

# **Demonstration of Module Learning: Basics & Boundaries**

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What are social media and social networking (define them) and how are they related to each other?

At first, while considering social media and social networking, it seemed that they mostly meshed together. As I read more about each of them, I realized they started as 2 separate things but can share some commonalities.

When considering social media, McMillan (2011) explains that social media is “a form of media”. It is essentially “a platform for broadcasting information” and is used as a “communication channel”. The author then states that “social networking is a platform for communicating with one another” and that is “has a two-way nature.”

In VIU(2019), Hengstler explains that social media is focussed on the media with the social component. Social networking on the other hand is more about the community within the media. This is where people are connecting to a common interest or group.

Some examples of social media would be YouTube with the video posts as well as Instagram or Snapchat with the sharing of pictures and videos. Social networking would be sites such as Facebook, but can also be viewed as social media because of the media adds incorporated. Pinterest is a where people access interests groups and share.

As Hengstler in VIU (2019) specified in the Feedback for 5 Min Think/Write: Social Media vs/ & Social Networking, YouTube, Pinterest and Flickr can all be seen as social media as they have a focus on images. Facebook and Twitter who originally started as social networking, could be viewed also as social media because of the presence of video, images and live streaming capabilities. Hengstler also adds when considering both social media and social networking, the important points to remember is that the social media is focused on the media and that the social networking is focused on the networks.

## References:

Hengstler, J. (2016). "Social media" entry adapted from Wikipedia (2016) Retrieved from [Hengstler's selected sections & adaptation of Wikipedia's \(2016\) "Social media"](#)

Hengstler, J. (2016). "Social networking service" entry adapted from Wikipedia (2016). Retrieved from [https://en.wikipedia.org/wiki/Social\\_networking\\_service](https://en.wikipedia.org/wiki/Social_networking_service)

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## What potential could/do social media and social networking hold for education?

As educators, we have are always trying to be aware of how we can support students. Having them participate in social media and social networking will educate them and prepare them for the world as they shape their future while at school.

In Hengstler (2016) taken from Wikipedia, she summarizes both social media and social networking as such “Social media are computer-mediated websites and mobile websites that allow people, companies, and other organizations, including non-profit organizations and governments, to create, share, or exchange information, career interests,[1] ideas, and pictures/videos in virtual communities and networks.” (Social Media, p.1)

“A social networking service (also social networking site, SNS or social media) is an online platform that is used by people to build social networks or social relations with other people who share similar personal or career interests, activities, backgrounds or real-life connections.” (Social Networking Service, p.1)

By having students access these platforms we are giving them access to extend learning beyond the classroom walls. As a face to face second language teacher, providing students with access to online tools which allows them to connect to the outside world, in real time, brings authentic learning experiences to my classroom learning.

Being able to connect with other students, in other Canadian communities and around the world, who are learning French, provides a connection and better understanding of language and culture. We are able to communicate by making videos, share written work, watch videos, comment on images, listen to music and have conversations, in the target language.

As a professional, I am myself part of social networking by participating in educator groups which share French resources between language teachers from across Canada.

Living in a small rural northern town of in British Columbia makes you feel a bit isolated as a second language teacher at time. Social media and social networking brings you out of that isolated place and makes you feel part of something that could relate to normal.

#### References:

Hengstler, J. (2016). "Social media" entry adapted from Wikipedia (2016) Retrieved from [Hengstler's selected sections & adaptation of Wikipedia's \(2016\) "Social media"](#)

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## What is a digital footprint & what considerations should educators give digital footprints when using social media (for themselves, students, or others)?

A digital footprint, according to Rouse (2014), is “sometimes called a digital dossier, is the body of data that exists as a result of actions and communications online that can in some way be traced back to an individual.” The author speaks to the fact that there are 2 different footprints which she calls “passive and active”. Hengstler (2011) explains these 2 positions as the passive participant being the one who “put themselves at risk”. (p.91) When using online technology, one must be aware of the high degree of responsibility and digital rules to abide by, in order to have a positive digital presence online. Educators who take a passive role, could jeopardize their reputation if they choose to post things such as pictures or comments that are less reputable.

Educators have the responsibility to stay current with their roles and responsibilities to having a positive presence online. It is also their job to educate others, colleagues, students and parents to what responsible citizenship looks like. According to Hengstler (2011), there is a need for educators to have proper training and awareness to their digital footprints. She states that “some schools, districts and organizations are proactively working to manage the risks by providing resources, guidelines, structures, life-skills training and professional development to leverage the abilities of these tools to improve teaching and learning.” (p.91)

Educators must teach their students about the consequences of having a negative presence online. Rouse states that “A digital footprint is relatively permanent and once the data is public -- or even semi-public...the owner has little control over how it will be used by others.” It is important that students understand that online may forgive, but it does not forget.

