



Facebook

SVEA TRAINING MODULES

www.svea-project.eu

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Introduction

This module explores how the Facebook social networking website can be used in education. It is aimed at teachers who are relatively new to social networking and will demonstrate how such applications can be used to engage with modern learners who already use the same tools in their social lives. There are five learning sessions and a series of practical exercises for you to complete as you work through the module. The focus is on topics that will equip the teacher with the knowledge and skills to develop interactive learning activities for use with their students both inside and outside of the classroom.

Session 1 – An Introduction to Facebook

This session provides an introduction to the Facebook social networking site and describes how it has grown globally as one of the most popular ways for people to communicate and share information online. The session will show you how to set up your own Facebook account, how to adjust the privacy settings so that only the people you want to communicate with can view the content, and will give examples of how it has been used by many organisations and public figures to promote themselves and their services online.

Session 2 – Using Facebook in Teaching and Learning

Many institutions and educators have already used Facebook as an effective way of supporting teaching and learning, reaching new groups of learners and benefiting from the new ways of communicating and sharing information that Facebook provides. This session includes a number of examples of good practice and aims to encourage you to consider how your teaching might benefit from the use of such methods.

Session 3 – Collaboration with Facebook Page

This session describes how you can set up a dedicated Facebook page for your courses and use it to share information and resources with your students. You will see examples of how others have created and used pages for teaching and learning and will be shown how to set up your own Facebook pages. The session will demonstrate how to add a variety of learning content including images, video and text documents. You will also be shown how to create learning activities such as Forums.

Session 4 – Communication with Facebook Groups

It is possible to set up user groups within Facebook which are restricted to only the members invited. This can be very useful in education where closed discussions and the sharing of information is required. In this session you will see examples of learning groups and the way they are managed. You will be shown how to set up such groups and how to invite teachers and learners to join.

Session 5 – Facebook in Vocational Education and Training

This final session will explore how Facebook can be used to support adult and work-based learners. It will include a number of Facebook pages that have been set up by key contributors to the delivery of VET online. The session will be an opportunity for you to discuss your own views and experience of VET and the role that Facebook could play in that in the future.

Session 1 - An Introduction to Facebook

Introduction

Facebook is a social networking website where users can share information and communicate with friends. According to the Facebook organisation it currently has over 750 million active users globally. Users can create personal profiles with photos, lists of personal interests, contact details, and other information. They can also communicate with friends and other users through private or public messages and a chat feature.

An important feature of Facebook that makes it very useful for education purposes is the ability to create and join special interest groups. This module will be exploring the value that Facebook brings to teachers and learners and will be providing a lot of information about effective practice and how others have used Facebook in their teaching.

Throughout the module you will be undertaking learning activities related to the use of Facebook in education and will be invited to share your experience with others in the module discussion forum inside the SVEA platform.¹

Learning Outcomes

By the end of this introductory session you will have:

- Created a Facebook account for your teaching
- Considered privacy issues when sharing information online
- Discussed the value of using Facebook in education

What you have to do

This introductory session will introduce you to Facebook and guide you through the process of setting up a Facebook account. If you already have a Facebook account you can skip that activity, but it is recommended that you glance through the guidance materials, particularly those relating to privacy, that you might not have considered before.

You will also be introduced to the use of Facebook in education and will be invited to share your views on the issues raised in the discussion forum.

¹ You can register to the SVEA platform by clicking onwales.svea.csp.it. The discussion forum you find inside the blog of the Facebook training module.

1.1 Facebook & Social Networking

Facebook is a social networking website where people can meet and interact online. Facebook users can communicate about common interests, share photos, music and videos, make new friends and generally socialise online. It is one of a new generation of social networking tools that includes YouTube for sharing videos, Flickr for sharing photos, Blogger for maintaining an interactive online diary, and many others. Collectively they are referred to as Web 2.0 applications and the other modules in this series will describe a number of them and how they can be used in education to enhance the learner experience.

Social networking sites such as these, together with other freely available online services such as Google for finding information, Skype for online voice communications, e-Bay for online buying and selling, have transformed the way society operates both socially and at work over the last decade. There is every reason to assume that the services provided will continue to expand and add value, and that education can benefit from this developing resource.

Facebook is the first of the social networking sites that will be examined in this series of modules. This introduction will outline what it offers, how it works and how you sign up to become part of the Facebook community. Later in the module you will see how it has been used in education and will reflect on how it could add benefit to the learner experience in your area of vocational education and training.

The following document from [Indometric](#) provides an excellent overview for those new to Facebook:

Having been introduced to Facebook, it is now time to set up your own Facebook account so you can explore the application in more detail. If you already have a Facebook account you can skip this activity, but it is recommended that you quickly read the section anyway to remind yourself of the process.

1.2 Setting up a Facebook account

Follow these simple steps to create your new Facebook account. Once you have an account you'll be able to post onto your own 'Wall', join 'Groups' and search for other Facebook users to invite as 'Friends'.

If you are going to use Facebook for teaching, then all of your students will also need to sign up for a Facebook account in the same way. In later sessions in this module you will find out how to set up Facebook groups and pages for your course.

- First open a new window or tab within your Internet Browser.
- Enter the web address www.facebook.com and the following webpage should appear:



The screenshot shows the Facebook homepage. At the top, there's a blue header with the Facebook logo on the left and login fields (Email, Password, Log in) on the right. Below the header, the main content area is split. On the left, it says "Facebook helps you connect and share with the people in your life." and shows a world map with user avatars. On the right, the "Sign Up" section is visible, with the text "It's free, and always will be." and a form for creating a new account. The form includes fields for First Name, Last Name, Your Email, New Password, I am (gender dropdown), Birthday (Day, Month, Year dropdowns), and a "Sign Up" button. Below the form, there's a link to "Create a Page for a celebrity, band or business."

Sign Up

It's free, and always will be.

First Name:

Last Name:

Your Email:

New Password:

I am:

Birthday:

Why do I need to provide this?

Once the Facebook page has loaded, complete the **Sign Up** section on the right of the screen.

With most online forms you are required to enter a series of characters as displayed within an image. This is to prevent automated form filling.

Sign Up

It's free, and always will be.

Security Check

Enter **both words** below, **separated by a space**.
 Can't read the words below? [Try different words](#) or [an audio captcha](#).

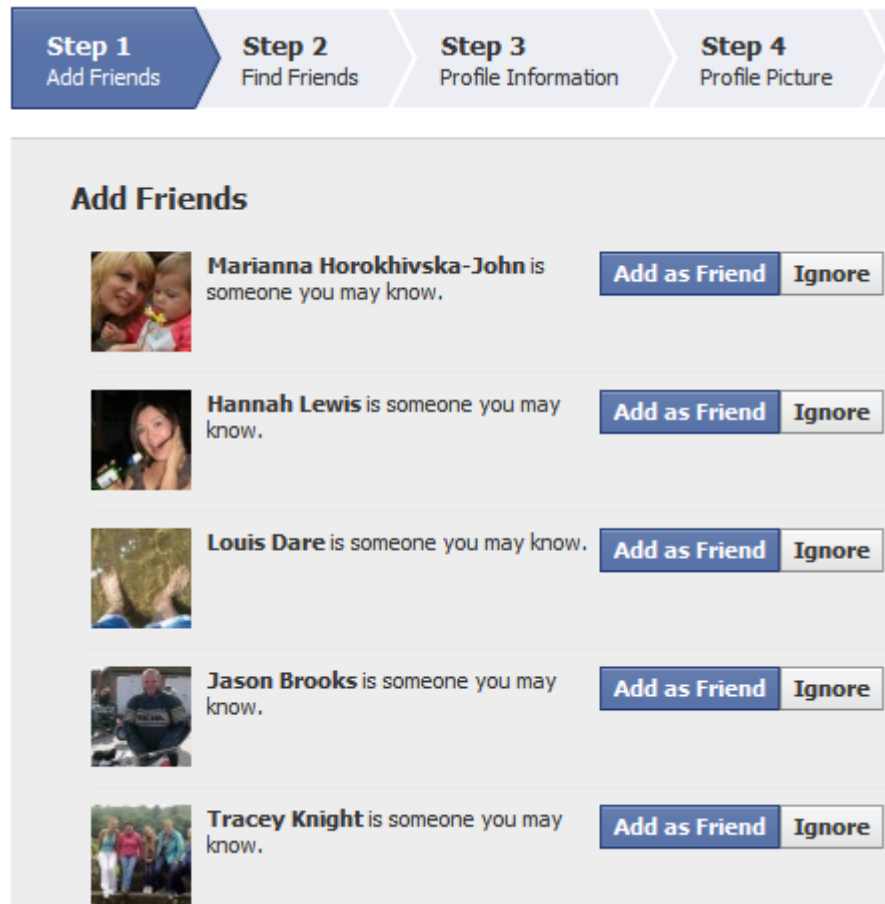


Text in the box:

[◀ Back](#)

By clicking Sign Up, you are indicating that you have read and agree to the [Terms of Use](#) and [Privacy Policy](#).

