Year 8 Project #2 – <u>Social Media and Social Networking</u>

Social Media Applications for Young People: Instructions

Date Issued: Term 1, Week 8 2020

Date Due: **Term 2, Week 2 2020**

Program and Application used: No specification

Please note that there is no specific software or application that must be used to present this task. As long digital files can be read or accessed by the teacher and hand-crafted tasks are submitted on the due date, any reasonable form of submission is acceptable. Please remember that students can access the entire Google Suite of applications via their student portal.

The focus here is on learning, building effective researching skills and communicating information. All examples of best work will be happily received.

Syllabus Outcomes:

NSW Technology (Mandatory) Years 7-8:
TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
TE4-2DP plans and manages the production of designed solutions
TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects
TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
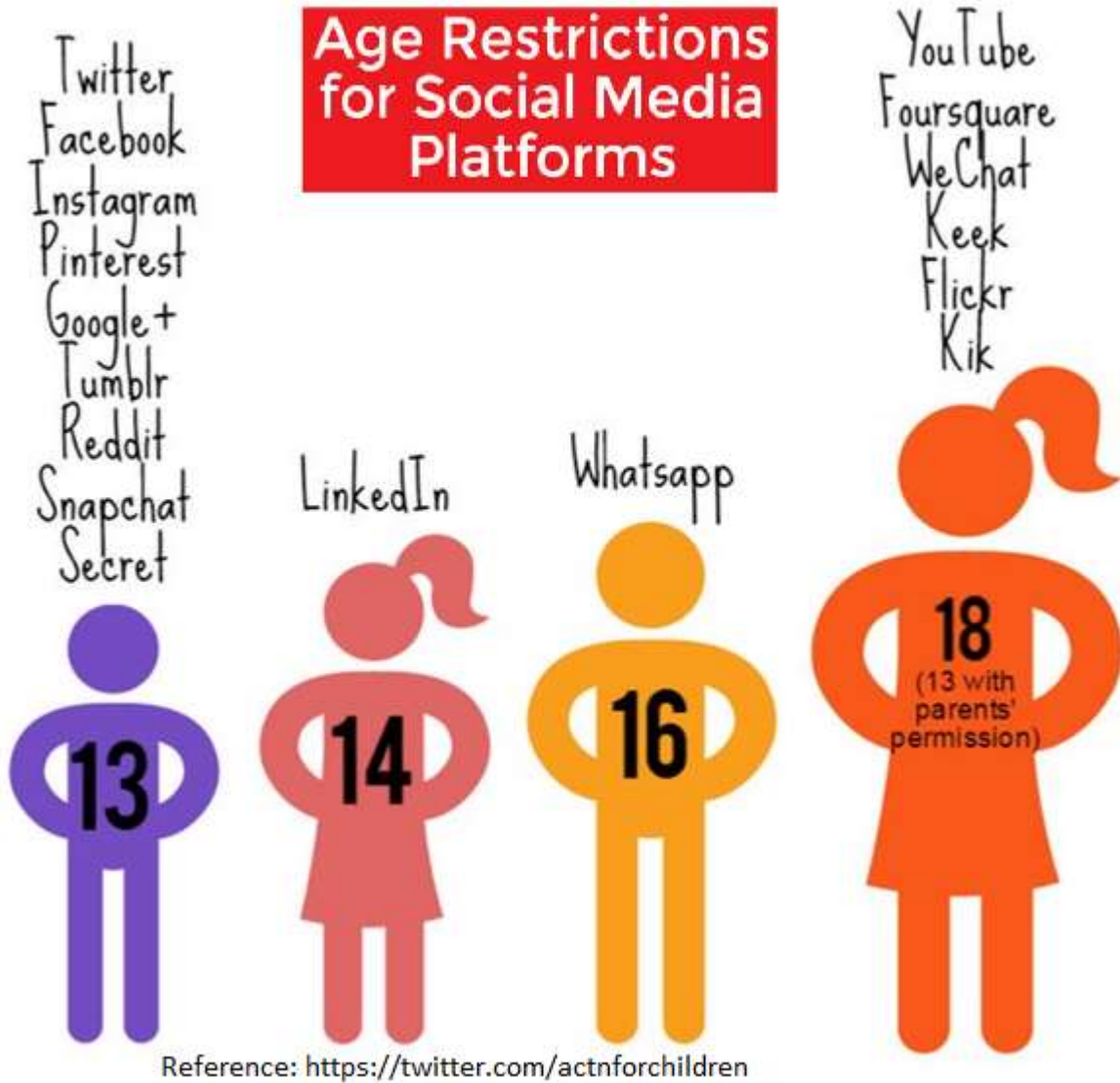**TE4-10TS** explains how people in technology related professions contribute to society now and into the future

