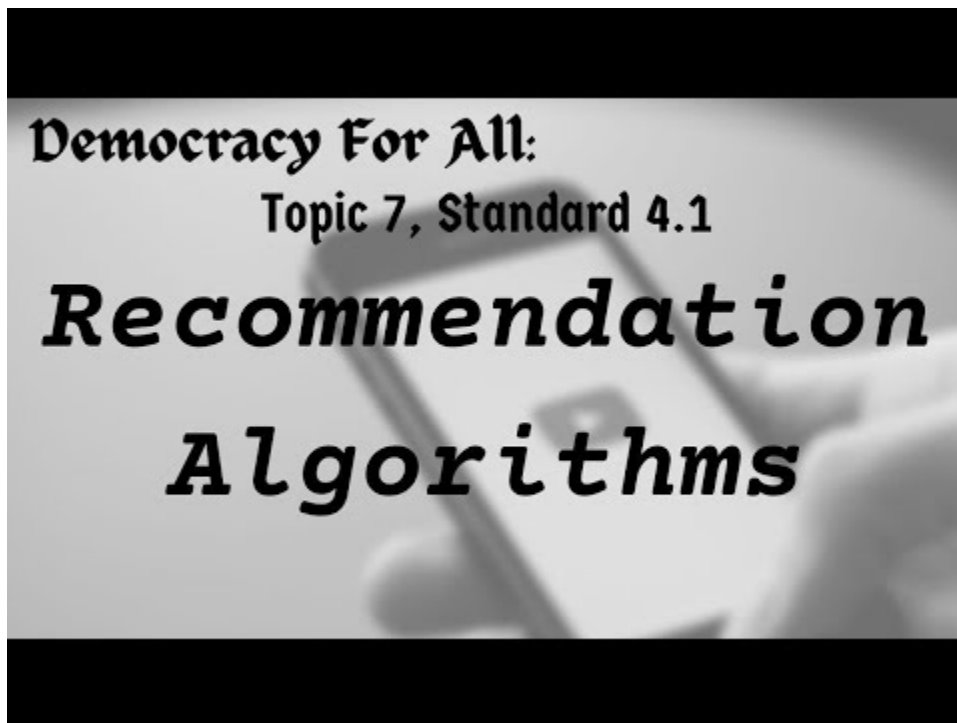


Recommendation Algorithms on Social Media Platforms

Recommendation algorithms, built into social media platforms, Internet search tools, e-commerce sites, and other digital applications, influence people's behaviors and choices on a daily basis in largely unnoticed ways.

While algorithms are simply "instructions for solving a problem or completing a task" ([Rainie & Anderson, 2017](#), para. 2), they can be used to shape thinking and behavior by doing things like suggesting "products, services, and information to users based on analysis of data" ([Voice Tech Podcast](#), Medium, June 25, 2019, para. 2). For example, social media platforms use recommendation algorithms to determine what you should see on their sites (e.g., posts, sponsored ads, people) based on data about what you have viewed, bought, or done before.

The goal of recommendation algorithms is to keep you on the site, app, or platform as long as possible to make more money. Advocates hail the convenience of personalized digital experiences, while critics worry that users experience only a narrow range of suggestions and choices.



Watch on YouTube <https://edtechbooks.org/-aoDN>

In these activities, you will examine YouTube's recommendation algorithm and then design your own.

Activity 1: Evaluate YouTube's Recommendation Algorithm

- Login to Gmail and then go to [YouTube.com](https://www.youtube.com).
- Closely examine the suggested videos on your YouTube homepage.
 - Do the recommended videos seem to accurately represent your tastes?
 - Does anything seem out of place?
- Then, open up an incognito or private browser (where you are not logged into gmail), go to YouTube, and examine the suggested videos on the homepage.
 - How are the videos different from the ones suggested when you were logged into Gmail?
 - What surprises you about the differences or similarities between the two sets of recommended videos?
 - What data do you think YouTube is using from you to determine the suggested videos for your homepage when you are logged into Gmail?
- Next, click on a video and closely examine the list of "recommended" videos on the right-hand side of the screen.
 - Why do you think these videos were suggested?
- Read the following articles:
 - [Making of a YouTube Radical](#), *The New York Times*, June 8, 2019
 - [YouTube's Algorithms Might Radicalise People - But the Real Problem is We've No Idea How They Work](#), *The Conversation*, January 21, 2020
- Finally, create a social media campaign to respond to the following prompt: **How might recommendation algorithms influence the news that people get from social media, Internet search tools (e.g., Google search), and other digital applications?**
 - The social media campaign should include at least 2 videos (e.g., YouTube, Snapchat, TikTok), 5 example posts, and 3 images (e.g., memes, graphics, infographics) designed by you.
 - Here is a [social media campaign example](#) created by Justin Lo, Daniel Mulno, and David Warde and here is a [Twitter campaign example](#) by Sara Shea.
 - Consider using the [Made to Stick principles](#) or [TED Talk presentation techniques](#) to increase the appeal of your social media campaign.

Activity 2: Design a News Recommendation Algorithm

- Explore [Algorithms for Kids](#) or [Initiation to Algorithmics with Scratch](#) (advanced)
- Then, **design a simple algorithm in Scratch** in which a user can input data about themselves (e.g., interests, political leaning, location) and get a recommended News site or article to explore.

Additional Resources

- [YouTube Algorithm: The Constantly Updated Guide to YouTube's Updates & Changes](#)
- [Everything you need to know about social media algorithms](#)

Connecting to the eBook

[Building Democracy for All: Digital News and Social Media](#)

Connecting to the Standards

- [Massachusetts Civics & Government Standards](#)
 - *Evaluate the benefits and challenges of digital news and social media to a democratic society.* (Massachusetts Curriculum Framework for History and Social Studies) **[8.T7.4]**
- [ISTE Standards](#)
 - Digital Citizen
 - 2d. Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.
 - Knowledge Constructor
 - 3b: Students evaluate the accuracy, perspective, credibility and relevance of information, media, data, or other resources.
 - 3d: Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
 - Creative Communicator
 - 6a: Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
 - 6b: Students create original works or responsibly repurpose or remix digital resources into new creations.
 - 6d: Students publish or present content that customizes the message and medium for the intended audiences.
- [DLCS Standards](#)
 - Interpersonal and Societal Impact (CAS.c)
 - Digital Tools (DTC.a)
 - Collaboration and Communication (DTC.b)
 - Research (DTC.c)
 - Human and Computer Partnerships (CS.b)
- [English Language Arts > History/Social Studies Common Core Standards](#)
 - CCSS.ELA-LITERACY.RH.6-8.7
 - CCSS.ELA-LITERACY.RH.9-10.7
 - CCSS.ELA-LITERACY.RH.11-12.97



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