Enter the words in the text box and then click **Sign Up**.

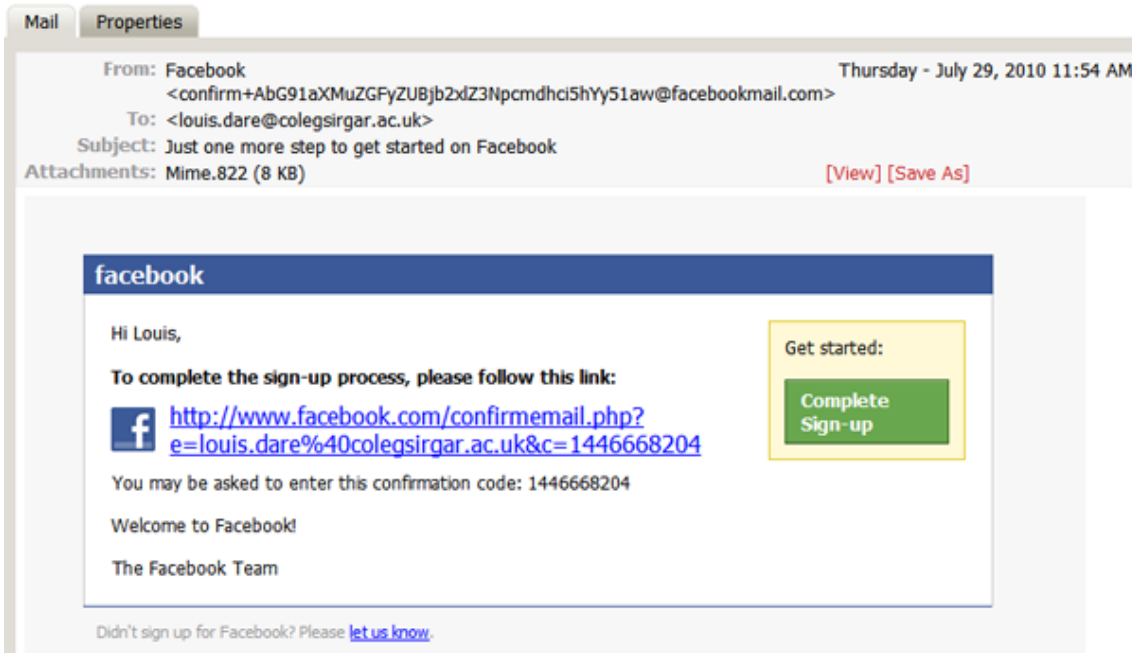


Facebook will try and match you with range of friends, some maybe people who have tried to find you on Facebook even before you signed up and some may be totally random. You will probably wish to select 'Skip this step'.

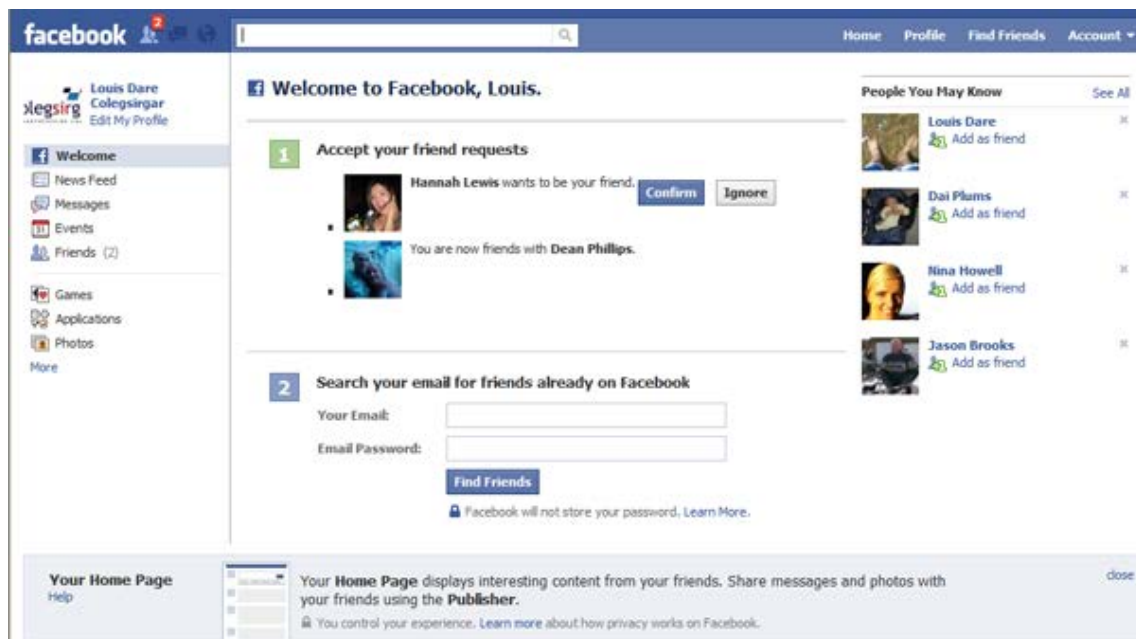
The third step then invites you to fill out your profile. This is the information that people will see about you when they look at your Facebook profile. It can include personal details, photos, school and work details and other information. Leave any section blank if you are uncomfortable with sharing such information (click 'Skip this section' if you don't want any details made available).

When you have completed your profile entry, click **Save & Continue**. Your account is now set up and all that's left to do is activate your details by clicking the link in your email.

In order to verify that your identity is genuine, Facebook will have sent you an email with a link to confirm your email address. Open your email software and locate the email entitled **Just one more step to get started on Facebook** and click on the link.



That's it! Your Facebook account is now set up and live. You will now see your home Facebook page.



Now that you have set up your Facebook account it is important that you consider the issues of privacy and security in the use of such social networking sites. The following section covers this issue.

1.3 Gathering Information on Facebook: Organisations

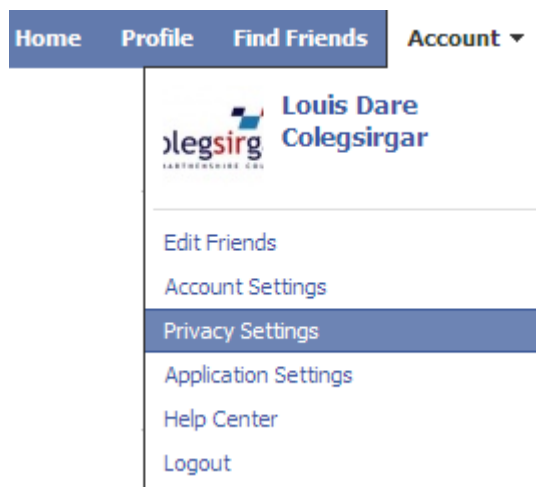
It is not just people who use Facebook to reach new audiences. BMW, Fiat, the European Parliament, Santander and many other organisations all use Facebook as a marketing and information sharing tool. Using Facebook within Business, Economics or Law classes could bring new and exciting resources to the sessions that have been published that same day! A good example is the BBC Facebook page. You can access the BBC World News Facebook page [here](#).

1.4 Protecting yourself

Now you have created an account on Facebook it would be a good idea to change the **Privacy Settings**. When using Facebook for communications with a group of learners you will want to restrict who can see the content. Content that can be viewed by **Everyone** is visible to anybody with a Facebook account. Content that can be viewed by **Friends** can only be viewed by people whom you have added to your list of **Friends**. Remember that in this situation the term **Friends** will be the connection between you and your students.

To view or change your settings select **Privacy Settings**

- Click **Account** from the top right of the webpage
- Select **Privacy Settings** from the drop down menu



The following webpage should now be visible. Notice how by default some settings are available to **Everyone**.

Choose Your Privacy Settings

Basic Directory Information

To help real world friends find you, some basic information is open to everyone. We also suggest setting basics like hometown and interests to everyone so friends can use those to connect with you. [View settings](#)

Sharing on Facebook

	Everyone	Friends of Friends	Friends Only
My status, photos, and posts	*		
Bio and favorite quotations	*		
Family and relationships	*		
Photos and videos I'm tagged in		*	
Religious and political views		*	
Birthday		*	
Can comment on posts			*
Places I check in to [?]			*
Contact information			*
<input checked="" type="checkbox"/> Let friends of people tagged in my posts see them.			
Customize settings			

✓ This is your current setting.

