Jacek, Jane. OLTD506 2013 Boundaries Paper

 There are many boundaries in relation to the use of social media. Of importance is looking to ones’ digital footprint and professionalism, as well as being fully aware of privacy boundaries, safety boundaries and social justice boundaries.

 As a professional there are boundaries on our use of social media. It is important to pay close attention to how we present ourselves through Facebook, Twitter, Pintrest, Delicious or Linkedin to name a few, because as professionals we are held to higher standards than others. Hengstler (2012) outlines this well,

 Basically, teachers are held to a higher standard of behaviour than the average person. It is

 an inescapable fact of the profession. This can have direct affect on teachers' personal and

 professional use of social media and social networking--whether they are conscious of it or

 not. It is why teachers must actively manage their [digital footprint](http://en.wikipedia.org/wiki/Digital_footprint). Actually, with today's

 technologies, everyone needs to manage his/her digital footprint. (Hengstler,2012)
 The key here is that any activity on the web leaves a digital footprint whether it is passive, active or second-hand (Hengstler, 2012). A passive digital footprint as described by Madden, Fox, Smith, & Vitak (2007) and shared by Hengstler (2012) is the digital information collected about you. The key here, I feel, is that you are not consciously aware of the collection as it happens.  Hengstler (2012) states that active digital footprints consist of digital information you knowingly and voluntarily share or contribute and second-hand digital footprints are made-up of information others publish about you in various digital environments-with or without your consent.

 These footprints start from the time one first goes on a computer. Hengstler (2012) shared research

from L. Indvik (2012) that showed digital presences are being seen for children as young as 2 years old.

 Hengstler (2012) then went on to say that the implications of this is not clear as no significant research

 as yet been done, but we need to start thinking about it. I strongly agree with the following statement

by Hengstler (2012),
        This doesn’t mean we need to fear participation in digital contexts like social media, but
         it does mean that as individuals-and especially as professional or employees who place
         value on our reputations and our continued/potential employment-we must be aware of
          our digital footprint and vigilantly protect it. (p2)

 Along with setting our own professional boundaries we also bound by a legal one. (Hengstler, 2013a)

Another pivotal professional boundary is a legal one established by a BC Court of Appeals Decision in 1987. The decision reached by the court in Shewan v Abbotsford School District 34 (1987) entrenched the influence of community knowledge and perception of BC educators--whether on or off the job--on future employability. …in a nutshell the BC Court of Appeals found:

Teachers must maintain the confidence and respect of their superiors, their peers, and in particular, the students, and those who send their children to our public schools. Teachers must not only be competent but they are expected to lead by example. Any loss of confidence or respect will impair the system, and have an adverse effect upon those who maintain a standard of behaviour which most other citizens need not observe because they do not have such public responsibilities to fulfill. (1987) (Hengstler2013a)

 Keeping this in mind one must be aware that employers not only have a right to have access to our social media accounts but, shared by Hengstler (2012) from Stam (2012), in Canada it is lawful for an employer to discipline or dismiss an employee for their social media activity if there is a ‘nexus, in the workplace such as the excessive personal use during work hours. I was made aware of this in my role as a teacher, it was pointed out to me by a colleague and confirmed by our IT specialist that all school employees’ presence/activity on a work computer can and is being followed. Hengstler (2013i), in response to my sharing of this point in a discussion post in relation to “Professionalism and Digital Footprint”, in our OLTD 506 Social Media Course, stated “Most teachers forget that ANY use of the SD infrastructure is subject to monitoring. That includes traffic from your personal device over their wifi. We just need to be conscious--vigilant.” This is so very true.
 We must as professionals be “Eagles”, watch closely and pay close attention to our digital presence/footprints. We cannot be “Ostriches” who pay no heed to what is shared, when it is shared or where it is shared.   (Wording Eagles and Ostriches from Hengstler, 2011)

 Many people still do not realize that who we are and what we are involved in on social media can be garnered and shared with others.  This was brought closer to home for me when Darren Laur, known on Facebook as the “White Hatter”, came and did a presentation at our school on social media safety. Check out his blog The Digital Sheepdog (see references). He demonstrated how easy it is for someone to create a persona on Facebook that is totally false and entices others to follow him or her on Facebook, befriend them and then even plan a meet up with this person. He did this as a way to present the importance of making sure you know someone before befriending them, as you could be talking to an online predator who is involved in child grooming.

 Hengstler(2013f) stated the falling in relation to online predators and child grooming, “An online predator is a person who stalks and victimizes another person via the internet usually by trying to enter the victim's online social networks as a "friend" or establish another digital connection (email, chat rooms, etc.). She then went on to cite Flauer, 2011 "Once a connection has been established, it is often easy to gain trust and build a relationship. From there it becomes relatively effortless for a determined predator to entice and groom their victim to engage in inappropriate activities.” Hengstler (2013f) then cited from the article “Grooming---not what you think it is” in the The Official Magazine of the BC College of Teachers, Winter 2011, “Grooming is the process whereby a predator "[breaks down a child's defences and bring him or her to a point where the child will, even if scared, do what the abuser wants--engage in a sex act--without telling others". Grooming can happen F2F or online, or a combination.”

