



Social Media in Learning Environments

Social Media Design Project

1. Introduction: Learning need & Target audience

The last couple of years, I am working as a Teacher. I am every day in contact with elementary and middle school students. One thing that I noticed since my first year as a Teacher is my students' nutrition habits. It is remarkable the fact that students in the elementary school have better nutrition habits than the student's in middle school, who were able to buy lunch by themselves and not having their parents prepare something for them. So, my personal experience made me realize that either they do not want to eat healthy or even if some of the middle school students want to, they do not know what the right choice for them is, comparing to elementary school students whose lunch is prepared from their parents.

Need

A social learning need I will try to design for, because I find it very important, is how middle school students can improve their eating habits by learning to make better choices of the food they are consuming in their daily routine. Middle school students are gradually becoming independent in many ways and one of them is that they are in control of the food they are consuming. Even though they are in control of what they eat, sometimes either they do not want, or they do not know what the right and healthy choice for them is. Some of the middle school students do not care if they eat healthy or not, others want to, but they do not know how to do it, while some of them know how to eat healthy and they do it. Therefore, our target audience are middle school students in New York who want to make healthy nutrition choices and they do not know how, while at the same time through diverse activities and challenges the goal is to also impel the students who do not care if they eat healthy or not.

It is general accepted that knowing what healthy choices they have is a learning need not only for all middle school students but also for high school students and even adults. It is significantly important, and it has many potential benefits for their body, for their body's proper development

and most important for their immune system. There is a phrase also “we are what we eat” and that means that our body is directly linked to what we consume. So, through the research that I did with my 8th graders only a small percent of the students was interested in learning about food, we can strongly claim that it is something that all must learn for their own good. So far, they don’t do anything to get informed about nutrition and the benefits that many foods have to our body. They do not see it either as a need, or something important that they have to learn. Through my research I realized also that some of them thought they eat healthy even though they do not. There was an example of an activity that we did that they had to categorize some foods to healthy or unhealthy. One of those was the sandwich some of them put it under the healthy list while others under the unhealthy list. Only one student gave me the answer it depends on and he started explaining. From this example we can claim that they do not sufficiently meet this learning need most of them.

By taking into consideration that many students do not really care if they learn about healthy nutrition habits or not, it can be claimed that it might become a need only through a social learning design. Communities are directly related to social media; we can also state that according to the Greek philosopher Aristoteles “Ο άνθρωπος είναι φύσει κοινωνικό ον” that means “A human is by nature a social being”. They must feel part of a community and interact with that community even from young ages. By taking into consideration the nature of humans and from the other side one of the most important aspects of social media is to create communities among the users, we can claim that social media is the only way that we might influence middle school students to use this social learning design to indirectly learn about healthy nutrition choices they can make in their daily life. However, it is not the only feature that a social learning design can offer that we can use in order to promote this learning need and influence students to use it and learn about nutrition.

Target audience

My target audience is restricted to middle school students who live in New York. The area is very specific because we need to take into consideration that sometimes some places have also different culture and everyday habits. This difference is not only between countries, but it can be seen among states as well. New York has been reasonably called the city that never sleeps. The rhythm of life here is very fast and is a regular thing that people are walking quickly. While fast-paced life is a synonym for a NYC lifestyle, other places more south might be more easygoing. Automatically, it can also be claimed that the nutrition habits are unlike between different places. At the same time, by narrowing the target audience into middle school students, is because it is the period when they start to get their independence. The lunch of elementary students usually

has been taken care from their parents, while middle school students are more responsible for their lunch. We also know that almost all of them are coming to school by themselves and only around 10% of those are taking lunch to school.

2. Background existing Social Media

TikTok

A social media app that many people use for easy, tasty, and healthy food recipes is the TikTok. It is a very famous app that allows users to create and share with their followers, or even anyone that uses the app, short-form videos of any topic that have a duration from fifteen seconds to one minute. Something very important and an aspect that makes those videos unique and intrigue people, especially in young ages to use it, is the ability to edit the videos by adding various filters, background music, text, and control over the speed of the video. It gives also access to users to a library full of popular songs. Those videos have many potential educational benefits if used properly for education for both educators and students.