- In order to change your settings click on **Customise settings**

To the right of each property you will see a drop down menu which will allow you to make changes.

Choose Your Privacy Settings ▶ Customize settings

← Back to Privacy Preview My Profile

Customize who can see your posts

Things I share

Make this visible to

These people: Only Me

Hide this from

These people:

Save Setting Cancel

Interested in and looking for Everyone

- Click on the dropdown to the right of **Posts by me**
- Select **Friends Only** (ie your students)
- Click on the dropdown to the right of **Family**
- Select **Custom**
- From the **These people** dropdown select **Only Me** (as shown in **Figure 1.16**)

As you scroll down think carefully about the content and data Facebook currently holds and which will hold in the future and make changes accordingly. Below are a series of recommended settings.

Choose Your Privacy Settings » Customize settings

[← Back to Privacy](#)[Preview My Profile](#)

Customize who can see and comment on things you share, things on your Wall and things you're tagged in.

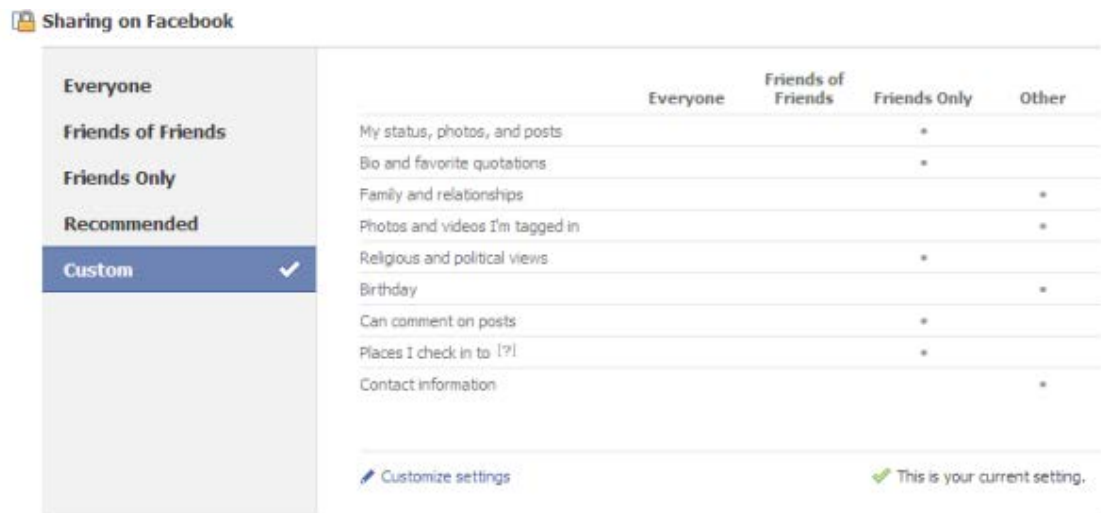
Things I share:	Posts by me <small>Default setting for posts, including status updates and photos</small>	Friends Only
	Family	Only Me
	Relationships	Only Me
	Interested in and looking for	Only Me
	Bio and favorite quotations	Friends Only
	Website	Friends Only
	Religious and political views	Friends Only
	Birthday	Only Me
	Places I check in to	Friends Only
	Include me in "People Here Now" after I check in <small>Visible to friends and people checked in nearby. (See an example)</small>	<input checked="" type="checkbox"/> Enable
Edit album privacy for existing photos.		

Things others share	Photos and videos I'm tagged in	Only Me
	Can comment on posts <small>Includes status updates, friends' Wall posts, and photos</small>	Friends Only
	Friends can post on my Wall	<input checked="" type="checkbox"/> Enable
	Can see Wall posts by friends	Friends Only
	Friends can check me in to Places	Select One

Contact information	Mobile phone	Only Me
	Other phone	Only Me
	Address	Only Me
	IM screen name	Only Me
	<code>louis.dare@colegsirgar.ac.uk</code>	Friends Only

- Click **Back to Privacy** once you have finished.

You should now notice that your summary looks like that below, rather than the defaults you had originally. You can return and make further changes at any time.



Having set up your account and decided on your privacy settings, it is now time to consider how you can use Facebook to gather information about people and organisations.

1.5 Gathering Information on Facebook

When people and organisations set up Facebook pages they provide a lot of information about themselves and their activities. When those people are important figures in politics, entertainment or industry, then that information can be very useful in an educational context.

1. Information about people:

Many famous people have Facebook pages and a lot of information can be found by searching for them using the Facebook Search facility.

Below is an example of Angela Merkel's Facebook page. With all Pages in Facebook you can choose the filter the information displayed. Below the tabs you should notice 'Angela Merkel + Others', 'Angela Merkel' and 'Just Others'. These three views allow you to view comments left by fellow Facebook users. You could encourage your own learners to comment on Angela's posts however your learners should be aware that comment made by other Facebook may be of personal opinion rather than fact.

You can access Angela Merkel's Facebook page [here](#).

Try searching for other people by entering their names in the search box.

2. Information about organisations:

It is not just people who use Facebook to reach new audiences. BMW, Fiat, the European Parliament, Santander and many other organisations all use Facebook as a

marketing and information sharing tool. Using Facebook within Business, Economics or Law classes could bring new and exciting resources to the sessions that have been published that same day! A good example is the BBC Facebook page which you can access [here](#).

Again, try searching for information about organisations by entering their name in the Search box.

Facebook is just one of several online information sources that are available through the use of web 2.0 tools. It clearly has value in education and the use of Facebook for this purpose is explored in the next section.

1.6 Conclusion and discussion

This session provided a general introduction to online social networking and to the Facebook social networking application. You will have had the opportunity to sign up for a Facebook account and web page and will have been made aware of the privacy issues that need to be considered when using online social networking sites.

You were introduced to the use of Facebook to gather information about people and organisations and how this could be valuable for education. In the next session you will be looking in more detail about how Facebook can be used in education. Before you move on, however, you are invited to share your views on what you have learned so far. Do you have any experiences of the use of Facebook that you'd like to share? Post a message inside the [discussion forum](#) of the Facebook training module of the SVEA platform and read the views of others.

Session 2 – Using Facebook in Teaching and Learning

Introduction

This session will introduce you to the use of Facebook in teaching and learning. It begins with some general information and examples from Facebook and its users on good practice in the use of the application. At this stage we are looking at general educational practice so you can see how it has been applied in a range of institutions. Later in the module we will look at applications in Vocational Education and Training.

The session then goes on to provide advice on how to verify the quality of information found when using Facebook to source such information. It explains how to set up Facebook so that all the students can participate in learning through the application.

Learning Outcomes

At the end of this session you will have:

- An understanding of how Facebook has been used in education
- The ability to find and verify information on Facebook for educational purposes
- Information about how to register students on the learning site
- Contributed to a discussion about the use of Facebook in education.

What you have to do

The task is to read through the guidance materials, examine the resources provided and set up your students as 'Friends' on your educational Facebook page (use colleagues or friends if you do not have a current cohort to invite). As with the other sessions, you are also invited to share your views on the discussion forum.

2.1 Using Facebook in the Classroom

As the use of Facebook has grown in popularity as a social networking site, teachers have been considering how it could be used in an educational context to improve the learning experience of their students. It is clear that an online site designed for people with similar interests to communicate and collaborate would have great potential for group work, collaborative assignments and other class-based activities.

This has been recognised by the Facebook organisation itself which has a Facebook site dedicated to education applications that shares the experiences of teachers and provides examples of effective practice. Have a look at the site [here](#).

This website is a good introduction to the use of Facebook in education. Later in the module you will learn more about its use, particularly in Vocational Education & Training. What do you think of the views expressed here? Have you any experience in

the use of such collaborative tools for supporting learners? At the end of the session you will be invited to share your thoughts on the module discussion forum.

There are a number of other resources that provide advice on effective practice in the use of Facebook in education and these include '[A Teacher's Guide to Using Facebook](#)' and '[Facebook Best Practice in Education](#)'. The second document refers to the use of Facebook Pages when preparing for educational use and this is the subject of the next session.

In the previous session you saw how Facebook could be used to gather useful educationally relevant information. How do you know the information is valid however? The next session covers that issue.

2.2 Gathering Information: Is it fake?

So far you have been introduced to a small selection of Facebook pages and groups which are genuine. As you start to search you should notice that for every keyword you use a range of pages and groups appear. This is no different to Google.

