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S ocial media has become an essential tool for social interaction, from live video chats to sharing photos to connecting with friends and family worldwide. According to Statista (2020), around 3.6 billion people use social media, and the trend continues to rise. Its appeal stems from its ability to create new opportunities to join a social network (Facebook), microblog about current trends (Twitter), and share media via photos and videos (Instagram; Bopp & Stellefson, 2020). However, social media is capable of more than just delivering information across multiple streams to multiple people. Most notable, the COVID-19 pandemic caused a substantial shift in social media use. For example, teachers, experts in organized bulletin boards and themed classroom activities, had to navigate a change in delivery when it came to teaching online, thus highlighting the power that social media has in sharing and delivering content and its flexibility in its ability to provide that information.

As social media users evolve from passive consumers to active social agents (Bernhardt et al., 2009), social interaction is accentuated, an essential factor for physical education teachers, who often feel marginalized or isolated (Gaudreault et al., 2018). Social media users now grow to be "active participants in the information gained and shared" (Vollum, 2014). For example, Twitter was reported as having potential to build communities and follow educational trends (Bélanger et al., 2014; Richards et al., 2020). One of the most often investigated forms of social media, Facebook (O'Bannon et al., 2013) is a valuable tool to promote teacher professional development (Ostashewski et al., 2011). These interactive and connective characteristics make it especially appealing for physical education, a subject prone to marginalization within school systems. For example, Harvey and Carpenter (2020) found that social media can help build relationships and provide opportunities for physical education (PE) teachers to express their thoughts and ideas, enhance teacher knowledge and provide greater access to the professional community. It bears noting that those communities should be "trusted networks" rather than nonprofessional chat rooms. Social media can also facilitate the ease of expertise among PE teachers by allowing quick and easy access to necessary and relevant information, creating a virtual space for collective wisdom and fostering trust-building practices. For example, Dania and Griffin's (2021) findings indicated that social media could be used as a space for "virtual connectivity and praxis" (p. 46) and a tool to cross bridges where power dynamics usually dictate the environment. A study conducted by Goodyear et al. (2018) found that Twitter can be used to capture PE teachers' perceptions of their feelings and practices and provides another medium to use as a way of expressing themselves while being heard by others. In other words, PE teachers feel more relatable to other teachers and enjoy the feeling of an inclusive environment (Dania & Griffin, 2021).

Based on these interrelated social characteristics, social media can provide physical educators with opportunities for collaboration and networking with other professionals. It can promote educational goals and help teachers build bigger professional networks and connect with renowned scholars. Social media could be a potential tool to effectively reduce marginalization and increase perceived mattering. Grounded in occupational socialization theory and perceived mattering, the purpose of this article is to discuss how physical educators can use social media to navigate marginality and increase perceptions of mattering.
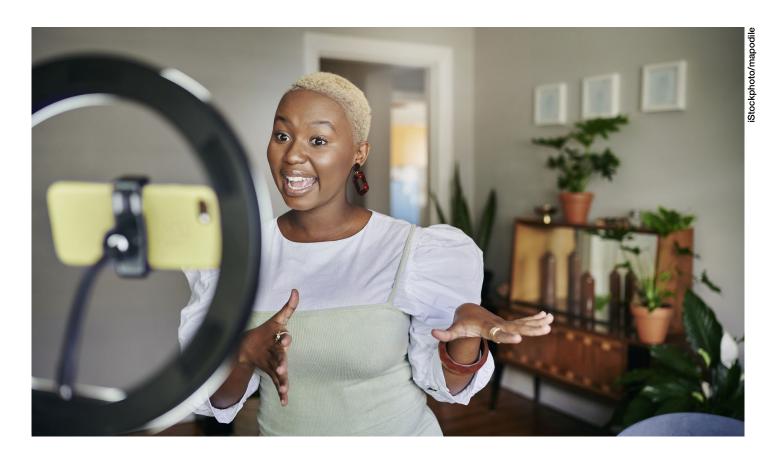
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Marginalization in Physical Education

Marginalization is a social phenomenon that refers to being in a position outside of central importance while being assigned a low status within the social community (Grant & Breese, 1997). In relation to PE, marginalization recognizes that PE teachers are viewed as having a low status within the school hierarchy (Richards et al., 2018) despite having the same educational qualifications as the other teacher faculty.