Videos in learning are effective on both sides of the classroom. Educators might use them to create a space for active learning and keep students engaged in the lesson. According to some findings of a research, there are plenty of positive effects by using videos for the teaching part of the lesson. Students arouse interest in the class, they are more concentrated, and they improve their memory in learning (Kosterelioglu, 2016). According also to Mayer's multimedia principle for learning, videos contribute to increases in students' interest and motivation. In addition, videos that include both video and audio elements contribute to active interaction between students and the topic, it ensures a meaningful content and strengthens learning (Mitra, B., Lewin-Jones, J. Barrett, H., & Williamson, S., 2010)

One of TikTok's basic feature is to create videos and share videos with your followers. This basic element can undoubtedly support learning due to all the previous mentioned research and information. One extra feature that strengthens even more learning is the ability to control the video. They have the option to pause the video and press the play again. If they do not understand something on the video, they can press pause take a time to try to understand what they saw and then press start again. Users of TikTok even have the option to re-watch something. By having the option to pause the video, they are also able to give time to themselves to filter the information so then they will be able to store it to their long-term memory. If they are not sure about something that they saw, they are able to watch as many times they want till they are sure that they comprehend the topic of the video and they are to describe it and analyze it. In

addition, we can claim that they are able to split the information rather than watch it as a continuous unit, something that is somehow related to the Segmenting principle (Mayer, 2001).

However, TikTok has some weaknesses as a social media from learning perspective. Users have easy access to videos from also other users of this app without being in their followers list. This aspect, especially if we examine it from educational perspective, it can be very distracted for students that want to use the app to learn something. The first thing that opens when you open the app is the home section where all those videos are. Students when they open the app they directly lead to that section where they can easily be distracted from their goal. Another negative effect that this feature has, if somebody uses it for learning purposes, is that people might overload their working memory with unnecessary and unrelated with their learning goal information. This aspect might lead to a cognitive overload without even first reach their goal and watch the educational video they want.

Waze

Another app I was influenced from in order to intrigue my target audience to use this social learning media to learn how they can make better nutrition choices is the “Waze”. Students, in elementary, middle school and high school are very exposed and addicted to games. They love playing games and they even have officially become part of their classwork. Another aspect that they are very used to it and might aid them to become even better in many things is the positive reinforcement. Through positive reinforcement, students feel they are doing great, and any insecure that they had about themselves goes away. Well, this app has many of those features that if I use them properly will help me make students want to learn about better nutrition habits and what choices they can make. The feature of positive reinforcement will make them feel that they are doing something good and they will feel also proud for themselves, while the aspect that makes it look like a game might intrigue them to use the app more often and help them to engage more with the learning content and the other people who will be part of this community.

The first feature that makes the app look like a game is the mood feature. Users of the app have the option to change their avatar according to their mood. By going to the section “my waze”, there are some options to change your avatar. One is the section mood where users there can change the mood of their avatar, some of those options are “sunflower” that somebody can use it probably if the weather is nice and you are happy, “cool”, “frustrated”, “happy”, “in love”, “shy”, “sarcastic”, “sick” and etc. People can change their avatar according to their mood as many times as they want to. This aspect gives a nice little fun feature to the app. This ability of having an avatar and create your own according to your mood, gives the feeling to the user that it is like a game. There are many games worldwide where you can create your own avatar. According to

research people by playing games with avatars, they might develop strong psychological attachments with the avatars they use for gameplay.

Another important subsection of “my waze” is also the scoreboard. In this section users have access to their score. This feature of score makes the app again look like a game to its users. The audience is being positive reinforced to use more the app and become more engaged. Every time they engage and interact with the content, they are getting points. You can report an accident on the app or comment on various notifications regarding the traffic and you can get points. The more points you get the more you go a level up. You are getting rank from the interactions that you do. There are five different levels. You can start with the “waze baby” then you go to the “waze grown up” then is the “waze warrior”, “waze night” and the final level is the “waze royalty”. Every time that you escalate a level it is clear not only to you but also to other people that you interact with on the app. In addition, each time you get to a new level you unlock some features that you did not have access before, for example when you move from the “waze baby” to the “waze grownup” you have the option to pick the custom mood that I mentioned above for your avatar.

Finally, another feature of “Waze” that also many other social media offer to their users is the ability to create teams. You have in a separate section your friends and at the same time you can create a team or be part of a team. This aspect enables people with same interests and purposes to create their team where they can share information regarding their goal. This is an aspect that we can see in “Twitter” or “Slack” and that helps more people to learn through interaction and communication with other users and through a discussion to co-construct their knowledge about something.