If you wanted to find information on Telefonica, the following could appear:



How do you know which ones are genuine? Maybe they all are? Maybe someone is a fan and set up a page out of support? In many cases the result with the greatest number of fans is authentic. In order to use the content within a teaching and learning environment you must ensure the content is accurate.



[Add to My Page's Favorites](#)

[Suggest to Friends](#)

[Subscribe via SMS](#)

This page is run by Organizing for America, the grassroots organization for President Obama's agenda for change. To visit the White House Facebook page, go to WhiteHouse.gov. OFA is a special project of the Democratic National Committee.

Once within a Page you may notice some descriptive text. In the example above you'll notice that there is a block of text below the image. This is a description which is not written by Facebook.

facebook Search Home

J. K. Rowling Like

Info Related Posts Wikipedia

Our goal is to make this Community Page the best collection of shared knowledge on this topic. If you have a passion for **J. K. Rowling**, sign up and we'll let you know when we're ready for your help. You can also get us started by suggesting the Official Facebook Page.

Description

From Wikipedia, the free encyclopedia

Joanne "Jo" Rowling, OBE (born 31 July 1965; married name **Murray**), better known under the pen name **J. K. Rowling**, is a British author best known as the creator of the *Harry Potter* fantasy series, the idea for which was conceived whilst on a train trip from Manchester to London in 1990. The *Potter* books have gained worldwide attention, won multiple awards, sold more than 400 million copies and been the basis for a popular series of films, in which Rowling had creative control serving as a producer in two of the seven instalments.

Rowling is perhaps equally famous for her "rags to riches" life story, in which she progressed from living on welfare to multi-millionaire status within five years. As of March 2010, when its latest world billionaires list was published, *Forbes* estimated Rowling's net worth to be \$1 billion. The 2008 *Sunday Times Rich List* estimated Rowling's fortune at £560 million (\$798 million), ranking her as the twelfth richest woman in Great Britain. *Forbes* ranked Rowling as the forty-eighth most powerful celebrity of 2007, and *Time* magazine named her as a runner-up for its 2007 Person of the Year, noting the social, moral, and political inspiration she has given her fandom. She has become a notable philanthropist, supporting such charities as Comic Relief, One Parent Families, Multiple Sclerosis Society of Great Britain, and the Children's High Level Group.

Read More

Related Pages

1 Page See All

Harry Potter

The example above is a Facebook Page entitled JK Rowling. There is nothing to indicate that this is genuine. There are no posts by JK Rowling and the text at the top "Our goal..." suggests it has been set up by a fan.

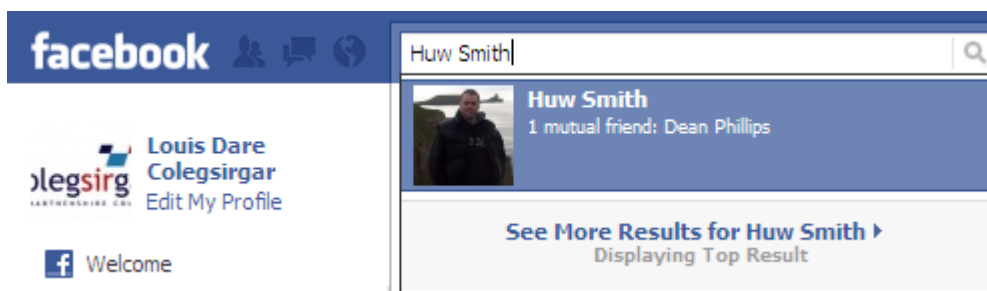
For more information on this subject Lauren Gerber has written an interesting article entitled Face Profiles on Fakebook/Facebook which you can find [here](#).

If Facebook is to be used as a teaching and learning tool, then your students will need to have access to the account you have set up for the purpose. The next section shows how this is organised.

2.3 Adding Students

Having set up a Facebook account for teaching purposes you will need to ensure that all your students can access it. To do this they will all need to set up their own Facebook accounts (if they haven't already got one) and will use the same procedure outlined in Session 1 to do this. You will then be able to invite them as 'Friends' of the Facebook page.

Using the Search box at the top of the page you can type the name of your students one by one. By default Facebook will display results based on people you have already become friends with. With the example below there are likely to be 1000's of users called Huw Smith globally. Facebook has displayed one initially who is already one of the user's Facebook Friends. To view more possible Huw Smith's you can click on 'See More Results for Huw Smith'.



Depending on the privacy setting applied by the student you are looking for you may (or may not) see a photograph to help confirm the correct person. Facebook will also display limited geographical information which can aid the searching process.



Once you have located your student click **Add as Friend** and await their confirmation.

By clicking on **Profile** (at the top of the screen) you will be able to see your Profile as displayed to others. On the left side of the screen should be a list of your confirmed Facebook Friends.

This introduction to the use of Facebook in education will now conclude with a summary and an invitation for you to post your views on the discussion forum.

2.4 Conclusion and discussion

This session introduced some ideas about how Facebook could be used in education and showed how it could be used for finding information and verifying the content. A number of additional resources that provide advice on effective practice in the use of Facebook in education were included in the 'Using Facebook in the classroom' section.

You have been invited to form your own opinion about the educational uses of Facebook in this session and will continue to do so as the module progresses. To conclude this session, share your initial thoughts inside the [discussion forum](#) of the Facebook training module of the SVEA platform.

The next session provides further information about how Facebook can be used collaboratively in the support of learners.

Session 3 – Collaboration with Facebook Pages

Introduction

There are two different ways of creating an online presence for your educational course using Facebook: as a Page or as a Group. A Facebook Page is a great way of sharing content, broadcasting news and generally promoting the activities of your courses. Groups, on the other hand, have a more controlled membership and are less public. They are more appropriate for educational community communications and their use will be covered in the next session of this module.

In this session you will examine a selection of educational course pages and find out how they have been used in the educational process. You will then be shown how to create your own page and to populate it with content.

Learning Outcomes

At the end of the session you will have:

- Gained an understanding of Facebook Pages and their value in education
- Created a Facebook page and populated it with content
- Discussed your experience and views on the discussion forum

What you have to do

There are a lot of resources here. The text indicates which you are expected to read in full and which are for reference. The learning activities are to be completed so you gain experience in the implementation of these Facebook features for education. The discussion forum is to be included in the activities.

3.1 Using Facebook Pages in Education

This resource begins with two YouTube videos giving examples of the use of Facebook Pages in Teaching. They both are from schools but they involve reflective student practice and class management that could equally apply in a vocational learning course.

The first video demonstrates how Facebook Pages (sometimes referred to as fan pages) can be used within history lessons. In this example the students create pages as if they were the chosen historical figure.

- [Using Facebook to teach](#)

The second video demonstrates how Facebook Pages can be used to issue assignment information, record lessons and host lesson resources.

- [Facebook as a Teaching Tool](#)

A good place to start when considering designing a Facebook Page for your courses is the [Facebook Good Practice in Education Guide](#). The Guide provides a helpful introduction and will give you an idea of how you might use it for promoting your course and supporting your students online.

3.2 Creating a Facebook Page

Facebook has published a guide on how to create a Facebook Page and populate it with content. You can download it [here](#).

It is a very detailed guide and for the purposes of this session you may only wish to scan through it to see the topics it covers and to appreciate how useful it will be as a reference source when you begin to construct your own pages. It is suggested that you read pages 1-5 initially.

Having seen how to create Facebook pages and use them in an educational context, you can now practice creating your own pages in the Skills resources.

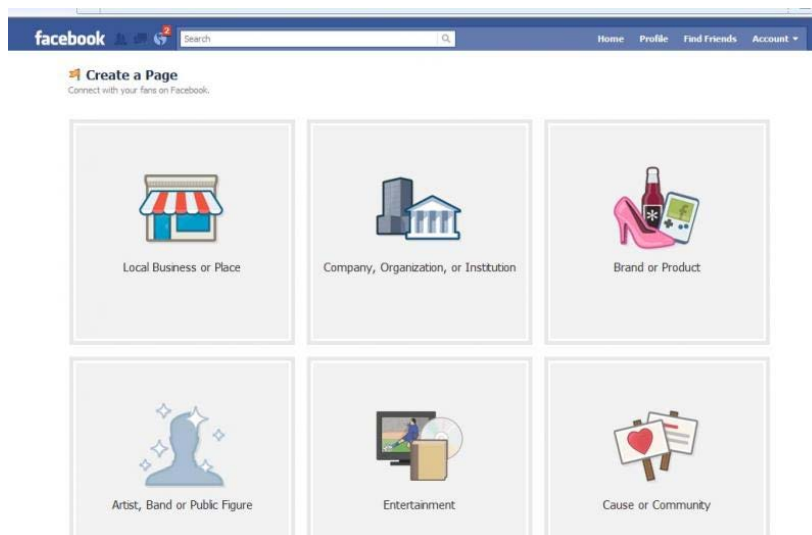
3.3 Creating a Page

This exercise will take you through the sequence of creating a Facebook Page. The actions involved will be very similar to those described in the Facebook Pages Manual, so when you go back to that for detailed advice, the format will be familiar.