Research conducted by Gaudreault et al. (2018) explored how marginalization influences PE teachers' work lives, their perceived low subject status, and their sense of mattering within their work environment and discovered two contrasting results. First, discouraging words such as "PE does not matter" may lead to an internalization of marginalization. However, in building strong relationships with other teachers, administrators and colleagues, as well as colleagues outside of the school environment, educators can internalize a sense of mattering. This internalization can help individuals to feel more central within their school system, decrease effects of marginalization, reduce stress and increase overall job satisfaction and longevity (Curry & Bickmore, 2012; Gaudreault et al., 2018). Put simply, Gaudreault and colleagues' findings indicate that though physical educators feel like PE does not matter in their school(s), they feel like they matter as a person to specific people in their school communities.

Marshall (2001) operationalized perceived mattering as the "psychological tendency to evaluate the self as significant to specific other people" (p. 474). In PE, researchers use perceived mattering as a method to actualize how social interactions influence PE teachers (Gaudreault et al., 2018). Perceived mattering occurs when an individual interprets attending behaviors from others (Mak & Marshall, 2004; Marshall, 2001) and involves exploration of four elements: (1) attention, (2) importance, (3) dependence and (4) ego extension (Rosenberg & McCullough, 1981). Attention is an interest in the individual, importance is the level at which an individual tends to contribute to the group, dependence recognizes whether others rely on an individual and the extent to which they are relied on, and ego extension reflects the expectation that others are invested in one's achievements or failures and share feelings of either happiness or sadness (Schieman & Taylor, 2001). Being perceived as valued can reinforce a sense of belonging and reduce marginality or a feeling of peripherality from social contexts (Baumeister & Leary, 1995).

In an attempt to better understand marginality and perceived mattering among PE teachers, one must first understand the context in which PE teachers are socialized and what influences may impact their socialization within the profession. Over the last 30 years, Lawson's occupational socialization theory (Lawson, 1983a, 1983b) has provided researchers with a strong framework to understand how teacher socialization in PE occurs. By using this theory, the researcher's goal is to "improve the process by which individuals are selected to prepare to be teachers and faculty and to enhance the educational and mentoring programs these individuals go through as well as the conditions in which they work" (Merrem & Curtner-Smith, 2018, p. 154). This socialization process is dialectical in nature. Teachers do not have to adjust to the norms of the school. Rather, they can "push back" against the "system" (Schempp &

Graber, 1992, pp. 331, 335) and ignite a change either within the school or on a personal level, or even both. Though the process does not have to be linear (Lawson, 1986), a three-phase continuum has been adopted to better understand the socialization of PE teachers (Richards et al., 2014). This requires an investigation of three phases: acculturation (prospective), professional socialization (preservice) and organizational socialization (inservice teachers). This article will focus specifically on the phase of organizational socialization and the role of social media in mitigating factors occurring within this phase that have been shown to negatively impact PE teachers' work.

Organizational socialization begins when a student becomes certified and enters the teaching profession. During this stage, PE teachers can undergo a dynamic teacher career process (Fessler & Christensen, 1992) that, if they are presented with enough adverse conditions, can lead to premature termination of a teacher work cycle. Though a "supportive, nurturing, and reinforcing environment" will typically lead to longevity and happiness within the teacher's career, "interference and pressures" will have a negative impact on the process (Burke et al., 1987, pp. 9–10). Challenges and pressures that PE teachers may experience include exposure to new institutional norms, unaccommodating school climate, marginalization (Kougioumtzis et al., 2011), isolation (O'Sullivan, 1989), reality shock (Veenman, 1984), job challenges (e.g., non-subject duties, lack of equipment), and teacher/coach role conflict (Richards & Templin, 2012).