## References :

Hengstler, J. (2011). Managing your digital footprint: Ostriches v. Eagles. In S. Hirtz & K. Kelly (Eds.), *Education for a Digital World 2.0 (2nd ed.)* (Vol. 1, Part One: Emerging technologies and practices). Open School/Crown Publications: Queen's Printer for British Columbia, Canada. <https://education.viu.ca/sites/default/files/education-for-digital-world-2.0-1-jhengstler-89.pdf>

Rouse, M. (2014). Digital Footprint. Retrieved from <https://whatis.techtarget.com/definition/digital-footprint>

Youth and Media - Digital Dossier. Digital Natives (August 13. 2008) Retrieved from <https://www.youtube.com/watch?v=79IYZVYIVLA&feature=youtu.be>

## What is digital professionalism & what considerations should educators give digital professionalism when using social media?

According to Hengstler (2011) in *Boundaries, Professionalism, & Digital Footprints*, “educators have constraints when using social media and social networks that are professional, legal, safety, privacy, policy, procedural, moral, ethical, etc.” Teachers have professional boundaries provided by the Teacher Regulation Branch (TRB) and BCTF (British Columbia Teacher Federation) Code of Ethics. The author specifies that “Basically, under BC law, teachers are held to a higher standard of behavior than the average person.” Teachers need to be mindful of their online presence if they want to make sure they are respecting the above standards.

Educators are in “positions of trust” and need to “model sound practice” when it comes to digital citizenship and managing their digital footprint. (p.91) Hengstler continues to specify that educators have “a moral responsibility to teach students how to manage their digital footprints to protect and hopefully expand the students’ future opportunities.”

Teachers must access “resources, guidelines, structures, life-skills training and professional development to leverage the abilities of these tools to improve teaching and learning.” (p.91)



Hengstler continues to specify that in order to properly use social media, educators need to be think before posting. They need to reflect on the content they want to share and realize that it could have negative effects on their life and career. Teachers need to be mindful of their actions. Choosing to engage in activities that could portray bad judgement could affect their reputation. Educators who choose to have a “double life” and share posts that are thought to forever be kept secret, could get themselves into some troubling situations. (p.100)

Educators need to understand that anything posted online can be found, at any point and shared, at times, exponentially! There are no take backs. Once you post, it remains in cyberspace. Using a school device or computer to store information (pictures/videos) can be accessed by school district personnel. Being mindful or how we share/what we share, i.e. emails, pictures, comments, is important. It could come back to bit us if we don't.

References :

Hengstler, J. (2011). Managing your digital footprint: Ostriches v. Eagles. In S. Hirtz & K. Kelly (Eds.), *Education for a Digital World 2.0 (2nd ed.)* (Vol.1, Part One: Emerging technologies and practices). Open School/Crown Publications: Queen's Printer for British Columbia, Canada. Retrieved from <https://education.viu.ca/sites/default/files/education-for-digital-world-2.0-1-jhengstler-89.pdf>

## What is the BC privacy law that affects public schools' use of social media & what requirements does it place on the use of social media in education? Does this cause any challenges for educators?

In BC, we have FIPPA (BC's Freedom of Information and Protection of Privacy Act.) that affect public schools use of social media.

According to Hengstler in VIU (2019), "FIPPA ensures that any public body--like a school--or its service providers must obtain informed consent from you before your personal information can be stored outside of Canadian soil **or is made accessible from outside of Canada** , and it also governs how personal information should be handled--even on Canadian soil. Informed consent means that a person has "a complete disclosure of facts needed to make the decision intelligently, such as knowledge of the risks entailed or alternatives"

According to Hengstler (2013), while having students use social media in and for school, educators need to make sure they are aware of FIPPA as well as consider the following before posting online:

- “-Who does the content belong to?
- What content will be posted and how will it be identified?
- Where will the content be posted & who will see it?
- Has the parent/guardian received sufficient information and has *written* permission been obtained?
- Is there a plan to respond to an e-safety incident?
- What if there's an existing school media waiver?"

Teachers need to be aware of the roles and responsibility with student data and information before posting online. Consent is required. Technology advances and with these come changes. Teachers need to be in the loop to ensure student privacy is respected.

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Hengstler, J. (2013). A K-12 primer for British Columbia teachers posting students' work online.