To create a Page, you need to be logged into your Facebook account. When logged in, enter the following address in the browser address bar:

<http://www.facebook.com/page>.

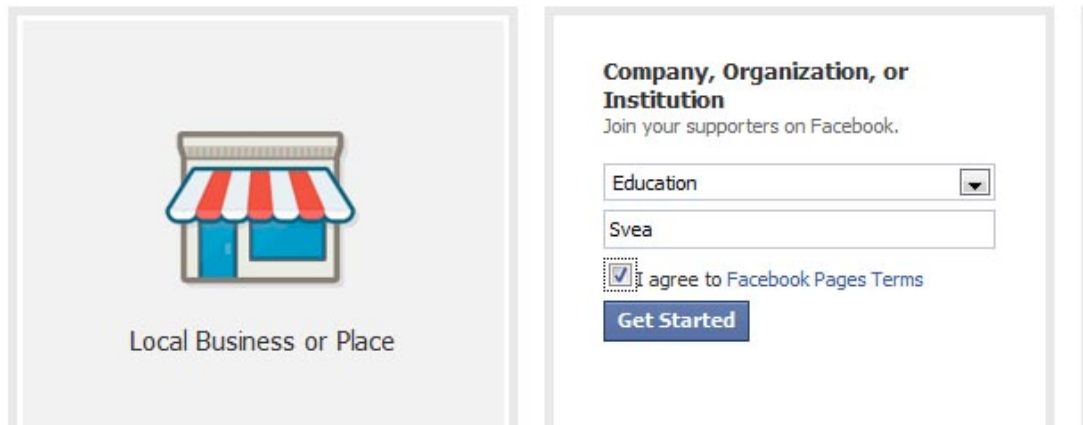
The following window will appear. It invites you to identify the type of organisation or purpose of your page:



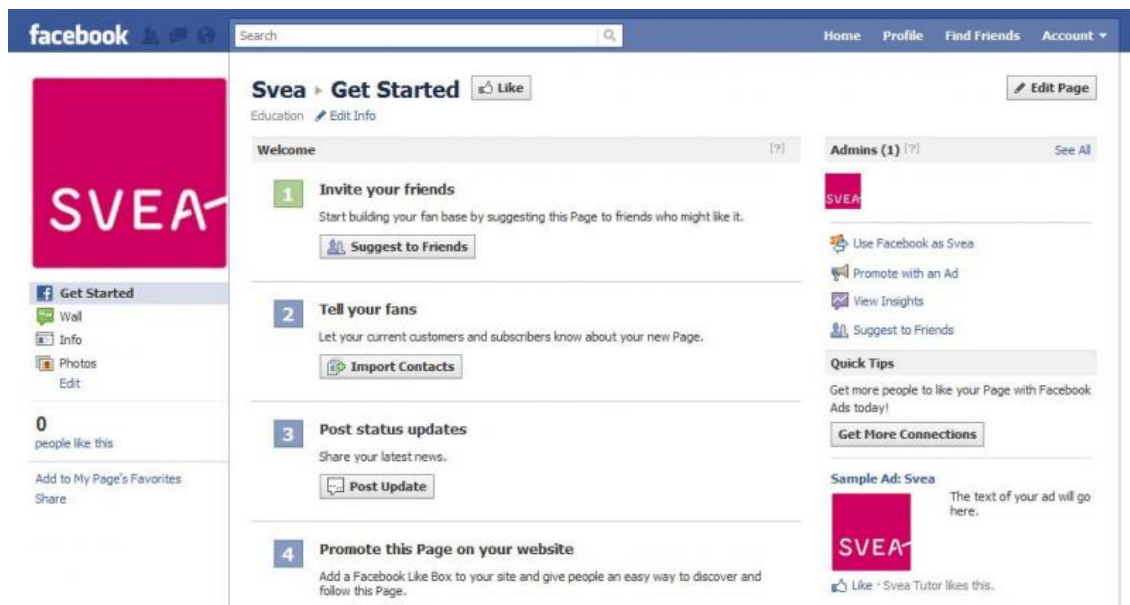
Click on 'Company, Organisation or Institution'. A drop-down list of types of organisation will then be offered and for this exercise select 'Education' and give it an appropriate name:

Create a Page

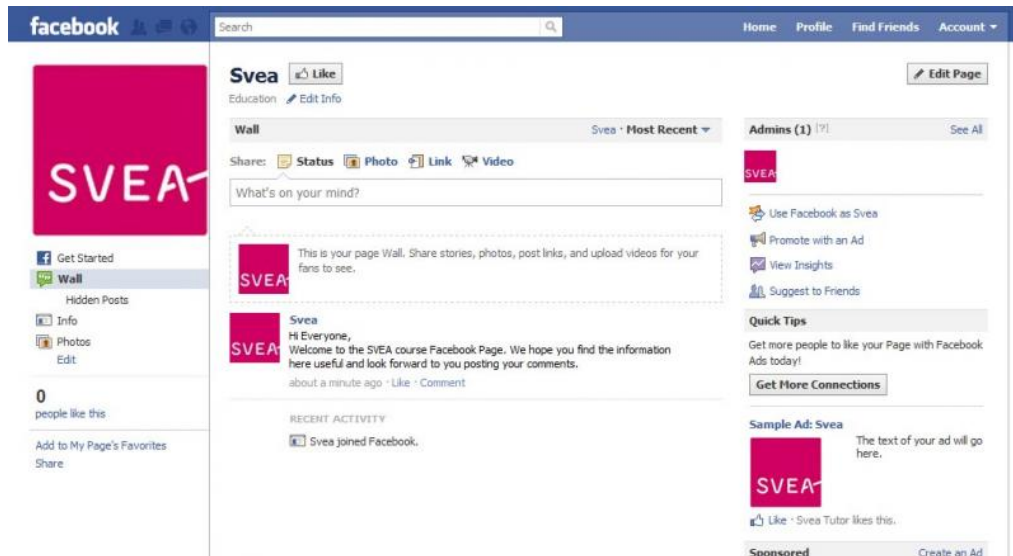
Connect with your fans on Facebook.



Having agreed to the Facebook Pages Terms and clicked on 'Get Started', the basic page will appear which invites you to upload a photo and begin to make the page known to friends and others on the web:



You will see that the layout is the same as for your own individual Facebook page. The main active area is the Wall and clicking on that button to the left of the screen displays all recent postings and comments:

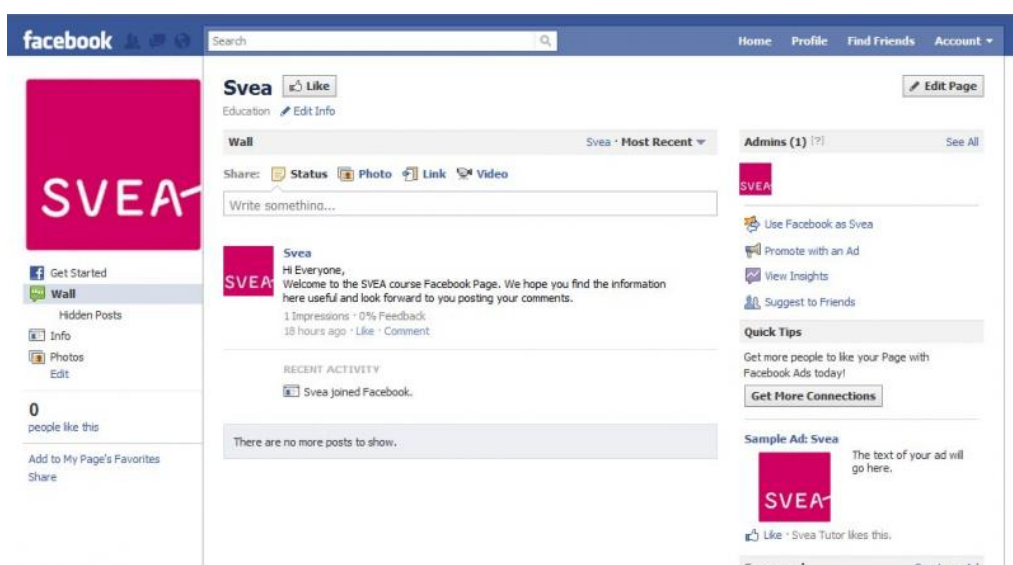


You now have an empty Facebook Page that you can now begin to populate with content. The processes for doing that are covered in the next section.