3. Theoretical Foundations: Social Learning Models

Learning as Co-construction

By taking into consideration all the above-mentioned aspects, I tried to conceptualize learning for my design initially as co-constructive knowledge. According to Piaget, knowledge occurs as result of connecting and constructing ideas, building models, and connecting old knowledge with new. A way to connect old knowledge with new is through communication and through co-construction with other people. Even in everyday interactions, through negotiation, people can acquire new information and connect it with already acquired knowledge they had stored in chunks in their long-term memory. Through this process people will be able to add information to their schema, or even reconstructed if they had any misconception. Social media offer new ways to approach human interaction and communication including education. In those social

media we can claim there are communities of practice, that means learning occurs outside of formal group-based courses (Dron J. & Anderson T., 2014). A learning can occur in social media where people can create their own groups, where as a group can built their group cognition and collectively built new knowledge. By taking this aspect of learning into consideration, one feature of the social media app for the learning need that I will design for is the ability to create groups, or automatically being at the same time part of some groups according to the information users give about the area of their school or the neighborhood they live in. They will have the chance to communicate with those people in their groups by being able to see their posts, make comments and even sent direct messages to individuals or groups. Through messages they will not only be able to send text messages but also audio messages, images and even share videos.

Co-construction learning is directly related to learning as community building. Communities through communication, negotiation and collective empowerment are building on each other's schema. They learn from each other and expertise of the community they can encourage the newcomers through empowerment and positive reinforcement. Communities are a proof that people learn not only in formal but in informal activities as well. They built on their relationship and they reinforce one another. This community must have mutual aims and all members must respect each other and accept the rules of this community. For effective online communities, users must be able to form closed online groups. In this social media design users will be part of a larger community either for their school or their neighborhood but at the same time they will be able to form their own groups, for example each class can have their own group. Furthermore, they will be able to communicate as a group and have access to those discussions of all members in the community. This technical condition is called archiving (Davies & Weinstein, 2016).

Learning as Participation

Another social learning model by which I conceptualize learning for my design is learning as participation. Users can actively participate in social media by not only listening and react to other peoples' posts, but also by producing their own posts. The consumers of the information gradually will become producers. Their participation in the beginning it might be hazy but potentially it will improve. This will happen also through the positive reinforcement not only from the other users and the other members of the group but also from the media itself. Through positive reinforcement students will get forced to become more active participants, they will have to engage more with the content if they want to grow level in the app. Thus, through their participation they might also become producers of content gradually for the next newcomers to the group. According to Henry Jenkins, Sam Ford, and Joshua Green (2013) users through participation they are not just passively "hearing" the information, but they are "listening". With the word "listening" they mean that they are actively listening and consuming all the new information by responding through their active participation on the group.

A combination of those three social learning models will be the appropriate choice for an efficient and effective learning environment in this social media design where the target audience will be able to reach the learning need. Users by sharing though comments, posts, and messages their background experiences, their already acquired knowledge, and their ideas with other people in their group they built a community where all they co-construct their learning experience and their knowledge. Due to this feature students of a specific group will potentially built relationships amongst them, something that children, especially adolescents need. People in general want to feel part of a group and even more when they are in adolescence where they are in seek for validation due to all the in secures, they might have.

4. Design: Social Media Learning Design

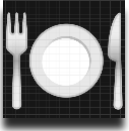
This is a community-based app for middle school students to learn how they can improve their nutrition habits by getting informed about the choices they can have. Students will have to create accounts on this social media application. When they are creating their account, they will have to fill out the following information:

- Name (It must be their real name and will be visible to other users.)
- Last name (It must be their real last name, but it will not be visible to other users.)
- Their school (It will be visible to other users. When the user adds the school they are in, automatically will be part of that schools' group.)
- Their classroom (It will not be visible to other users, but they will be automatically part of their class's group.)

After creating their account, they will be able to choose their avatar. Users instead of profile pictures with themselves they will have avatars. They will be able to choose among some specific avatars. Due to their first time of using the app they will not be able to make any editing on their avatars.

Students when they log in on the app the first thing they will see is their profile. There will their name, few information about them and their school. Under that as you see there are some categories. Those categories enable the users to navigate to all the aspects that the app is offering through their profiles. When the click to one of the following icons, they will go to that icons section.





Dishes → In this section users will be able to upload pictures and videos about food. They can upload either dishes they like or pictures from the food they are consuming daily. Those pictures will be visible to the dashboard of the group they will select.



