

Journal 1.1

Having completed the required readings, I don't believe that my general understanding of social media and social networking has changed a great deal. However, the readings did expand my general knowledge on the subject, and I was able to narrow down a personal definition.

I was aware that social networking sites ...

- are mostly web-based
- apply to many domains including personal, business (commerce), political, medical, educational
- have public and private features but we still have limited control in terms of permanence, replication, distribution, ability to be searched (Hengstler, 2013, What parents should know part 1: basic understanding of social media & digital communications, para. 8-12)
- allow individuals to set up, share personal profiles
- bring together people with similar interests, goals
- allow individuals to share, connect, and interact with others
- has varied communication methods
- uses variety of technologies
- is controversial in terms of things such as privacy, reliability, disparity

I learned that ...

- the term 'digital divide' refers to the divide between the IT haves and the have-nots (Wikipedia. 2013.). Social networking service, para. 38)
- some social networks are education focused (Wikipedia. 2013.). Social networking service, para. 27)
- social media sites I'm unfamiliar with include Foursquare, Yelp, and Qype (Wikipedia. 2013. Social media, para. 7)

Social Media and Social Networking Definition: a collection of sites and apps that provide platforms (social media) and the use of these websites and applications (social networking), to bring together individuals with common interests and goals, for the purpose of sharing, interacting, supporting, and connecting.

References

Wikipedia. (2013). Social media. Accessed from http://en.wikipedia.org/wiki/Social_media

Wikipedia. (2013). Social networking service. Accessed from http://en.wikipedia.org/wiki/Social_networking

Hengstler, J. (2013). What parents should know part 1: basic understanding of social media & digital communications. <http://jhengstler.wordpress.com/2013/05/27/what-parents-should-know-part-1-basic-understanding-of-social-media-digital-communications/>

Journal 2.1

When individuals have a child, they are suddenly conscious that they need to set a good example for this small human and, children often hold their parents to a higher standard. Similarly, teachers' moral standards are also closely watched, whether they like it or not. As more and more of our private affairs have the potential to be exposed in a permanent and public manner online, it is imperative that everyone, and teachers in particular, are aware of their digital footprints. Julia Hengstler (2011) describes how some educators are like 'ostriches' who take the passive path, disadvantaging and exposing themselves, by pretending that social media doesn't exist; while 'eagles', in contrast, choose to embrace social media opportunities by pro-actively educating themselves and their students to manage the risks and the benefits. (p. 91). Another metaphor that I appreciated from Hengstler's (2011) writing is the "Architecture of Participation", which credits both the online contributor and the social media platforms that make individual contributions possible. (p.92). The course readings also clarified for me what my digital footprint was composed of in terms of the way information about me could make it online, including information that is collected about me often without my consent (passive), information I voluntarily share (active), and information that others publish about me. (Hengstler, p.2) It is easy to be scared by the amount of digital sharing that seems totally out of our control, but that is why it is so important to see past the fear and learn how to protect ourselves and educate our children and students to safeguard their digital footprints.

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.
http://www.viu.ca/education/faculty_publications/hengstler/EducationforDigitalWorld2.0_1_jh89.pdf

Hengstler, J. (April 2012). "Digital professionalism and digital footprints". Document prepared for training session with Vancouver Island University's Administrative Assistants, April 2012.
[Social Media Digital Footprints 2013_v3.pdf](#)

Journal 2.2

Upon entry into this course, I had very little prior knowledge of FIPPA aside from knowing that it was an acronym for 'Freedom of Information and Protection of Privacy Act' (Hengstler (2014)). Also, although I knew that many schools and teachers had privacy concerns when it came to educational uses of social media, I didn't have a clear idea whether these were valid concerns, or a result of fear mongering. After reading the required resources for this journal entry, I feel that I have more of a handle on the topic. Thanks to Hengstler's (2014) summary, I now understand that BC schools find themselves in varying states of accordance with FIPPA, in regards to using cloud tools and social media, ranging from "Avoidance, Ignorance, Knowledgeable Non-Compliance, Approaching Compliance, Establishing Compliance, & Full Compliances. (p.1)

Below, I have summarized Hengstler's states (2014)

Avoidance - afraid to use social media

Ignorance - use social media but aren't aware of FIPPA

Knowledgeable Non-Compliance - are aware of FIPPA but choose to ignore it

Approaching Compliance - working to meet FIPPA requirements

Establishing Compliance - clear understanding of FIPPA requirements

Full Compliance - no school is there yet due to lack of common vision

This new knowledge not only affects the way that I look at social media in an educational context, but it also allows me the reassurance and confidence to share my knowledge with others. In addition, I will also keep on file, and refer to, Hengstler's primer for posting students' work online, which includes useful waiver and letter examples (2013). I'm pleased to say that I am no longer one of those teachers that just doesn't post student work because I'm sure of the rules including student copyright, ownership, identifiability, and consent (Hengstler, 2013).

References

Hengstler, J. (2013). A K-12 primer for British Columbia teachers posting students' work online. [Primer on Posting Minor Students Final.pdf](#)

Hengstler, J. (2014). "The Compliance Continuum: FIPPA & BC Educators" https://www.dropbox.com/s/ridcqq14a7k9543/Compliance_Continuum_5_06_14-1.pdf

Journal 2.3

During the BC Teacher's strike in 2014, there were a percentage of students who looked to alternate educational options, including online schools. This move prompted some people to question why we have traditional schools anyways, since everyone can learn online. Aside from the negative pedagogical implications of this theory, there are also the practical problems. Digital divide is "a gap in terms of access to and usage of information and communication technology." (Wikipedia, 2013, Digital Divide). This divide encompasses a large proportion of BC students in general, and First Nations students in particular, even with efforts such as The Pathways to Technology project, which "is helping to establish reliable, high-speed Internet access for all 203 First Nations communities in BC." (2013, p.1)

Large portions of the adult learners in our community are First Nations learners. As discussed by Hengstler (2015, "Aboriginal Contexts" OLTD 506 D2L) my observations, of these learners, back up the research of Anne Taylor as I have also observed that most of our adult learners, who live on our more remote reserves, do not have access to reliable residential broadband. This makes their online education journey much more difficult. In addition, these learners are also negatively affected, by the more complex issue of the divide, which Levy & Murnane explains is "the ability to carry out the kinds of expert thinking and complex communication that are at the heart of the new economy (as cited in Hengstler, 2013, "Social Justice Boundaries", OLTD 506).

Finally, my observations further support Taylor's findings as discussed in Hengstler's reading, (2015, "Aboriginal Contexts" OLTD 506 D2L) that our First Nations adult learners use social media as much as everyone else. With this reality, I have noticed that it is much more effective to use texts and social media (Facebook) to stay connected with students rather than trying to communicate via email or course messaging.

References

Hengstler, J. (2015). Social Justice Boundaries. OLTD 506 (D2L).
<https://d2l.viu.ca/d2l/le/content/76009/viewContent/767525/View>

Hengstler, J. (2015). Aboriginal Contexts. OLTD 506 (D2L).
<https://d2l.viu.ca/d2l/le/content/76009/viewContent/767527/View>

Pathways to Technology: Connecting First Nations to the World,
2013 <http://www.pathwaystotechnology.ca/interactive-map> ;

Wikipedia, 2013, Digital Divide, http://en.wikipedia.org/wiki/Digital_divide