If you have any comments or queries about the use of Facebook Pages based on your work so far, please share them on the discussion forum on svea.csp.it inside the Facebook training module.

3.4 Customising your Page

Now that you have created your Facebook Page you can customise the appearance and settings and add content. Content is added by posting messages, as well as adding photos, videos and links to relevant websites. To post a message just type in the 'Write something' window. To upload photos or videos, click on the icons and browse your computer to identify the file to upload.



Your Facebook Page can be used as a general noticeboard for your course where all your students, when linked as 'Fans' of your page, can be informed of any updates or new resources whenever you add them to the Page. It can also be used to advertise your course to the wider community.

The settings for your Facebook Page are managed by clicking on the 'Edit Page' icon on the top left of the page. This opens a window with a range of options:

The screenshot shows the Facebook 'Edit Page' interface for a page named 'Svea'. The left sidebar contains navigation options: Your Settings, Manage Permissions (selected), Basic Information, Profile Picture, Featured, Marketing, Manage Admins, Apps, Mobile, Insights, and Help. The main content area displays various settings:

- Page Visibility:** ☐ Only admins can see this Page
- Country Restrictions:** Type a country... (with a 'What is this?' link)
- Age Restrictions:** Anyone (13+) (with a 'What is this?' link)
- Wall Tab Shows:** All Posts (with a help link) ☒ Expand comments on stories
- Default Landing Tab:** Wall
- Posting Ability:** ☒ Users can write or post content on the wall, ☒ Users can add photos, ☒ Users can add videos
- Moderation Blocklist:** Comma separated list of terms to block... (with a help link)
- Profanity Blocklist:** None (with a help link)
- Delete Page:** [Permanently delete this Page](#)

At the bottom are 'Save Changes' and 'Cancel' buttons.

As well as allowing control of who can see and add content to the page, it also provides information about who is accessing the page (the 'Insights' function), which is useful when using it for teaching with groups of students, as well as using it for advertising the course.

You are now invited to experiment with your Facebook Page; populating it with content, posting messages, inviting friends to be 'Fans' of your page and generally forming an opinion about how useful it might be in your teaching. You will probably find the Facebook Pages Manual a useful resource while doing this. In the final part of this session you will be invited to share your experience and opinions in the discussion forum.

3.5 Conclusion and discussion

In this session you have been introduced to the use of Facebook Pages as a means of communicating online with students and promoting your course. You will have seen that the key difference between a Facebook Page and an individual Facebook Account, is that the Facebook Page is designed to promote organisational or group activity and is hence very appropriate for use in online education. You have also created your own Facebook Page, have populated it with content and have experienced the way in which it can be configured and managed.

What are your thoughts on the use of Facebook Pages as a way of supporting online learners? How useful would it be in your teaching? Share your views in the [discussion forum](#) inside the Facebook training module on the SVEA platform.

Session 4 – Communications with Facebook Groups

Introduction

This session demonstrates how you can use Facebook Groups to communicate with your students online. A Facebook Group has the overall look and feel of an individual Facebook Account and a Facebook Page, however the big difference is that its use can be restricted to an invited membership and it is intended for group communications and resource sharing.

It is not difficult to see how this could be very useful for the online support of teaching and learning and examples of its use in this context will be presented here.

Learning Outcomes

At the end of this session you will have:

- Learned about Facebook Groups and their use in education
- Created your own Facebook Group
- Discussed the use of Facebook Groups in the forum

What you have to do

The first sections provide an overview of Facebook Groups and the following sections involve you creating and evaluating your own group pages. You will conclude by sharing your experience and opinions in the discussion forum.

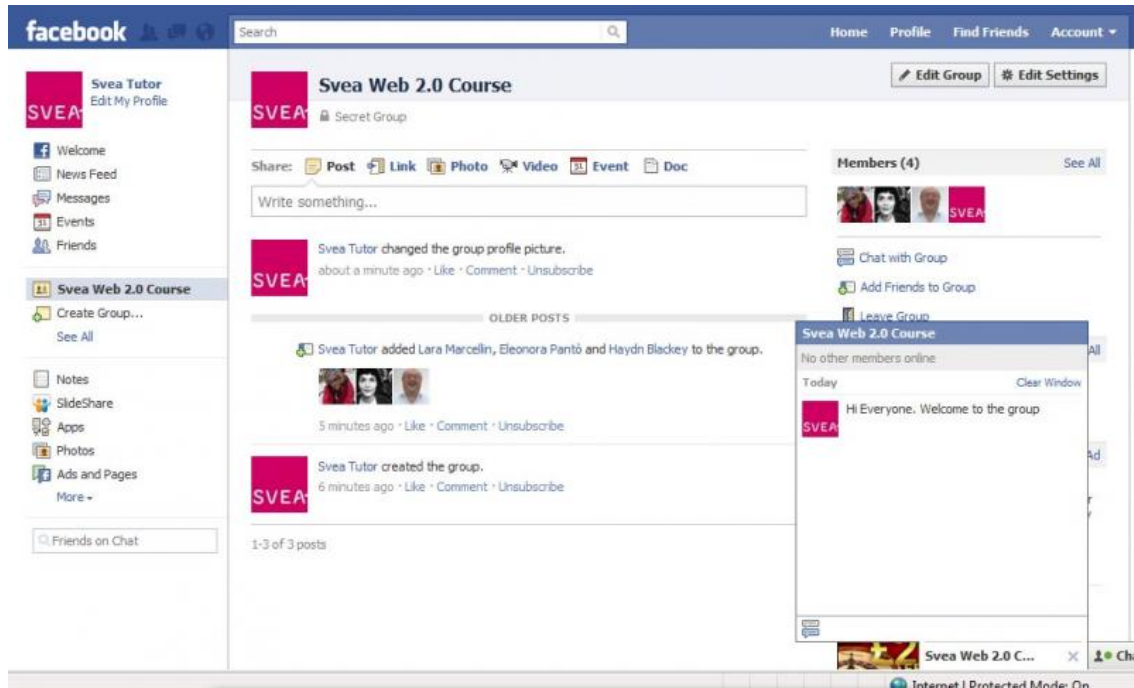
4.1 An Introduction to Facebook Groups

A Facebook Group is a closed online environment where only the invited group members can participate in discussions and share information and resources. It has varying levels of privacy, including a level where it cannot be seen at all on line by anyone but the Group members. This is a useful option for online learning where participation needs to be controlled and the resources protected. It can be seen from the Facebook Groups introductory page below that education was seen as a potential user of the facility:

It is very simple to set up a group, either from the

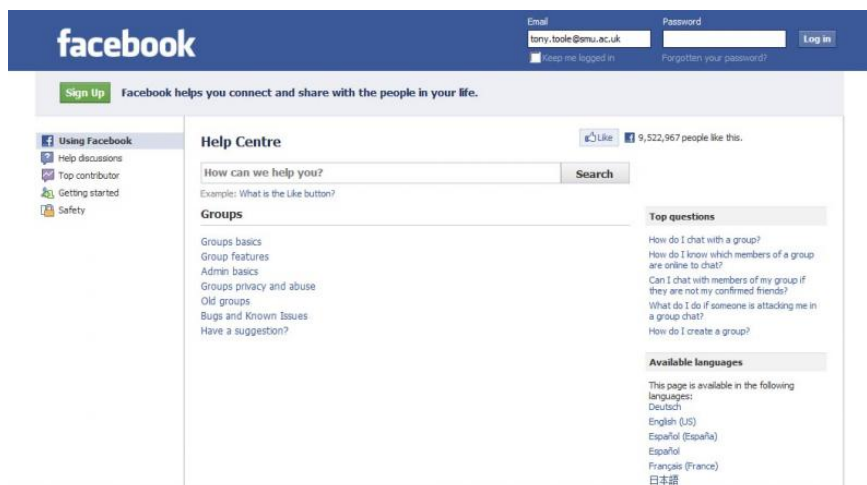


Groups page shown on the right (<http://www.facebook.com/groups>) or from your own Facebook page. The process for doing this is covered in the Skills resources for this session. When you do so you will see your newly created Group page which will be similar to the example below:



The key features of the Group are that there is a closed membership managed by the person who set up the Group, and a variety of ways the participants can communicate and share resources. In addition to the ability to post messages and comment on those of others, there is a Group Chat facility for real time discussions, an 'Event' notification facility and the ability to collaborate as a group in the creation of shared documents. Group members can also choose to be automatically informed by email of all activities happening on the Group page.