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## **What are key social justice issues that educators should be aware of when using social media? What specific considerations might an educator have in considering Indigenous peoples and social media use?**

In 2019 as surprising as it may seem, there are many communities and students who don't have adequate accessibility to the internet. This lack of connectivity brings challenges to students and teachers who are working towards 21st century learning and digital skills. At first glance, this could be defined as a classic digital divide. There are, according to Waschauer & Matuchniak's (2010) in Hengstler in VIU (2019), many more components to digital divide. The authors mention access, as well as use and outcomes part of the definition.

Hengstler in VIU (2019), the author explains how digital divide can affect students in different ways. Students who don't have access to technology, and are not proficient in how to use it, suffer when they need to complete tasks at school because they are not fluent with the devices as well as the tools with which they need to use. This disconnect can be challenging when students are also encouraged to participate in social networking. Some students have their own personal devices and others rely on the school to support their technology needs.

Depending on the school and its digital devices, whole communities could be affected by lack of knowledge or connectivity. For example, in my own school, 2 years ago, I participated in a SETBC project with my class which entitled me to receive 10 I pads. Other classrooms did not have this luxury as the school could not afford to support them with school funds in the same manner. My students learned a lot about showing learning with different online tools. They worked together and collaborate on projects. Many became the "techies" as they were learning faster than me/the teacher, and could provide better support to their peers.

This is also the case in First Nations communities. Many are isolated and don't have proper internet and mobile access. They lack the ability to connect in the digital world. According to Aboriginal use of social media (n.d.), some benefits for these First Nations communities to have their citizens access the internet would be to :

- provide technology education (use, tools,device capabilities...) to be able to stay current with technology skills

- provide a vehicle to share their culture and to educate others (art, song, oral language, community,...) to help move the Truth and Reconciliation forward (in Canada)

- help them keep their culture alive and present (especially for those who've suffered residential school trauma and have lost their language, cultural traditions, connectedness to the land?,...)

There also needs to be an awareness of some challenges when allowing the internet to be part of the First Nations culture. Some see challenges when dealing with situations closer to home. Elders are the teachers in First Nations communities. With their citizens dealing with conflict online, they feel they are not helping their people and are not teaching them to deal with issues in the traditional ways. First Nations people suffer abuse online. They are discriminated against and bullied. (Creative Spirits, 2018).

“As educators in British Columbia we have a responsibility to consider the Aboriginal context --language, culture, history, traditions, as well as Indigenous ways of knowing and being, to create inclusive learning environments that help Aboriginal students reach their full potential, foster understanding of First Peoples within your classes, and honour the people on whose traditional lands we live.” (Hengstler in VIU, 2019)

Educators have to be mindful of First Nations culture and respect their ways of being and knowing. This includes as we are working side by side with technology.

#### References:

Creative Spirits. (2018). Aboriginal use of social media [Blog post]. *Creative Spirits* [Australia].  
<https://www.creativespirits.info/aboriginalculture/media/aboriginal-use-of-social-media>

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What are key safety issues an educator should consider in the use of social media? Can social media use be dangerous? Can risks be mitigated?

Educators need to look at risks when exposing students to online learning. Hengstler in VIU (2019) suggests the following pillars to help guide us.

## 5 Pillars of Risk



1. Knowledge
2. Skills & Training
3. Practice & Experience
4. Guidelines & Policy
5. Confidence

Educators need to refer to what they know, consider their skills and training, review current practices and experience, refer to policies and guidelines as well as being confident that what you are choosing to do will be following all of the above and keep everyone safe.

She continues to name a few of what our students could experience online. Some of the following are examples:

- Cyberbullying
- Sexting, Cyberbullying, & Revenge Porn
- Online Sexual Predators & Grooming

Students need to be aware of what these are and how they can protect themselves by being informed as well as know where to access help if needed.

Educators need to remember that :

“Overall though, a review of the best practices for managing the risks of social media use include:

- Clear explicit definitions-spelled out in policies, handbooks, websites, etc., and communicated to all stakeholders in language they can understand
  - Consequences, penalties, and charges-spelled out in policies, handbooks, websites, etc. , developed in consultation with and communicated to all stakeholders
  - Prevention & awareness program for all stakeholders
    - Peer support & normative modelling for students
      - Educational & awareness campaigns for teachers, administrators, caregivers and the local community



- Process for reporting incidents if they occur
- Procedure for investigating and responding to incidents if they occur
  - obtaining reports or evidence
  - chain of reporting & custody for evidence
  - determination of nexus--connection--between the school and the incident
- Recording incidents & severity for reporting, analysis & to adapt approaches (Phillips & Sianjina, 2013; Williamson & Johnston, 2012; Willard, 2012; Kent County Council 2010; Darren Laur, personal email communication, 10/16/2012 in Hengstler in VIU, 2019).

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