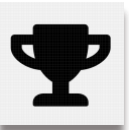
Recipes → In this section users will be able to upload recipes from foods they like, or they will be able to check saved recipes from other users.



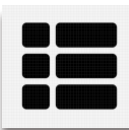
Suggest a store → In this section users in high level will be able to suggest stores around their school area that students can find healthy snacks.



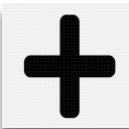
Challenges → In this section users will be able to accept or decline any challenge that people from their group created.



Scoreboard → In this section users will be able to check the level they are in and the features that they unlock in each level they are reaching.



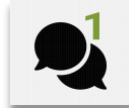
Dashboard → In this section users will be able to check the main page of their group. When they click on that they will see all the groups they are in and select which dashboard they want to see. There will be visible all the posts that people in your group made.



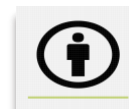
Add → When users click on this, they will be able to create posts. They will be able to share through that pictures and videos, recipes, stores and they will be able to create a challenge. Before they share the content, they will also have the option to edit it by adding filters, crop videos etc.



Search → In this section users will be able to search about other people, posts, stores and challenges.



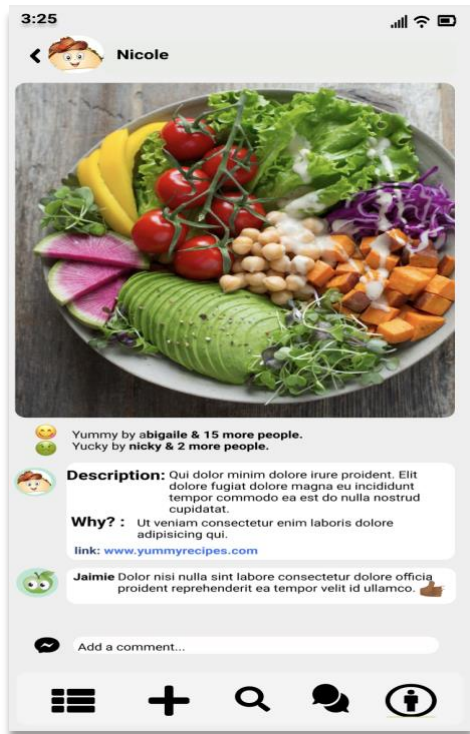
Chat → This is the chat section, where users can go and check their messages or create and send a new message to somebody else.



Profile → When users click on this, they will be directed to their profile page.



Map → When users click on this, they will be directed to the map section.

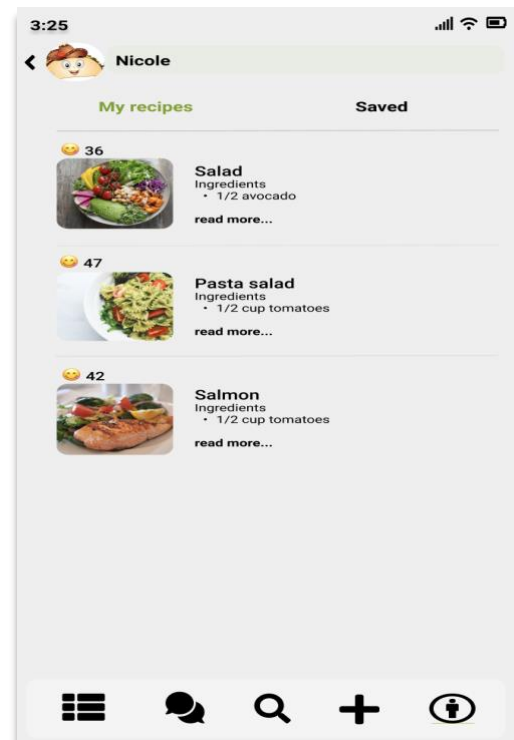


In the dishes section students can be share with the group they will select photos and videos that are related to food. In order for them to upload something they will have to fill out some sections. The posts must have a description, why section where they must say why they think is healthy and a link part where they will be able to attach any link with useful information about the food. This will give some extra validity to the posts. Users must make their own research before they decide to share something with people from their group. Under the posts, people from the group they shared it will be able to comment on the posts and click “yummy” if they like it, or “yucky if they did not like the food. Through engagement and communication will be able to learn more about healthy choices of food that they can make and what are the benefits of some ingredients they are used. The posts will have the option to be shared not only among the people in the group but

also with people in other groups, where they can exchange ideas about nutrition. The ability of those interactions amongst the members will serve the purpose of learning as a co-construction process, where members in the community will work together to construct knowledge about something. Through those features, users will participate and interact more on the group, they will be able to also form their knowledge.