 There have been many sad stories over the last year in relation to involvement in inappropriate online communication with an unknown person. One of the most prominent stories is that of Amanda Todd. Hengstler (2013h) shared “Sexting via web cam was a factor in the BC suicide case of Amanda Todd. When Todd was in grade 7 (2009-2010), a stranger with whom she was video chatting solicited her to show her breasts--later using that content to further extort her for sexual images and cyberstalk her. …. demonstrates how incidents can progress from sexting to cyberstalking, harassment, face-to-face bullying, and suicide.”

 I have shared often with my own children the need to think about online safety in relation to what they are posting and/or communicating with others and they have taken heed, but I am surprised still by some of the photos and comment other young adults I know post. I have also shared with them my understanding of how employers now often check-up both on perspective employees and present employees by accessing their postings on social media.  They do not seem to understand or care about the digital footprint being left behind. Try Goggling a person you know and you will be surprised. I easily accessed information both in Twitter and Pintrest.

 We as teachers and parents need to start at a young age teaching children about the appropriate use of social media and the implications its use can have.  In developing digital citizenship I strongly agree with the analogy Hengstler (2013a) used in relation to children’s learning to use social media.
           I’m guessing you wouldn’t stick your kid on a two wheeled bike with pedals and no
           training wheels before s/he was ready. So don’t give them free range with social
           media and digital communications until they can show you they can act
           responsibly with them. (Hengstler, 2013a)
 Further in relation to personal information being accessed through social media, I commented to my husband a while back that the ads on my Facebook newsfeed often matched areas that I was interested in. He shared with me that through Facebook information from my computer is retrieved and then the ads on my site are created to match these interests. This was validated by Hengstler (2013a). What is truly troubling is that my information is actually sold to advertisers.
           There are people somewhere writing code for those websites and services, running
            servers where all the information is stored, using up electricity water, space, etc. All
            those things must be paid for–and they are paid for when the service provider is
            able to take the information we provide and sell it to advertisers or other 3rd

 parties. (Hengstler 2013a)
 Once again this points out the importance of knowing the implications of the use of a specific social media tool before using it.  This information can be found as outlined by Hengstler (2013a).
          You can usually figure this out by which sites have been in the news for privacy
           issues, or just read it in the fine print of the site/service’s Terms of
           Service or End User License Agreements. If they lay claim to everything you
           post–with the rights to sell it at will to others, use it for advertising, etc.–keep
           your eyes open and be careful what you post there.  (Hengstler, 2013a)
With this in mind I will be looking closely at the social media tools I am introduced to and which I choose to use both personally and when looking to integrate their use in to my classroom.

 In looking at use of social media with my students, in a previous OLTD course I created a “[Non-LMS Toolkit](http://jjaceklearnsonline.weebly.com/oltd-504-non-lms-toolkit.html)” (Jacek).  My first thought was that in order for this to be of use to me I needed to inquire as to what, if any, restrictions my school district has, in relation to students use of tools and services.  I talked to our technology person and found out two regulations.

 First, students can use any tool or service where they create their own account however before they can go ahead with such use they and/or their parents need to be informed so they can make a decision about whether or not they wish their child to use it. This is why it is important ahead of planning the use of web based tools to make sure you have consent for that specific tool from all in your class. I would not want to spend time planning a great lesson, unit or class communication around the use of a specific Web 2.0 tool/social media only to find out that half the class is not given parent consent, which would then lead to me revamping the whole plan rather than exclusion of some students from participation.

 Secondly, if I wish to use a management system or resource, in which I register students and create accounts for them, then it must be Canada based or hosted on our own server, as those hosted in the US are not subject to the Canadian privacy act. We use as our LMS Blackboard which is hosted on our own server. Presently our district is looking at the use of Word Press as it can be hosted on our district server as well.
 In relation to the first regulation I found the following information from Hengstler (2013c) relevant:
            Knowing my interests, parents have approached me to describe incidents
             where students are using social media and cloud based resources in their
             local schools without any permission forms or information being sent home.
             One parent described Googling her child’s name only to find a Prezi with
             scanned family photos and information—yet the parent had never been approached
             for permission–much less had discussions or handouts on the activity and its potential
             privacy risks. I have heard numerous accounts of teachers doing great things with Google
             docs and their classes–using Facebook or Twitter, but when I pause to ask them whether
             they sent out and obtained written permission slips, I either meet a dead silence or
             am told, “Oh, our school media waiver covers that.” The likelihood that a school media
             waiver meets the key criteria set down in our BC law and regulations for ‘knowledge’,
              ‘notice’, and ‘informed consent’ with regard to these types of activities in these