Challenges During Organizational Socialization. Those who specialize in PE may gravitate toward this field because of their enthusiasm for athletics and health, a desire to make a positive impact on students through sports, or simply the need to acquire a position. However, as with any profession, no one is exempt from experiencing adversity. Most PE teachers are not prepared for the social, economic and/or political environment of a school and consequently experience reality shock (Banville & Rikard, 2009; Veenman, 1984). As a result, cognitive dissonance may develop, which could lead to a reduction in the self-worth and self-esteem. If that is the case and educators begin to feel negative about themselves, those feelings may be projected onto the students. Not only can these feelings create uncertainty in the role of the educator but they can also create a negative environment for learners that may cause a decrease in a desire to learn, a decrease in the ability to remain focused, and an unwillingness to participate. Researchers have identified various PE-specific challenges that increase external pressures, making it demanding to stay in the job. Though PE is not always marginalized (Lux & McCullick, 2011), research indicates that PE is viewed as a marginalized subject within most school systems (Richards, 2015). Marginalization is often linked to the non-teaching duties of PE teachers. These responsibilities include, but are not limited to, lunchroom supervision or assisting other educators during testing season. A lack of support from other teachers, poor relationships with the administration, harassment from colleagues, isolation and an overall unsupportive school atmosphere all contribute to marginalization (Macdonald, 1999). Engaging in responsibilities outside of a professional job description play into the idea that PE teachers have low subject status (Gore et al., 2008), implying that PE is less desirable than other classes in school (Richards et al., 2018). As a result, PE teachers may experience washout; that is, skills and beliefs that have been acquired through a formal physical education teacher education program are "washed out" and exchanged with workplace norms (B. T. Blankenship & Coleman, 2009), which can lead to leaving the career earlier than intended (Salin et al., 2014). Additionally, some experience early signs of burnout and frustration due to a

lack of collegiality (Fejgin et al., 1995). When strain is placed on the interpersonal relationships between colleagues, companionship and cooperation among teams decrease. A potential recommendation to decrease these challenges is to use social media as a connective tool and strengthen one's perception of mattering.

Advantages of Using Social Media

In view of the current social and post-COVID working environment, school leaders have argued that in these contemporary times, it would be impossible to work without the use of social media (Cox & McLeod, 2014). School administration and school principals have stated that incorporating these platforms has facilitated expressing and sharing school missions and visions (Cox & McLeod, 2014). The ability to publicly share and communicate school values, visions and goals was perceived as beneficial because of frequent interaction with stakeholders (Cox & McLeod, 2014). Additionally, students are typically recognized as the main active indulgers in social media. However, teachers have vocalized their affinity toward using social media as well (Kukulska-Hulme, 2012).

Social Media for Teacher Learning and Development. Though social media has been around for 15+ years, academic research within the field of education and, specifically, physical education is still scarce. Nonetheless, current research shows that social media has the potential to be used as an emerging pedagogical approach for professional teacher learning and collaboration (e.g., M. Blankenship, 2011; Carpenter & Harvey, 2019; Goodyear et al.,

2014, 2019; Hyndman & Harvey, 2019). Because there is not one way to use social media, diverse networks of social media allow educators to choose platforms best suit their needs. For example, Instagram would best suit physical educators whose focus is to post and share images and exchange resources. It is often used as a "highlight reel," spotlighting the joys of teaching and/or the wonderful things other teachers are doing out in the field. The application can also suggest people to follow based on preferences, which allows for instant engagement and communication with stakeholders. Despite this, educators are not exempt from challenges that arise due to increased access to the Internet and the prevalence of social media use (Blazer, 2012). For example, privacy concerns remain a challenge. Nonconsensual dissemination of images on platforms depicting children or any form of sensitive information, with or without an educator's knowledge of their wrongdoing, may have serious repercussions. Therefore, it is recommended that educators be well versed in the exceptions, laws and guidelines posted by principals and school districts, as well as regulations such as the Family Educational Rights and Privacy Act to protect students' privacy and an educator's position. One way to keep educators abreast of current laws and regulations is to offer professional and developmental workshops that model and summarize best practices when using social media platforms and offer educational credits for advanced certifications and licenses. These teachers can then pass on their knowledge to future educators and act as a resource for new teachers within their schools. Additionally, teachers may have parents and school administrators sign a media release form that specifies what may or may

not be posted online. Lastly, given the increased use of educational technology, we believe that policymakers and universities should consider creating unified technology classes that target these specific topics for future physical educators.