Steps:

1. Read the document on "Effective Researching". Use this as a reference material for all future research if you wish.
2. Review the image at the end of this document – Age Restrictions for Social Media Platforms
3. Start researching. Don't forget that your Caregivers and family members may be good sources of information for this task.
4. Build your Project 😊

Submission:

Digitally via Google Classroom or in hardcopy on due date.

Age Restrictions for Social Media Platforms

Twitter
Facebook
Instagram
Pinterest
Google+
Tumblr
Reddit
Snapchat
Secret
13

LinkedIn
14

Whatsapp
16

YouTube
Foursquare
WeChat
Keek
Flickr
Kik
18
(13 with parents' permission)

Reference: https://twitter.com/actnforchildren

If you have any problems, please do not hesitate to contact the school and speak to Ms Cockburn or Mr Gray.

K. Cockburn 2015-2017, 2020
For Nimbin Central School

EFFECTIVE ONLINE RESEARCH

Using the internet to research a topic or idea can be really easy – just type what you want to know into a Google search and pick the first result... right?   Wrong! This sort of "surface research" often gives you wrong or very basic information only and can this can mean that you are often misinformed about the topic or idea which can get you into trouble.

When using the internet to research a topic or idea, you should try to dig a little deeper; get off the surface web and actually learn something from your research. It may sound weird now, but often effective online research can actually save you time. You see, surface research can see you "get lost" in links for hours, whereas more specific and targeted research will allow you to get the information you need (hopefully) from between 3-5 websites.

Five steps to effective online research:

1. Search terms

The words, keyword combinations and form of your search term can make a huge difference to you search results. The WWW is a massive source of information and the wrong search term can result in thousands (or millions) of results that really don't give you the information you want.

Try using specific keyword combinations, adding domain extensions (.edu, .nsw, .gov), using symbols (e.g. +, -, |), type AND or OR in caps to search for multiple terms or you may even try using the "Advanced Search" option.

2. Choose suitable links

Your web search will offer many results from all different types of information sources. It is important that you choose to gather your information from reliable, unbiased, accurate and topic-appropriate sites. The type of sites you choose will be dependent on the topic or idea, but as a general rule stick to .edu, .gov, .org, formal publications and sites that offer further information and references. It is also better to use, for example, a nature website to learn about the lifecycle of bees than a pharmaceutical article about hayfever. Try to avoid sites whose opinions may be biased or influenced by advertising or obvious sponsorship. Blogs can be a wonderful source of information, but remember they represent one side of the story.

Also, don't be afraid to click the links to archived news stories, databases, journals and even videos.

3. Go beyond Google

A variety of search engines existed before Google and they still exist today, they're just harder to find! These alternative search engines may not always have the vast mass of links that Google offers, or operate at the same speed, but they will often offer more precise results, with the right search term. Many of these search engines are based in the deep web, away from the commerciality of those closer to the surface, and many have a particular focus.

Search engines aside, there is a wealth of information contained in online libraries, databases, journals, annals, and area-specific less "pretty" html indexes that you can also access if you take the time to look.

4. Gather, Consider, Write

Always make notes (electronic or handwritten) of the information you gather during your research, and where you got that information from. Combine the information gathered from between 3-5 sources and consider whether it satisfies your requirements. If it does satisfy your requirements, read over the information several times and then, without looking, write down what you have learned. You can then go back and add information, but you must write the framework on your own.