 Technological environments is slim. (Blog Post Hengstler, 2013c)
This right away made me think of teachers I know that use Prezi and Glogster with their students and others who have mentioned using Google docs. In our district all students and parents fill out a district “Student Use and Agreement Form” titled “Expectations for Students using School or District Electronic Communications Systems” ”[https://documents.sd61.bc.ca/super/polreg/pdf/reg5131.9(attach).pdf](https://documents.sd61.bc.ca/super/polreg/pdf/reg5131.9%28attach%29.pdf) . This may be sufficient to cover certain situations but I question whether it is relates to informed consent for use of these Web 2.0 tools.
 This takes me to the second item from Hengstler (2013d) that I found highly important and that relates directly back to what I learned from our IT person.
                       Various provinces in Canada--and other jurisdictions across the world
                        --have enacted laws to protect privacy. In BC, we are covered by the
                        Freedom of Information and Protection of Privacy Act or FIPPA
                        (<http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/96165_00>)
                        It is one of the most defined privacy protection frameworks in Canada. FIPPA
                        states that ‘public bodies’ such as schools and public organizations have
                        defined legal requirements for handling your personal information when
                        it is within their ‘custody’ and ‘control’1. Generally, public bodies must
                        make sure that your personal information cannot be stored or accessed outside
                        of Canada without your express  permission—‘consent’ (Note: there are certain
                        exceptions in the law like data covered by treaties, etc.). FIPPA states that
                         your consent must be in writing, state to whom your personal information may
                         be disclosed, and how your information will be used. Also, if you post personal
                         information about others, their permission must also be secured. (Hengstler, 2013d)
 In looking to the fact that each province has its own laws to protect privacy, what may be acceptable in one province may not be acceptable in BC. This needs to be taken to account when looking to use ideas from both teachers and instructors in other provinces and other countries. This was noted frequently by A. Couros, an instructor in one of our previous OLTD courses, who lives in another province.
 Asteachers we need to be well informed and up to date on the Freedom of Information and Protection of Privacy Act, and its boundaries. Further in looking to social privacy, which should go hand in hand with all schools having access to the world wide web and in particular social media, the Ministry of Education either needs to come up with a province wide policy on the acceptable use of social media, in relation to school work and the school community, or expect each school district to do so. In turn we must then make sure our students and in particular their parents are well informed as we look to integrate Web 2.0 tools/social media in to our classrooms.

 One important factor teachers need to keep in mind when looking to the use of technology is social justice and in particular the digital divide. A socially just society is one based upon the principles of [equality](http://en.wikipedia.org/wiki/Social_equality) and [solidarity](http://en.wikipedia.org/wiki/Solidarity) (Wikipedia). In relation to this, one must look at the implications for our students in relation to the digital divide. A digital divide is an [economic inequality](http://en.wikipedia.org/wiki/Economic_inequality) between groups, broadly construed, in terms of access to, use of, or knowledge of [information and communication technologies](http://en.wikipedia.org/wiki/Information_and_communications_technology) (Wikipedia). Hengstler (2013h) stated in relation to the Wikipedia definition that, “While the digital divide is not specifically talking about social media, remember that there is no social media use without access.”

 With this in mind, the BC Ministry of Education is looking to 21st century learning and in relation to this has developed the “BC Education Plan” (2011). With this comes the expectation of increased use of technology. As cited by Hengstler (2013e) from Hicks and Turner (2013), "...we know that students in areas without access to tools of technology and the Internet will struggle to participate economically and politically" (64). Hengstler (2013e) also cited Looker & Naylor (2010), "school and public access can compensate in important ways for lack of home access" (14).  If we take in to account that there are families, that due to socio-economic and geographical circumstances, do not have access to a computer and/or wifi then the ministry needs to be prepared to come forth with the money needed to provide computers and wifi access to all BC schools. Without this the digital divide will continue to exist and once again those who may need this knowledge most will not receive it due to social injustice.

 In closing there are many boundaries that we as teachers need to keep in mind when looking to the use of social media in both our personal lives and professional. The former can have either a positive or negative effect on the latter depending on how we use social media. In our job as professionals we are held to a higher standard this means we must pay close attention to how we present ourselves on social media, for what is posted forever remains as part of our digital footprint. In our role as professionals we must follow the privacy act guidelines and make sure our students and their parents are aware of these, before students’ use social media in the classroom and/or at home in relation to a classroom assignment. Further as teachers it is our job to make sure we start at a young age teaching students about the importance of online safety boundaries. Finally, students need equal opportunity to use technology, in this way we are working to decrease the digital divide by giving students equal skills to meet with success in our technology based world.

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