Facebook provides detailed information about all of these Group features through



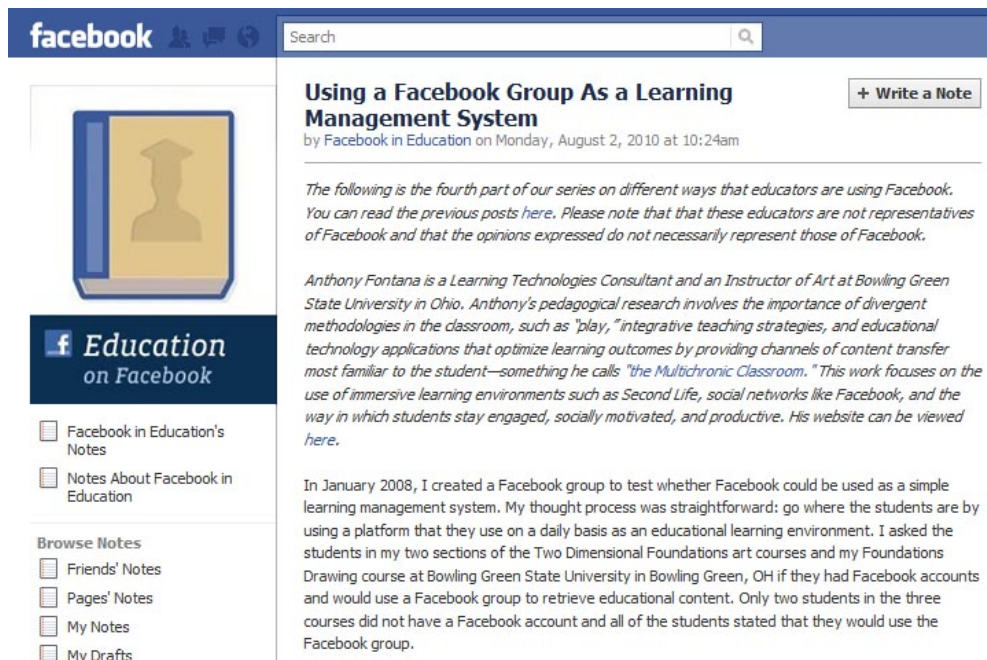
responses to 'Frequently Asked Questions'. You are now invited to explore these features in more detail by clicking [here](#).

When you are satisfied that you have sufficient understanding of

the general functionality of Facebook Groups, then move on to the next section which gives examples of their use in education.

4.2 Facebook Groups in Education

It is clear that Facebook Groups have the potential to be used as very useful online communications and collaboration environments for education. The Facebook site itself has information of their use in this context as shown below:



You can access this resource [here](#).

In October 2010 Facebook Groups was relaunched with its current features and functionality and, as a consequence, there has only been limited time for its effectiveness in education to be tested and reported on. This will change of course, but in the meantime there is more of an active online debate about the use of Groups in education rather than examples of good practice. The following links provide an input to that debate:


- [What new Facebook Groups mean for Higher Education](#)
- [The Advantage of Facebook Groups in Education](#)

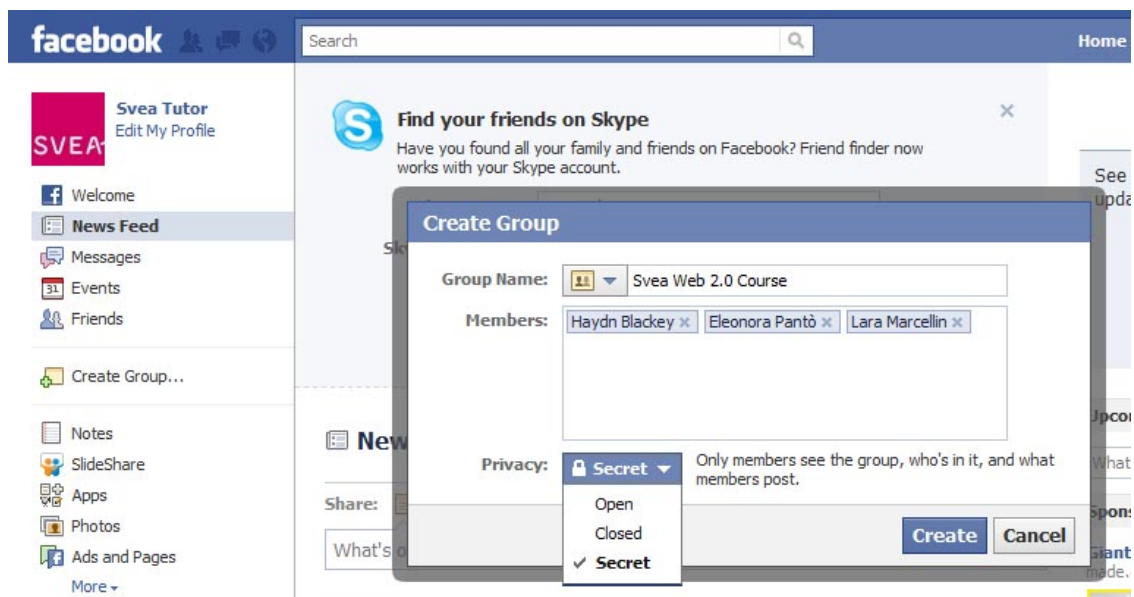
This recent update of a potentially valuable Web 2.0 tool for education is a useful reminder of the continuing increase in functionality of online resources. When you are using such applications and the way they continue to develop you will be part of the community of practice that is exploring their value as teaching tools and sharing that experience with others. Your contribution to the discussion forums on this course

and elsewhere will be important to other teachers considering the use of web 2.0 applications in online support of learners.

In the section that follows you will be setting up your own Facebook Group and you will then be invited to share your experience and views in the concluding discussion.

4.3 Creating a Facebook Group

To set up a Facebook Group you need to first log on to your Facebook account. In the options available on the left hand side of the Facebook screen you will see the  Create Group... icon. Clicking on this will bring up the Create Group window:



In the window you create a name for the group, add members (you can add further members later) and select the privacy level. For a completely closed group which is only seen by group members, the 'Secret' setting should be chosen as in this example. Clicking on 'Create' completes the process and the new Group appears on the screen:



Having created the Group it is now possible to explore its functionality. It will be seen that the ability to post messages and comment on those of others remains, as does the ability to upload photos and videos. However there are additional functions, such as the Chat tool shown above, that make Facebook Groups good for group communications and these are covered in the next section.

4.4 Using Facebook Groups

If you have completed the previous sessions in this module you will now be familiar with the general ability to share information and visual content using Facebook. All this is available in a Facebook Group page, along with some additional functionality that makes Groups a very useful online environment for teaching and learning.

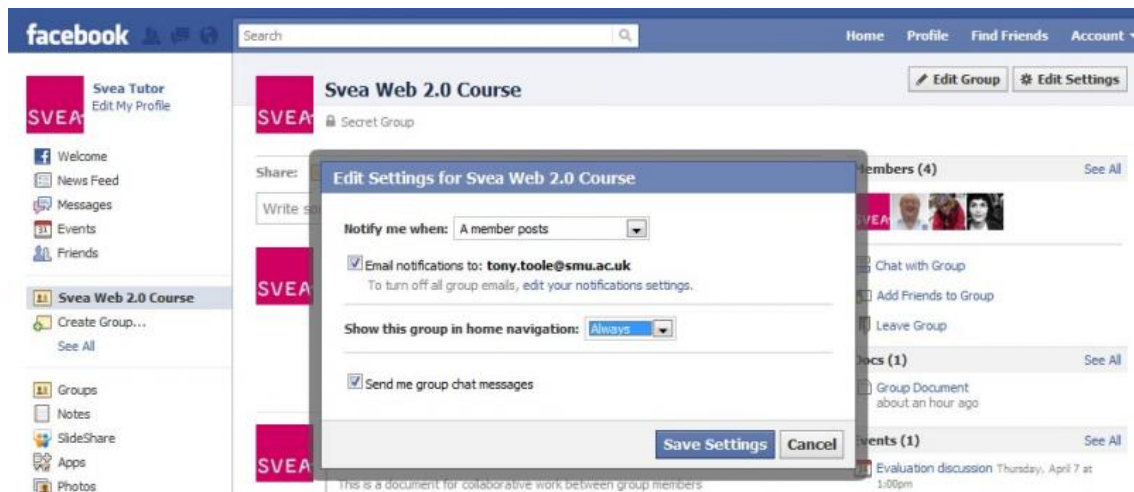
As can be seen from the following image, there are a number of 'Share' options at the top of the Group page that allow group members to:

- Post messages
- Add web links
- Upload photos and videos
- Notify about events
- Create and collaborate in the development of documents

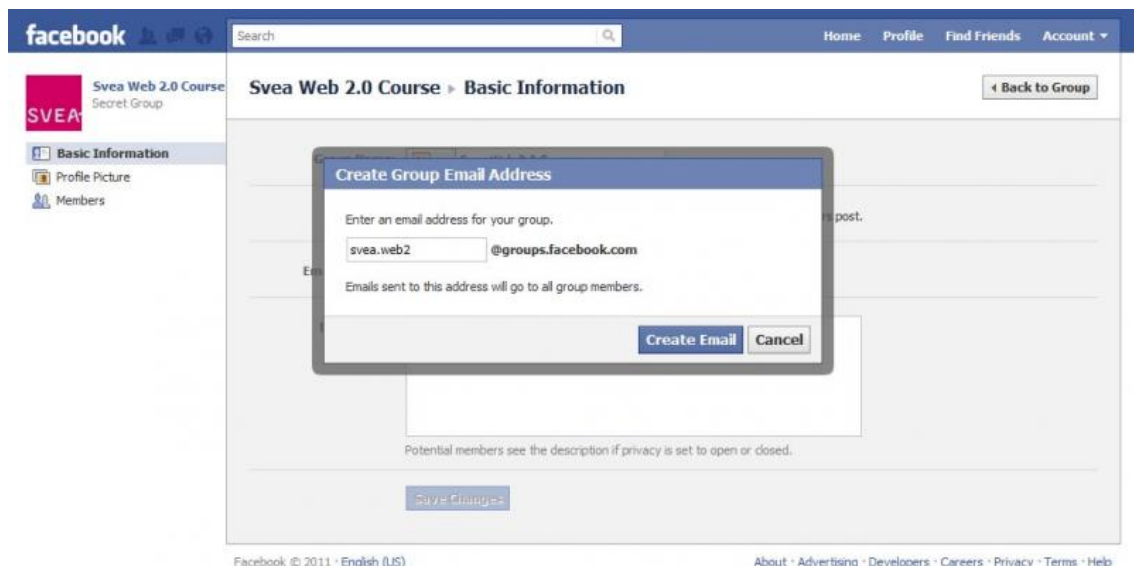


Additionally, there are options on the right of the screen to add friends to the group and also to chat with the group. When activated by clicking on the icon, a chat window appears in the bottom right hand corner of the window (also shown above) where anyone who is online at the time can communicate. Images of group members online are shown at the top of the chat window so users will always know who they are able to talk to.

Further communications options are available through the 'Edit Group' and 'Edit Settings' icons at the top left of the screen. The Edit Settings option allows you to specify when you get email notifications of activity in the group:



The Edit Group option allows the Group name to be changed, the level of privacy to be changed and for a group email to be set up:



As can be seen, Facebook Groups provide a very accessible way of communicating and sharing resources online within a closed community.

In the final section of this session you are invited to share your views and experience of the use of Facebook in an educational context.

4.5 Conclusion and discussion

This session on the use of Facebook Groups included two important messages regarding the use of web 2.0 tools in education. The first of these was that there are web 2.0 applications that facilitate collaboration and communications in a controlled online learning environment. The second message was that such tools are increasing in functionality and that their value to the educational community is increasing as that development continues.

This second factor adds a responsibility to the roles of educational practitioners who use these tools. In this new and developing environment, all practitioners are effectively participating in action research and their experience is valuable to others who are doing the same. It is important that everyone involved shares their experience and contributes to the evidence of effective application in education.

What do you think of the value of using Facebook Groups in your teaching? Having completed this session, post your views on the [discussion forum](#) inside the Facebook training module on the SVEA platform and read/comment on the views of others.

The final session in this module covers the use of Facebook in Vocational Education and Training.

Session 5 – Facebook in Vocational Education and Training

Introduction

Many of the educational examples of the use of Facebook given in this module have been related to school or university rather than vocational education and training. However, the value of using Facebook as an online means of sharing educational resources and communicating with learners is just as relevant for work-based and vocational learning.

It might be argued, in fact, that the use of such flexible online methods of supporting learners was more beneficial to work-based learners as they need to organise their training around their work commitments. The creation of Facebook Pages and Facebook Groups for the sharing of learning resources and supporting students, integrated with other tools in an online web 2.0 environment, means that learners can access that support from wherever they choose and at whatever time suits their work schedule.

Learning Outcomes

This final section of the module looks at Facebook pages that are concerned with vocational education and training and invites you to reflect on the value of using Facebook in the support of your learners. There are no specific learning activities, just a series of useful VET resources available through Facebook for you to explore and broaden your experience of how the educational community is using Facebook to share information and good practice.

5.1 Facebook VET Pages

These pages are presented as sources of information for you to explore how Facebook is being used by the educational community to communicate and share good practice. There are many Facebook pages that can provide information about VET and related issues and the following page is a good starting point:



The screenshot displays the Facebook interface for the 'Vocational Education & Training' page. On the left sidebar, there are links to 'Wall', 'Info', 'Photos', and 'Discussions'. Below these, it shows '93 people like this' and a 'Likes' section with two items: 'Adult Learning' and 'Open Educational Practices'. The main content area shows a post from 'Vocational Education & Training' dated August 9, 2010, at 6:43pm. The post text states: 'All further news on Vocational Education & Training are from now on published on the EFQUEL Facebook page!'. Below the text is a link to a Facebook page: 'http://www.facebook.com/pages/European-Foundation-for-Quality-in-eLearning-EFQUEL/210000590206?ref=ts'. The 'RECENT ACTIVITY' section shows a post by 'James O'Reilly' dated August 9, 2010, at 3:59pm, with a link to a Geek.com article: 'http://www.geek.com/articles/news/bill-gates-forget-university-the-web-is-the-future-for-education-2010087/'. The article title is 'Bill Gates: Forget university, the web is the future for education – Tech Products & Geek News | Geek.com'.

You can access this resource [here](#).

This page is promoting new approaches for the delivery of vocational education across Europe using, in particular, online learning. It is managed by the [European Foundation for Quality in e-Learning](#) and provides links to other Facebook pages that also concern VET online such as the following about Adult Learning (again, click to open in a new window):



You can access this resource [here](http://iffaf.co/?p=18).

From these pages you will be able to explore Facebook pages further as, with each choice, Facebook offers similar pages to view in the navigation window on the left of the page. It is suggested that you now use the links above to explore other Facebook pages related to VET and to judge the value of Facebook as a way to connect with others in the online community of practice.

This session concludes the Facebook module. You have been shown the functionality of Facebook, have set up a Facebook account and have had the opportunity of exploring its value in the support of online learners. You are now invited to share your experience and views in the concluding discussion.

5.2 Conclusion and discussion

This module has introduced you to the web 2.0 application Facebook and has demonstrated its potential for supporting online learners. The core functions of an online learning environment are to provide access to learning resources and to enable communications between tutors and learners. Facebook offers both of these functions and enables them to be configured by the users in ways that suit their preferences and course requirements.

The expectation is that the Facebook application would be integrated with other web 2.0 tools in the construction of an online learning environment that was optimal for the learners concerned. A number of these tools are the subject of other modules created for the SVEA project and in each case the expectation of integration is included in the design. With Facebook we have seen that videos and photos can be

uploaded and displayed, but there is the option of linking to videos on YouTube or photos on Flickr through Facebook Apps if that is preferred.

The whole purpose of these modules is to introduce you to the range of web 2.0 options available for the support of vocational education and training and to show how they can be combined in a flexible way to suit the intended learners. When you consider the use of Facebook in this context, you should also be considering how it might fit with other web 2.0 functionality in the design of your online learning environment.

Having completed the module and considered these issues, you are now invited to share your views and experience on the discussion forum. What do you think of the use of Facebook in your area of vocational education and training? Could it be used as an independent web 2.0 application as additional support for classroom training? What are your thoughts on its use for online distance learners? Please use the [discussion forum](#) inside the Facebook training module on the SVEA platform to post any other comments you have about this module and how useful it was.