If the information you gather does not satisfy your requirements, it's back to the researching stage – but that's okay cause you've halved the time by researching effectively in the first place ☺

5. Reference

You must ALWAYS acknowledge where you got your information! Failing to acknowledge your source, or passing off another person's knowledge as your own is a serious offence called plagiarism. Your teachers expect you to reference minimally by including the web address of any website used as part of any task. As you progress in school, the expectations for referencing increase.

Referencing is also useful because it reminds you of where you gathered your information and allows you to get back to that site easily if required.

Reference:

Additional information for this learning resource was gathered from "AboutTech"; http://netforbeginners.about.com/od/navigatingthenet/tp/How-to-Properly-Research-Online.htm

Full reference:

Gil, P. (2015). How Proper Online Research Works: *Legitimate methods, suggested techniques, good sense and plenty of patience*. About.com. *Accessed:* November 2015, *Via:* http://netforbeginners.about.com/od/navigatingthenet/tp/How-to-Properly-Research-Online.htm

Year 8 Project #2 – <u>Social Media and Social Networking</u>

Social Media Applications for Young People

Date Issued: Term 1, Week 8 2020

Date Due: **Term 2, Week 2 2020**

Program and Application used: No specification

Aim: Students investigate the impact of Social Media and Social Networking on their world.

Technology Aim: Students will build competency effective researching skills and in the use of accessible presentation software such as Microsoft Word or Google Docs.

Syllabus Outcomes:

NSW Technology (Mandatory) Years 7-8:
TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
TE4-2DP plans and manages the production of designed solutions
TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects
TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
TE4-10TS explains how people in technology related professions contribute to society now and into the future

Description:

Students will examine the social media and social networking sites available to young people (age 13+) in this assessment. Students are not necessarily required to access these sites to complete the task, but rather to investigate the workings behind them.

Instructions:

This project is divided into several parts. Students should complete all parts to the best of their ability to maximise overall achievement. It is also important that students express their knowledge in their own words, rather than copying from a website or other resources. Please reference all resources utilised in completing this task (Bibliography or Reference List).

Part 1 – Social Media *vs.* Social Networking

Explain the difference between **social media** and **social networking** and offer <u>at least</u> two (2) examples of each.

Part 2 – Application Profiles

Choose two (2) popular social media or social networking sites that are available to young people (age 13+). Create a profile for each that includes the following information:

- Name of application
- Year of origin
- Country of origin
- Objective of the application
- Unique features
- Any costs involved
- Does the site have an app for mobile devices? If so, is the app multi-platform or specific to either Apple or Android?
- Is advertising a feature of the site?

Part 3 – The New World

Research ONE individual or ONE team of individuals who are credited to be the creators of a popular social media platform/app.
- Compose a brief biography of the individual or group, including their education and employment background(s) and role in development of the platform/app.
- Analyse the impact of the platform/app on society
- Conduct further research to explain the contribution of this individual/group on society, now and into the future.
  Further explanation – Many of the "App billionaires" use the money they made to fund efforts that help people around the world. What is the impact of this <u>philanthropy</u> and/or <u>benevolence</u>?

Part 4 – Realities of social media applications

Conduct research that enables you to respond to the following questions. You should try to write no less than 100 words for each response;

a. Many caregivers have concerns about their children (aged 13-18) using social media and social networking sites. Why do you think this is the case and are their concerns warranted?
b. What is the benefit of having an app for social media/networking for (i) the individual and (ii) the operators of the site?
c. Social media and social networking applications can sometimes cost individuals lots of money. How does this happen and what advice can you offer to avoid it?

Presentation:

Students have learned a variety of skills during the Stage 4 curriculum. One purpose of this task is for the students to display the CDT skills they have acquired so far. Hence, students are expected to use a variety of programs and applications to research, create and present this task. Examples of presentation styles may include Microsoft Word, PowerPoint (or similar), posters, booklets or offline webpages. Where computing facilities are not available, hand-crafted quality projects will be happily accepted.