Though this topic warrants future in-depth discussion, the goal of this article remains to provide examples of social media platforms that may be used in collaboration among educators, which may increase interpersonal connections, and to expand on potential uses of such platforms. For example, many educators use Instagram to connect with other educators (Carpenter et al., 2020). Having the ability to share course materials, lesson plans and management tips to further strengthen their teaching style reinforces best practices and is an excellent way of building a network. Other networking opportunities include the usage of the application Slack (www.slack.com). This is especially important for teachers who are geographically isolated from other schools and live in rural areas where networking with other PE teachers is challenging. Here, educators can communicate together via chat, join affinity groups, discuss solutions with seasoned educators and discover for themselves relevant information regarding best teaching practices that align with personal classroom goals. At the same time, this app may assist in reinforcing collaboration and professional feedback from other educators and reduce the need to participate in lengthy professional development sessions because it offers quick and accessible videos/posts specific to each educator's needs or wants (Menzies & Zarb, 2020). This approach can potentially be mirrored and translated into K–12 education where senior teachers and scholars act as moderators and channel information that is current and practical.

Platforms like Facebook and Twitter not only have allowed for prolonged interactions between educators and students but also have supported teachers in applying new learning approaches (Shraim, 2014) and application of constructivist methodologies. These platforms can extend support to students, therefore increasing the scope of learning beyond the classroom. Specifically, Twitter allows educators to follow educational trends, while being able to exchange and learn from other educators. Current research conducted by Richards et al. (2020) showed that engaging with Twitter allows physical educators to not only socialize through Twitter but also create a network of teachers to address marginalization. It is an excellent tool to interact with educators and exchange knowledge, whether on educational theory or ways to incorporate modernized methodologies in the classroom. There are many PE teachers who are actively sharing pedagogies and #physed knowledge. Connecting with people who understand the work being done and share similar passions and a willingness to virtually link arms and be the driving force behind making change in education are some of the appeals of this platform.

YouTube is another tool that was made available through social media. The videos found on YouTube can be used to virtually look up just about anything you need to know. For example, one can post videos online and share valuable teaching lessons. This is especially relevant now given the current global climate during the pandemic. Teachers can also use YouTube as a source of professional learning development. Educators can find videos that are tailored to the need of their continuing education and also work around their schedules. If you are unsure about how to do something, there is a YouTube video for that. Need a refresher on a topic? There is a YouTube video for that. Trying to find out more information about a concept? There is a YouTube video for that. YouTube provides a means to develop professionally as a teacher, engage students before a lesson, and access high-quality educational instruction videos for free.

Though YouTube is a great resource for content sharing and viewing, some videos do not serve an educational purpose that aligns with or is supported by evidence-based practices or theories. Thus, when navigating this application, it is important to understand what to search for and what resources are worth engaging with. The YouTube application can be downloaded from the Apple or Android store on a smartphone or by visiting the official YouTube website (www.youtube.com) on a computer. Once there, educators can create their own YouTube account and sign up using a pseudonym or their own name. Once the account is created, users can use the search bar to look up PE-related topics ranging from athletic sport exercises for high school students to social–emotional learning content in PE. Users can also expand their networks by subscribing to other educator "channels" on the platform and follow for updated postings of instructional videos or dialogue via comment threads. After clicking the notification bell, users will be notified that their content creator just uploaded a new video.