Next to the dishes section are the recipes. In the recipes, users will be able to share recipes from the dishes they shared in the dishes section. From those posts they will have the option also to attach them to the recipes. In the recipes, users will have to post the ingredients and the whole process of making the food. There, other people will have the option to make comments and ask any questions they have about the recipes, for example “How many times do I have to leave it in the oven?”. They will be able also to like recipes. In addition, they will have the option to save other people’s recipes and go there and check them whenever they want.

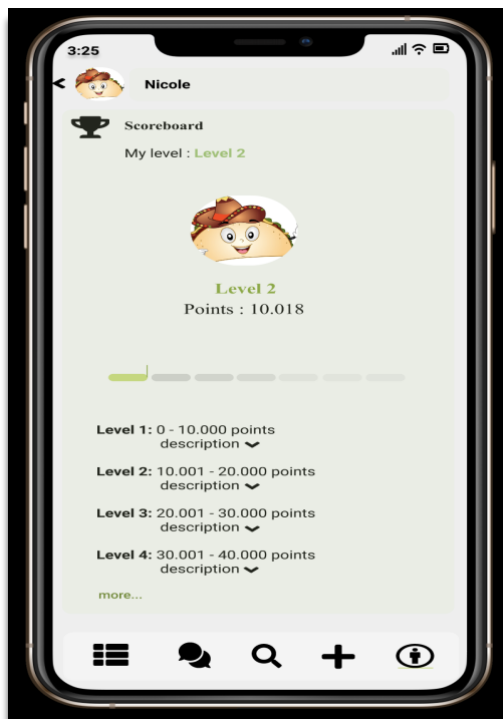
Nonetheless, users will be able to interact only with users in the same group. They will be able to send direct messages to an individual, but also to a group of users



they want to. The target audience of their messages it can be only people from the groups they are members. In those messages they will be able for safety reasons to send text and share posts that are already published on the app. They will be able to share through messages other peoples' posts, even if they are part of another group. For the messenger though they must be a member in both groups. The same features will be available also to the group chats that they will create by themselves. Users will automatically become member of their schools' group chat and the other groups that are created only among members of the same school. They will not be able to become part of a group in another school. So, the groups and messages are narrowed only to students from the same schools that are signed up on the app. This feature is for safety reasons and at the same time serves also other purposes. Students at the same school, might have similar everyday routine, similar interests, and something in common that will help the group to become a community that will serve the purpose of the learning need that the social media platform was designed for.



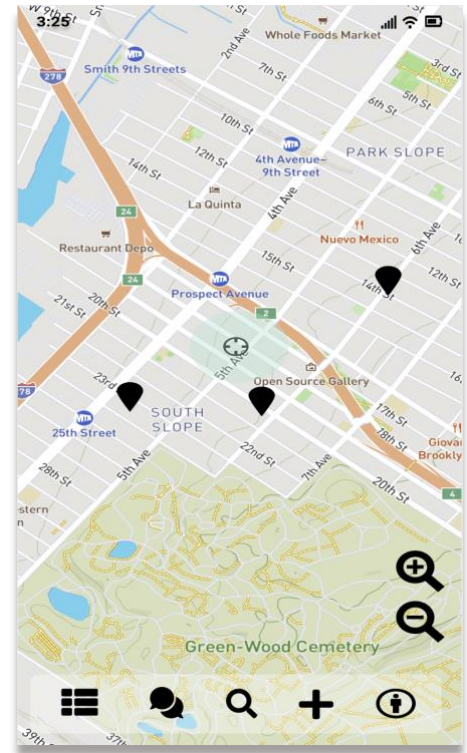
The feature that I have not mentioned yet that will make this social media platform to look like a game and might intrigue students to become more active with their group's members and more engaged to the learning content, is the section named "Scoreboard". Students will be able to see



their points and the level that they are in according to the points they have. In order to get points and escalate level as users they must participate on the app. They will be able to get specific points by making posts, sharing ideas of stores around their school area, by making comments on other users, by replying to other peoples' comments, by making likes and upvoting or downvoting the places that other users are sharing. Each time that students will get the necessary points they need to grow level, this will show on the scoreboard. Each time they will change level, various features will get unlocked. For example, they will be able to edit their avatars with extra features that will be only in the levels they are in. Another feature that will be able to unlock in higher level, is the feature of suggestion. This is because to suggest something they must have some extra

knowledge compared to the “newcomers” in the app. This section will make users feel like it is a game, by trying to gain points to grow to a higher level. Always the new users will be the newcomers where they will not have many options to edit their avatars or share with their group members stores that they think they have healthy choices to make. Users should start doing as many interactions as they can for them to get all the necessary points and go to the next level where they will be able to edit their avatars. While they get to a higher level they will be considered as “old-timers”/ “experts” and be able to make suggestions of stores.

