

## LESSON 16

# Filter bubbles and your feed

40 minutes

Evaluating Online Content

Outcome 2.6

Outcome 2.7

### WHAT THIS LESSON DOES

Examine how personalised feeds can narrow your online view into filter bubbles. Compare the same search across two result lists to spot differences. Weigh when personalisation helps and when it restricts, then reflect on one small move to check a missing angle.

### CURRICULUM OUTCOMES

| Outcome | What the specification asks for                                                                                            |
|---------|----------------------------------------------------------------------------------------------------------------------------|
| 2.6     | Investigate the role of algorithms in how information is presented online.                                                 |
| 2.7     | Identify examples of bias and stereotypes in digital media content and explore the potential impacts on users and society. |

### WHAT STUDENTS SHOULD BE ABLE TO DO

- Explain how personalised feeds can narrow what you see and amplify bias (LOs 2.6, 2.7)
- Weigh when personalisation helps you and when it costs you
- Find one sign your own feed shows a narrower slice than exists, and one thing personalisation does well

### BEFORE THE BELL

- Prepare the board with the key terms personalised feed and filter bubble.
- Display both worked pairs (Option 1 walking and Option 2 football) so every pair has a guaranteed comparison path on a topic they choose.
- Optional: a second device on a different account if you want a live contrast as well.
- Two devices with different accounts if possible; otherwise board only
- Board copy of both worked pairs (walking and football); optional second device with a different account

## Filter bubbles and your feed

### HOW THE LESSON RUNS

|               |              |                                |
|---------------|--------------|--------------------------------|
| <b>4 min</b>  | introduction | Start                          |
| <b>5 min</b>  | content      | Examine and discuss            |
| <b>17 min</b> | activity     | Hands-on: two feeds experiment |
| <b>6 min</b>  | activity     | Your turn                      |
| <b>5 min</b>  | content      | Make sense                     |
| <b>2 min</b>  | content      | Reflect                        |
| <b>1 min</b>  | summary      | What you covered               |

### TEACHING MOVES

- Keep the definition section brief and concrete, using board notes for the two key terms and the amplify-bias clause.
- Lead with the worked pairs; treat live two-device divergence as a bonus, not a requirement.
- Hard stop the experiment harvest at minute 12 of that step even if only two pairs have shared; put the one-angle board sentence up regardless and leave it for Make sense.
- Protect the full five minutes of Make sense; if earlier steps ran long, cut shares in Your turn rather than the analytical close.
- For Reflect, take two spoken voices only; do not require written responses.

### WHAT TO WATCH FOR

- Students add extra words to the search: insist on using the exact phrase from their chosen option.
- Copying differences from a neighbour instead of reading the lists: sample differences are no longer in the student text; if stuck, give one angle example from teacher notes only.
- Vague descriptions of differences as biased: ask for concrete details like one opinion or one format.
- Focusing only on negatives of personalisation: remind students to also identify one benefit.
- Spending too long waiting for school devices to diverge: switch to the worked lists straight away.

### DIFFERENTIATION

- Support: Both worked pairs on the board for every pair; choice of walking or football topic.
- Support: Topic fallback list in Your turn so students need not name a private interest.
- Support: Private-window / family-device scaffold already in the Your turn done-list for students stuck on what is missing.
- Extension: A second topic after the first comparison if a pair finishes early.
- Support: Allow pair talk when articulating the three differences.