To ensure findings of high-quality PE content, we recommend using the following steps: (1) filter results related to population and topic (e.g., when teaching volleyball for fifth graders, type in "volleyball" and "fifth grade" and "PE lesson." (2) For beginners, try to follow established YouTube creators such as PE buddy (https://www.youtube.com/c/PEBuddy) or adapted physical activity (https://www.youtube.com/c/AdaptedPhysicalEducation). (3) Look for videos that discuss specified standard(s). Some educators on the platform have begun to include the lesson standard in the description box. Instead of searching "technology to support motor skills," try including "PE.6. M.1.13" in the search to obtain more specific results. (4) Lastly, educators can look toward known experts in the field for information by searching their name on the application. Recent research indicates that users who are experts in the field are especially preferred as video creators because they appear trustworthy and credible in their teaching demonstration (Utz & Wolfers, 2022).

Once educators feel comfortable with the technology of this app, they can create instructional or informative videos to share with others in the PE community. They also can begin to engage in meaningful discussions, by commenting beneath videos to exchange information or ask a clarifying question. This information can be constructive and supportive and create a welcoming environment for all educators to create videos and share knowledge with others. As a user, it is not required to create videos or engage in the comments section. However, an informal "peer review" process within the comment section would further benefit those uploading and engaging with content on YouTube by assisting in developing more robust, well-rounded and well-connected physical educators through symbiotic interactions. As an incentive for content creation, financial support through educational partnerships and sponsors across the country could be generated for users who build a large following.

Navigating Challenges in Social Media

Though social media can act as a connective tool within education, challenges still exist; for example, a lack of technological knowledge. The development of technological know-how certainly requires personal investment to become well-versed in a technology's functions. Those who are not naturally inclined to navigate social platforms would need to take some time during their day to become familiar with best practices and appropriate platform etiquette. Another challenge is the lack of support and the lack of professional development workshops in social media use in PE. Principles and

school districts may be overwhelmed with traditional curriculum implementation. As a result, and out of a willingness to learn, educators may feel compelled to create additional workshops on social media use for teachers. Other challenges involve cyberbullying, because negative interactions are common on public platforms. Although there is a social motivational aspect to engaging on social media platforms, educators may find themselves limiting their personal and professional expression due to feelings of judgment and the potential of being rejected by other users (Carpenter & Harvey, 2019). This limitation can also be attributed to a lack of confidence in their personal abilities, leading educators to question their credibility (Watson et al., 2016). Additionally, the ambiguous availability of well-researched and scientific information made public via these platforms can create barriers to effective and appropriate information extraction, which could potentially lead to undesirable outcomes if unreliable resources are applied in the classroom (Hertel & Wessman-Enzinger, 2017). Lastly, context collapse poses a challenge to educators. Defined as a post's ability to reach individuals way beyond its intended audience, this often results in people misinterpreting information that may have not been intended for them in the first place. As educators, given the vast amount of information on these platforms, it is likely that could engage in a post that may not be best suited for our practice (Marwick & Boyd, 2011). Given our professional responsibility, this poses a great threat to educators and students. Despite these challenges, we believe that, when used appropriately, social media can connect isolated and marginalized teachers within the field of PE. Though only a handful of studies exist, results show promising indicators that social media can be a primary supplement to teacher development and the development of best practices (Goodyear et al., 2019). These platforms allow educators to navigate various avenues that are self-directed that can enhance teacher performance and lead to improved student outcomes. Although often not required of PE teachers, becoming familiar with and engaging on social media platforms can lead to positive outcomes (Harvey & Hyndman, 2018).