Another feature that will provide information to the users regarding the options they have about the food they can consume is the suggestion section. In that section users in high level will be able to suggest stores around the school area, where students can go and have healthy snacks. Users will have the option to save those stores. When a user saves a store, this will be saved on the map section. The map section is the part where users will have access to map. In the center will their school and around that pins. Those pins are the stores that users have saved and they can go there whenever they want to check where those places are. When users will click on the pins they will be able to see their saved suggestion, the name of the store, the address and the number of the store.



Please find attached the link for my design:

<https://www.figma.com/proto/hGT5Go8nqnWDy3zaiqYTpR/Social-media-design?node-id=3%3A4&scaling=scale-down&page-id=0%3A1>

5. Vision: Social Media Learning experience

Nicole is my persona. She learned about this during her school lunch. Nicole has joined this social media app by creating an account. She had to write her first name, last name and add also the school she is in and the grade she is.

When she joined the app, she was able to edit their avatar with very little features that were available to her. She went to the school’s dashboard and checked posts that students from her school posted the previous day. She saw a picture of a food that looked yummy, she clicked

yummy and then she checked if there was a recipe posted from that user about that food that she liked. She was lucky! There was an available recipe for that on the user's profile. She saved that recipe, so whenever she had time would try to make it.

Every time she has free time, or when is lunch time at school she can go and check other student's lunch and the school's lunch. Sometimes students at the school evaluating the daily school's lunch. There are examples of people posting a picture of it and under that there are comments about it. In addition, she can get ideas of what she can have for lunch at school if she does not want the lunch that the school is offering. Every time she wants to get something for lunch for school she can go at the app and check what options she has available. She can check on the map how far they are from school the suggested stores, so if one day she is early at school she can go to a saved store that is more far away and at days that she is late at school, she can go to stores that are very close to it.

After posting and making comments or reactions to other people posts she will get points and she will grow up level. When she grows level, she unlocks features that she did not have any access before. Being in the 2nd level, she has more options for editing her avatar and create challenges.

A challenge was sent to her from her friend Abigale. She challenged her to make a healthy snack with her favorite vegetable and the posts from that challenge that will get the most "yummies" it will be the winning user of the challenge. By accepting the challenge, she got 250 points to her scoreboard section. After completing it, she challenged somebody else. In order to complete the challenge, she checked one of the recipes that she saved in her recipes section that was with her favorite vegetable. It was easy and very fast, she was able to do it with little ingredients and in a very little time.

During her free time, she can go at the app talk with her friends through private messages and check her group's dashboard. She can check through posts what her classmates ate or even where did they eat by checking the suggestion stores. If she likes it, she can save it and check it later on so she can go too there to eat something.

6. Characterization: Technological and Situational Context

According to Paulu's and Wise's (2019) taxonomy there are some technological variables that will encourage specific actions but not ensure them. One important characteristic that is significant of how users might engage in this social media is the time. Especially the feature of synchronicity, the feeling of synchronous and asynchronous type of learning and communication is fluid. There is no clear synchronous or asynchronous aspect. In the direct messages section, the users do not

have to be live on the app to send a message. However, even if they are, or they are not the message will be sent to them and will be stored to messages until the receiver opens it and answers back. This feature is very important, because will make users fill on the top of the information and at the same time it will give a more formal feeling and make the messages look more like a conversation and be more realistic. The aspect of synchronicity will be used also on the dashboard section. The posts users are sharing with the members of the group will be stored on the dashboard by time of sharing. Whenever a user is entering the media, he or she will be able to see all the posts even those that were upload during the time that he was not online. So, the aspect of synchronicity and the aspect of persistence will be clear through the direct individual or group messages and at the same time through the group's dashboard.

