SVEA WEB 2.0 GUIDELINES

How to Integrate Social Media in your Training Institution and Practice.

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1. Introduction

The SVEA project has the objective of addressing the collaborative and web 2.0 skills needs of teachers and trainers in both VET and adult training institutions, with a special focus on personnel and organisational development. The wide-spread use of collaborative social media in recent years has undoubtedly transformed the way people communicate, socialise and do business. It clearly offers new opportunities for networking, knowledge exchange and collaborative working on a global scale.

In the same way, the web 2.0 phenomenon is challenging conventional educational models with its potential to transform teaching and learning practice (pedagogical innovation), offer new and more effective approaches to the management of education and training processes (organisational innovation), and promise continuous growth of new (web 2.0) tools which can support and enrich teaching and learning (technological innovation). The implementation of web 2.0 in training institutions, and the successful exploitation of its benefits, will require an informed planning process involving the pedagogical-didactical, organisational and technical aspects of the organisation.

The SVEA project aims to address all these aspects in the following guidelines which have been designed to provide both management and training staff with an introduction to the requisite knowledge and skills. The guidelines are also intended to encourage training institutions to take the first steps in integrating web 2.0 in their training practice.

These SVEA web 2.0 guidelines are presented in two parts, each focusing on one of the two main target groups. The first part addresses the **senior management of VET and adult training institutions** and indicates what has to be considered when integrating social media into the training institution's structure to improve the organisational process. The second part addresses the **trainers** and demonstrates how web 2.0 can be integrated in the course structure to offer more open and collaborative course delivery.

2. Management

If your training institution is considering implementing social media and wants to make the switch from a 'classic' to a 'web 2.0 enabled' educational institution, you will be aware that it is essential that you as a manager establish a sound policy concerning the use of these web 2.0 tools. To truly realise change in your training institution in a desirable and systematic way, clear policy guidelines and a proper framework are required. You can only derive maximum benefit from your approach when you first become aware on an institutional level of the importance and potential of web 2.0, and subsequently translate this, from within your own specific and local institutional context, in a concrete strategy (what are our objectives?) and teaching models (how will we take on the educational and organisational adaptation?).

This first chapter elaborates on how to implement social media in the knowledge management process of a training institution and looks at some organisational preconditions which determine what infrastructure and knowledge is needed to integrate web 2.0 in your institution.

2.1 How to implement social media in the knowledge management process of your training institution?

As a manager, you will know that the implementation of social media in further education institutions not only has the potential to set up more innovative training courses, but also to innovate the overall organisational structure to become a more open and knowledge oriented organisation. This is especially true for organisa-

tions whose business concept is based on the knowledge of highly qualified employees where social media tools offer significant opportunities to progress further towards being knowledge based and transparent organisations.

A shift to openness, sharing, collaborative and peer acting organisation is a significant cultural change for established conventional training institutions. For each new process you plan to implement in your organisation you will have to think about the different issues you, as a manager, will have to consider when starting the integration of social media in the knowledge management processes of your training institution.

First of all you will need to think about the reasons why you want to integrate social media in your organisation and discuss within the organisation why social media are a suitable answer to these issues. But other important questions need to be raised as well.

To give a better orientation on what has to be considered there follows a list of initial questions (together with some answers to these questions) that need to be considered, together with your management team, at the beginning of the process:

What is your purpose when integrating social media in your organisational structure?
- Improving the knowledge exchange in your organisation
- Establishing better collaboration
- Offering the opportunity to have access to more information, knowledge
- Being more flexible
- Establishing shorter communication processes
- Giving all staff members the opportunity to participate in the whole information and knowledge exchange of the institution

- Reducing hierarchies, where appropriate, through the use of social media

Who is the contact person for the whole institution who will be responsible for the overall process?

- It is important to have a contact person/ team that has responsibility for the whole process and gives an orientation to the staff but also who has a clear understanding of the targets and how to realise the whole process.
- It is equally important to nominate a person or a team to accompany the first trial to evaluate the overall process. This will give your staff the ability to receive direct answers if something is not clear to them and will avoid staff members disconnecting from the process.

Who are the demands of your target group?

- Ask your staff what they expect from using social media internally for organisational purposes.
- Ask which functionalities would help them to communicate in an efficient way.

Which people, staff will be involved at the beginning to realise those targets?

- Think about which people have already experience in working with social media tools or who are very open to new structures and technologies so that they easily accept the new system and are willing to carry on the change process in your institution.

What could be a good pilot project with clear targets to test the new process in your institution?

- Choose a pilot project which is relevant to the whole organisation and will clearly outline the benefits to your staff. Use the step by step trial approach to integrate the employee. This

will also contribute to a better acceptance.

How can you persuade your staff to use the new tools and to participate in the knowledge exchange process?

