

Slide 1 - direct evidence on the effects of social media on mental health

- Association between longer time spent on social media and mental health problems (27% of young people on social networking sites for 3 or more hours per day experience symptoms)
- Seeing others online can lead to unhelpful comparisons, which can lead to anxiety and self-consciousness, low self-esteem, and lower life satisfaction - ties into influencers and what their actual influence is, to make us want to be them
 - Also lower self-esteem and negative body image, especially girls and women, are very common after social media usage, due to the comparisons and the amount of photoshopped images of influencers
- 91% of people aged 16-24 use social media, they are the highest group of users while being at the most vulnerable age to develop mental health symptoms and experience the negative effects of social media
- Even when social media is happy and positive, it still causes comparison, which eventually can lead to mental health disorders
- Anxiety has increased by 70% in young people over the past 25 years, could be directly associated with the rise of social networking (1 in 5 young people say social media platforms make their feelings of anxiety worse)
- Self-harm / suicide also associated with high levels of internet usage - usually tied with distressing content online, and way more common in girls (don't have to include in slides if too much information)
- Social media usage is also highly associated with poor sleep or sleep deprivation, which can have detrimental effects on young people's mental wellbeing, as well as negatively impacting their academics and social life
- 91% of young people who reported cyberbullying reported that no action was taken; 70% of young people have experienced cyberbullying
- Excessive social media use can also result in social isolation, and children are not developing face-to-face social connections, which are crucial to mental wellbeing
- No research suggesting negative effects of social media use on academic attainment, but still the evidence pointing towards sleep deprivation and poor mood from online networking usage still applies when using it academically
- All sourced from: Glazzard, J., & Mitchell, C. (2018). *Social media and mental health in schools*. Critical Publishing. <https://doi.org/10.4324/9781041056881>
- Since all of these risks just come from technology use, a professional PLN ties into this; it is hard for us to separate our personal and professional online usage, and since they are both on your screen, it can be hard to switch from personal and professional mindset
 - When using social media as a digital learner and professionally, we are still at risk of burn out, sleep deprivation, and poor mental health outcomes
 - And when we are dealing with negativity online, even in a professional space, it can be difficult for us to not take this personally
 - Everything that happens online still carries over into your real life, and even when engaging with social media as a professional learner, we cannot avoid the mental health outcomes of technology use and limited real life social interactions

Slide 2

- App algorithms are designed to create engagement, even if the engagement is bad, platforms want people to debate and argue in comment sections, this is being prioritized over safe online encounters
 - Even using social media as a digital learner and a professional can still put you at risk of mental health disorders, because of the general use of screens
 - Apps are just made to keep you on the screen, engaging in any way, even if highly negative
- Even when using social media in a digitally safe way, we are still at risk of the mental health outcomes from screen time, meaning to reduce these risks we have to cut down, not just changing how we interact online
- We need to practice and start enforcing psychological safety online; since we aren't cutting back anytime soon since technology is integrated into everything we do
 - How to make users feel more safe reaching out and expressing themselves, while diminishing comparison, and fears of being called-out or cyber-bullied
 - Especially for online platforms
 - Make users feel safe expressing their personal and professional digital identities, reaching out, joining online learning communities, search for advice, and make connections
- To create emotionally safe interactions online and have a safe PLN, we need to practice digital resilience and create boundaries to safeguard ourselves from online risks, since cutting out technology completely from our modern digital world is not reasonable
 - Digital resilience is the strategies and coping we can practice online to prevent harms and poor mental outcomes associated with internet use
 - Young people are at risk of being exposed to constant distressing content (including sexually explicit content, racist or homophobic content, violence, content about body image or weight)
 - We can safeguard how they react to this content with social support, screen time breaks, and connecting safely with others
- Children and young people are most at risk of experiencing negative interactions online, online abuse, and developing mental health disorders as an outcome of social media
 - Girls, minorities, and lower IQ also associated with this finding

Social media overload sign

- Those prone to anxiety and depression already may be using social media more to make them feel better, but overall it is worsening their symptoms
- Signs of social isolation
- Those with limited social life may be addicted to technology
- Those who interact with technology during real life social situations
- Those whose first thought when they wake up is social media/technology
- When the online world becomes more important than the real world
- Using technology in private

- All slide 1 and 2 reference: Glazzard, J., & Mitchell, C. (2018). *Social media and mental health in schools*. Critical Publishing. <https://doi.org/10.4324/9781041056881>
- Emotionally safe PLN: having digital resilience, creating boundaries, having breaks from screens, separating reality and online, feeling safe online, being able to connect and communicate safely

Slide 3

- Link digital footprint and privacy settings to psychological comfort (having control over your platform and who sees your posts, kind of safeguards anxiety and fear of judgement, fear of reaching out and making connections; not sure to include this? Also maybe connects to having personal and professional separate, you can be yourself on personal ones, not worry about that influencing your professional network)
- Maybe find an actual influencer or educator that talks about burnout and models healthy ways to interact online (maybe a reel?)
- General how to avoid the things that lead to poor mental health: Creating positive online interactions, blocking people, taking breaks and setting boundaries, etc
- Practice emotional resilience by blocking those you have negative interactions with, use coping skills for stress, and not taking online criticism seriously, so that we are better able to control our emotions in the face of adversity and not let online stress transfer to the real world; helpful for building a professional PLN and not making it emotionally personal (if that makes sense?)
- Practicing social resilience online also helps avoid negative consequences, such as having and maintaining positive interactions online and encouraging social support; helps be more resilient to the negative interactions
 - Some apps and algorithms were just meant to keep you engaged, no matter what the content is, which is risky
 - Apps that have private learning communities to connect with, like Facebook having groups based on careers, schools, interests, etc
 - The apps that are meant to create conflict are more likely to lead to poor well-being and negative engagement online
- Having a predisposition psychological resilience also helps, such as being higher in motivation or confidence, having a more positive self-concept, higher self-esteem, etc; these traits are typical in resilient people who can bounce back from adversity
- We also must be critically engaging with content online, so we can evaluate it and consider it, avoid misinformation, and approach online spaces as a learning opportunity
- To help build up resilience, we can take into account our screen time and set limits, as lower screen time means less likely to develop adverse mental health outcomes; less screens also encourages more real life social interactions, physical activity, and fully engaging with life, which all buffer mental health disorders

- Young people should be challenging, reducing, and reporting inappropriate and distressing content and algorithms, reduce and report negative interactions online, provide support for negative interactions, such as cyberbullying, etc
- When interacting with technology in school or career settings especially, we also need to make sure our own values of reality are carried over into that space
- All of these need to be practiced in order to be safe online and avoid any mental health consequences; since eliminating screen-time is not possible in today's society, we should be trying to at least reduce it while practicing resilience to safeguard ourselves
- Slide 3 also referenced from : Glazzard, J., & Mitchell, C. (2018). *Social media and mental health in schools*. Critical Publishing. <https://doi.org/10.4324/9781041056881>

Same textbook and author for whole thing :

Glazzard, J., & Mitchell, C. (2018). *Social media and mental health in schools*. Critical Publishing. <https://doi.org/10.4324/9781041056881>