Another important aspect that affects the way that interaction can happen inside the platform is the messages. Messages should feel as a formal way of communication. The fact that users will be able to send private or group messages strengthens the aspect of communication in combination with the types of messages they will be able to send to each other. Users will be able to send texts, voice messages and pictures. They will also have the option to share other peoples' posts through messages. All those features will make the content of the "conversation" in the messages more powerful from learning perspective. If we think many principles of the Mayer's multimedia principle of learning. Many principles emphasize on the fact that people are learning better through pictures and texts than from texts alone, but also through a human voice on the designs. In addition, this ability of communication will make strong relationships amongst the members of the group and will aid them to co-construct their knowledge.

In addition, the feature of control will be perceptible during the use of the social media. Even though that it gives the sense that you are part of a community, at the same time it gives you option of privacy if needed. The sense of privacy is the fact that you can send private messages to any of your group members you want. In addition, the "scoreboard" section it will be unique to each user. The users will be able to see only their own scoreboard. That section will not be visible and shared with others. It will be different for each individual. Users score will not be visible, the only thing that other users would see is the level you are in by clicking and going to your profile. Another subcategory of control is the filtering and searching. Users will be able to search anything they want if they go to the search section. Also, they will be able to filter with which group they want to share their posts with. All those features create the sense that users are in control of some specific aspects.

All of the above-mentioned features were some characteristic for technological context. However, characteristics for situational context need to be considered too. The target audience of the social media design, the "who" needs to be extensively considered. It is a community-based design, so participants must have some similar characteristics. Even though they will not

have the same beliefs or culture because New York is a multicultural state, they will diffidently have the same interests and the same demographical background. All the group members will be from the same school, so probably from the same neighborhood too. It is also possible to have the same interests because they are going to the same school. They might have same teachers or participate in some similar activities. For example, they might be member in their school's basketball team. All those aspects will make the community stronger with same goals and share same experiences.

Finally, another important aspect that will differentiate this design from other already existing social media is the "What". The main topic of the app is food and especially healthy and easy choices that middle school students can make for lunch or dinner in order to improve their immune system and grow healthy. The theme of the app is food, and the logo must be something related to that. Also, the avatars that students would make will be related to different kinds of foods, vegetables, or fruits. In addition, the suggestion section will be about stores, so the conversation that might start below each post should be related to food. Finally, the challenges will encourage users to participate more under a specific food theme that the #hashtag will show them, because the #hashtag will be the topic of the challenge. In addition, the why section on the posts will contribute to make users engage in more detailed and depth conversation related to the topic.

7. Evaluation: Assessment & Reflections

Through this design the results that I want to achieve is for middle school students to get to know the healthy choices they have around their school, if they want to buy lunch or what to prepare from home. This will happen through the suggestion section. Even if they do not actually make those choices a practice, at least they will know the options they have and whenever they want to make those choices, they will be able to know where they will have to go. In order to know if I have achieved this goal, we can check user's scoreboard. The higher score they have the more information they have about the content which they get through their interactions with other members of the group. Because this is a more informal learning, this aspect could intrigue them to use the social media more. The scoreboard also will visualize the change that users made by using the app, it will depict their evolution from novices to more mature users that will be in control and responsible for more things in the app than other more novices' users. This is also the strongest part of my design, that feeling of progression through the points that users get through their interactions with others will work on them as a positive reinforcement to interact even more with the members of their group. However, something that can be considered a limitation in my design is the fact that the communities will be very specific and narrowed only

per school. It can be considered as a not so sociable aspect of my design, however the purpose of it is to diminish potential risks that the aspect of unknown might have. And by unknown, I mean unknown users of this design. My goal is for this social media to be a safe place for students, where they will be able to express their ideas and interests regarding food without the fear of bullying. In order to get all the necessary feedback that will help me to make my design better, I must have users engage and interact with other users at least for one week.

Some indicators that will measure the success will be:

- Number of people will use the app (students in middle school).
- Experts (nutritionists, psychologists), who will check the app and its effectiveness regarding the learning need.
- The number of posts that will be shared on the app.
- The scoreboard page. In order for a student to be in high level, he must interact a lot on the app.

So far from the feedback I got, I do not need to make changes on my design. One of the challenges for my design was “How could I make students engage more on this social media?”. From the feedback that I got everyone mentioned that it is kids friendly and that will help a lot communication among students and maybe they will influence each other to make better choices. Thus, according to my feedback, the learning need can be met not only through engagement but also through influence.

8. References

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