- Demonstrate best practices from other training institutions which have already implemented social media tools to better organise their whole organisation to outline the clear benefits to your staff.
- Choose members of your institution who are already used to work with social media to participate in the new organisation process and who know the benefits implementing such process to increase the overall acceptance (bottom up approach).
- Clearly outline the advantages not only at the beginning of the project but also during the first pilot phase. If possible use good examples from this pilot phase.
- Discuss with your staff the experiences they have made using the new tools. Establish an open discussion, exchange of experiences, preferably by using the new selected social media tools.
- Train the executives to foster the social media progress and the cultural change towards an open and collaborative organisation (top down approach).
- Observe both ways for implementing social media in the organisation: top down and bottom up.

Have you thought about setting up a mutiplicator process?

- Those people who have already tested and worked with the new tools could introduce them to the other team leaders and inspire and stimulate them. One person will be responsible for one team to support the uptake and acceptance of the new tools.

Have you set up an evaluation system to evaluate the overall process?

- To receive clear feedback from your staff about the acceptance of the new implemented tools it is useful to evaluate the new structures and to see what goes well and what doesn't.

Last but not least, make sure that your vision and strategy on the implementation of web 2.0 in the institution is shared by all actors in the process (policy, teachers, students, etc.). Making the switch from a classic to a web 2.0 enabled educational institution has to be more than just the work of an individual manager or teacher; it has to be a common goal from the institution. Furthermore, teachers and trainers cannot be considered as the obedient executor of what others have decided. As no doubt you already know, and will be explained further on in these guidelines (see section 3.1), the use of social media and ICT in general has a considerable impact not only on the institution but also on the role, attitudes and behaviour of teachers and trainers. Therefore a continuous dialogue with them and respect for their expertise is essential.

Further resources

- In the SVEA regional needs analysis you can find more information on how to start integrating social media in the organisational process of an institution (including some best practice examples): http://www.svea-pro-ject.eu/fileadmin/_svea/downloads/SVEA_Regional_Needs_Analysis_01.pdf

- The SVEA training module on 'Web 2.0 for Institutional Managers' explores how web 2.0 services are increasingly being used in the management of educational institutions: http://svea.csp.it/institutional_managers/node/1170

2.2 Organisational Preconditions

2.2.1 What infrastructure is needed to start using web 2.0 in your institution?

The implementation of web 2.0 has an impact on a number of organisational issues. You will be already aware that using web 2.0 in your institution can only be effective when integrated with your existing stable IT infrastructure. This infrastructure should contain sufficient applications to allow real learning needs to be addressed. Also, you will have already planned for the infrastructure to be sustainable and future-oriented. It has to be easy to adapt the hardware and software for future learning needs or for new web 2.0 tools.

What hardware is needed for online learning?

It is clearly important for both teachers and learners to have access to the minimum level of equipment needed for participation in online learning. The physical resources required to participate in online learning are the same as those used by anyone who accesses the internet for social or work purposes using a normal desktop PC or laptop computer. A growing number of people have their own computers and an internet connection at home and hence for them there is no additional equipment to buy when starting to learn online.

What software is needed for online learning?

Similarly, the software required for online learning does not mean additional expense. An internet browser and 'office' applications such as a word processor, spreadsheet and similar programs are all

that are normally required. There are free 'open source' versions of these applications available at no cost.

There are two main types of software application used by online learners and teachers:

1) The first is **'learning environment'** software that provides the online functionality needed to support the learning process. This would typically include communications software, learning materials presentation tools and a range of course management tools.

2) The second type would be **'application' software** that the learners and the teachers use as part of the learning activities. These would typically include word processing software for teachers to create learning materials and for learners to complete assessment tasks, graphics software to produce diagrams and edit photographs, spreadsheets to manipulate and present numeric data, etc.

All in all, it is true to say that the rapid development of home computing and internet usage now means that most people can engage in online learning with the resources they already have. The same applies to institutions delivering online learning: you can use expensive commercial e-learning software and hardware packages if you wish, but it is not a necessity.

Moreover, when you look at web 2.0 based learning environments in particular it can be seen that one of the most remarkable shifts of perspective brought about by social media in the world of ICT-enabled learning has to do with the fact that it promotes a platform-independent approach: the web is the platform and there is no

longer a need for any additional (closed) platforms. Also typical for web 2.0 and the fact that the web is used as a platform is that it is not limited to the use of your own personal computer. The web is accessible via different types of devices (smart phone, tablets etc.) and data will be held more and more in cloud environments.

Furthermore, online learning environments can be constructed using freely available web 2.0 tools. The individual functional elements of a learning management system, online communications, document presentation, information management etc., can be brought together on a single website to deliver the same online learning services. The advantage of this approach is that it can be individually tailored to the needs of particular courses or even modules within courses. In section 2.2.2 you can find inspiration on which tool institutions can find interesting to use for which purpose.

When integrating web 2.0 in your training institution, your technical staff will be making sure that all technological resources are user friendly. If the tools are too difficult to use for your teachers and/or students they will make it harder (or even impossible) to implement or to use web 2.0 in your institution.

Further resources

An overview of the minimum hardware and software setup needed for starting with online learning in general within your institution can be found in the SVEA training module on Online Learning: http://www.svea-pro-ject.eu/fileadmin/_svea/downloads/Online_learning.pdf, p.14 ff.

