (2013, June). *Inquiry-based learning literature review.* Retrieved from

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digital-citizenship-activities-for-middle-and-high-school-distance-learning

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Ophea (n.d.). *Understanding inquiry in Health and Physical Education.*

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health-and-physical-education

Siddiqui, S., & Singh, T. (2016). Social media its impact with positive and negative aspects.

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Extensions

This project can be extended to social studies about the social rights and responsibility of citizens. To a certain extent, social media is also related to social responsibility. I think that an individual's performance on social media can show a person's understanding of social responsibility and civic power. From the perspective of social media users, using social media as a public communication platform, social media users with a sense of social responsibility should share accurate and reliable information and create a positive communication environment.

Reflections (to be completed after Project Completion)

The inquiry-based pedagogy puts students in a situation of inquiring questions to stimulate students' desire to learn. Moreover, along with the inquiry project, students' various social and learning skills have also been improved. For example, group discussions have promoted students' communication skills; personal diaries have promoted students' writing skills. I also found that teachers appropriately use modern teaching media in the teaching process, which can stimulate students' ideas and assist students in thinking about answers.