Recommendations for Physical Educators

The aim of this article is to recommend that PE teachers incorporate social media into their professional and personal lives. Like differentiated instruction, tailoring content delivery based on the needs of an individual, social media offers a wide variety of different avenues for acquiring and/or sharing knowledge. Social media is an optional tool, and alternative methods could be used to supplement instructional and professional development (Chen & Bryer, 2012). PE teachers can create groups that reach a larger audience because of the increased likelihood of transparency and external communication through these social networks. Considering the diversity of years worked, skills acquired and knowledge gained across educators, teachers who believe they have valuable information to share may find it appropriate to use social media to market their expertise. It is also important for educators to examine personal experiences, skills and values about social media so that there is an understanding of the pedagogical barriers of this technology. A collaborative learning environment supports development of interpersonal skills and allows for easier and streamlined interactions with peers or teachers. Beyond using social media to increase a sense of perceived mattering, it can be used as a supplemental tool that is integrated into the curriculum to create an engaging and interactive learning environment. Although social media as a supplement to learning is often seen as a hindrance to academic performance, Bicen et al. (2014) found that in-person and online learning in a blended learning environment provides better results compared to stand-alone models. A blended learning environment is a combination of online educational and interactive tools alongside face-to-face learning. Classrooms that incorporate this model of learning encourage community building (Kabilan, 2016) with a focus in blending authentic, real-world situations with collaborative practices and development of specific skills (Whittaker et al., 2014). In their extensive literature review, Van Den Beemt et al. (2020) pointed out that because of this blended learning environment, students are gradually becoming equipped with the appropriate skills needed for the future, further increasing their professional self-concept (Kabilan, 2016). The interactions made possible through this environment imitate collaborative learning theories such as Vygotsky's zone of proximal development (Vygotsky & Cole, 1978). Characteristics that make this learning environment successful include the interactive content on social media (Claros & Cobos, 2013; George et al., 2013), the ease of use for communication and discussion (Liu, 2010), and its features of self-regulated learning (Dabbagh & Kitsantas, 2013). Manca and Ranieri (2016) showed that early interactions within a hybrid learning environment positively correlate with the use of social media in education.

Before diving into a blended classroom, however, educators should consider developing social media skills so that students can take it seriously and learn how to correctly use these platforms. Like with most things, there could be negative results if not used correctly. Revolutionary changes in technology have allowed for the enhancement of teaching as well as the learning experience. Social media should supplement core curriculum and delivery, and teachers should be mindful not to let it get in the way of instruction. Utilizing more than one social media platform increases student engagement by establishing a more desirable learning environment that is inclusive, interactive and familiar. Students are not the only ones who can benefit from social media—Teachers and co-teachers can use virtual platforms to their advantage as well. Given today's advances in technology, PE teachers have professional development opportunities available to them almost instantaneously.

Conclusions and Final Thoughts

Social media is suitable for any educator who is willing to learn about the different ways in which virtual platforms can supplement teaching and learning. There are different forms of social media for different personalities, preferences and teaching styles. Advantages include quick and efficient ways to share ideas and collaborate with educators across distances. It is also a great alternative for teachers who do not receive professional development on a regular basis. However, social media also has limitations. One of the obstacles to using social media is a lack of tools necessary for categorizing, dissecting and filtering the "good" social media content from "bad" social media content and the lack of professional development on navigating various online platforms (e.g., YouTube, Facebook, Instagram, TikTok), especially for those with a lack of technical knowledge (Carpenter & Harvey, 2020). Hence, we suggest that professional organizations should provide opportunities and tools to serve and educate PE teachers in the social media realm.

Though there are certain limitations of social media, there is growing potential for social media to be used as another educational technique not only to combat marginalization within the field of PE but also act as an active agent where educators can interact with other like-minded educators instantly, share ideas, consider local issues and feel a sense of belonging. Several studies have shown increased feelings of marginalization (Kougioumtzis et al., 2011)

and isolation (Spicer & Robinson, 2021) among PE teachers due to the demanding nature of their work. As a result of a general lack of support from administration and the peripheral location of their classroom, physical educators must find new ways to combat these feelings and negative outcomes. The consequences of these feelings are often associated with early job attrition, burnout and job dissatisfaction (Simonton et al., 2021). According to Richards et al. (2018), these negative outcomes can be successfully navigated by having an increased sense of mattering. As presented in this article, social media's ability to bridge the gap and connect populations can positively impact PE teachers' perceptions of mattering. For instance, PE teachers in rural areas who lack opportunities for frequent collaboration with other in-field educators can use social media as a platform to create rich environments conducive to relationship building and resource sharing. Forms of social media (e.g., YouTube, Twitter, Instagram) can then be utilized to unite teachers in an attempt to increase mattering. Thus, this article intentionally highlights the importance of social media as an assistive tool to increase a sense of belonging within the PE community.

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