2.2.2 What impact does the integration of social media in the organisational setting of your institution have on your staff policy?

Complementing traditional educational models with web 2.0 is considerably changing the roles of teachers, students and institutional managers in the context of education and training (as will be described more in detail in section 3.1). The implementation of web 2.0 consequently will have an impact on the staff policy and the knowledge that is needed to integrate social media within the organisational setting of your institution.

The impact of web 2.0 integration on staff policy within a training institution is two-fold:

1) **Impact on the competences and responsibilities of teachers and support staff**

First of all, the demands on both teachers and support staff are changing as a result of the developments in technology. Consequently, there is a need for teachers and support staff to develop their competences and become familiar with new responsibilities.

Teachers and trainers
Teachers and trainers cannot just copy and paste the 'traditional' way of teaching in an online environment. Therefore, support and training of teachers and trainers will be a key element if your institution wants to succeed in using web 2.0 in the context of adult education. To enable a good use of web 2.0 tools in your institution trainers need to develop professional, didactical as well as technological skills. The relation and interaction be-

tween those three aspects needs to be understood thoroughly.

Implementation of web 2.0 only works if the trainer has a good insight in the possibilities and limits of the used applications. Since this is a critical factor in succeeding in the implementation of web 2.0 in your institution it is important to make sure the trainers (and staff) get a good training in the usage of web 2.0 tools in an educational context. Teachers have to learn how to use these tools, redesign courses, evaluate and follow-up students who use these online tools and integrate them in a meaningful way in their courses.

One way of encouraging teachers and trainers to become familiar with the competences and tools that are needed is to let them become an online student themselves. It could therefore be recommended to organise their training on online or blended learning *via* online or blended learning.

> Example: Toll-net is a network of teachers, ICT-staff, directors and educational advisors of lifelong learning institutions in Flanders (Belgium). Members exchange good practices on e-learning and using new tools in education. The network also organises each year also courses on educational aspects of e-learning and new applications. Most parts of these courses are organised via an online application. The network also organises face-to-face moments for the learners. This method of teaching allows the learners to experience what it is like to learn 'online'. It makes it easier to experience what you have to do as online teacher/trainers to make an online tool work in an education context.
> http://www.toll-net.be

Integrating web 2.0 in your institution is teamwork. You need more than just one or two teachers to start using web 2.0 tools in your institution and to design and develop a complete and integrated usage of these tools in your in-

stitution. Therefore it is recommended to have a group of key stakeholders in the institution available who will act as change agents to make the switch from a traditional to a 'web 2.0 enabled'-institution.

Good support staff should be more than just an 'ICT helpdesk' on the one hand and didactical support on the other hand. Support staff that can combine both the techno-logical and didactical aspects are needed. Once web 2.0 is implemented, it is also important to still have technical and/or expertise in using social media around in the institution which trainers can contact and who is also responsible for supporting others in setting up the different social media tools.

2) **Impact on the workload, time management and remuneration of teachers and support staff**

The use of ICT and web 2.0 tools in training has a considerable impact on the workload and time management of trainers and support staff. Teachers need to be given enough time, in particular in the starting up phase, to develop their own competences, to design high-quality courses, offering the courses and provide for the interaction between teachers and students. Otherwise there is a risk that the additional workload will become a serious obstacle in future implementation.

With regard to workload it is necessary to make clear agreements on how this workload will be defined. Today, a lot of procedures are still based on classic face-to-face education and are therefore not suitable for online or blended learning. Workload is calculated on the number of contact hours, number of students,

etc. However, the online support of e.g. 250 students has a whole new dynamic than offering a face-to-facelecture to the same group. The support is much more personal and direct but also more intense for teachers. The work that the teacher does online is often not yet recognised. Therefore new models, which focus more on results than on contact hours, need to be taken into account and developed.

Example 1: Coleg Sir Gâr (Wales, UK) uses two different models:

The **first model** is restricted by the amount of funding drawn down. Where funding is drawn down from government Coleg Sir Gâr allocates one hour per week for every 10 learners. This is based on approximately 4 learners submitting work for marking. As there are peaks a troughs this is of course not an exact science.

The **second model** is based on a single 10 hour unit. Per student there is a one hour payment (this provides approximately 5 weeks tutor support). If a tutor starts a cohort of 10 learners that lasts 5 weeks then they will be paid 10 sessions (approximately £21 per hour) i.e. £210. Each tutor can take up to 60 learners per month. Tutors are expected to mark the students' work and provide good quality feedback.

Not only should you, as a manager, make clear agreements on how workload is defined and paid, you should also consider incentives for those teachers who adopt, set up and promote innovative initiatives in your institution.

Example 2: MFG Baden-Württemberg (Baden-Württemberg, Germany) uses following models:

If the teachers/trainers are offering only one webinar then they will be paid for those 1,5 hours. They thus receive a fixed amount including the preparation phase.

If the teachers/trainers are organizing a blended learning course they will be paid half an hour per participant/per week. So they will be paid for 1 hour working time for 2 participants. If it is a very time intensive online support which the trainer has to offer during the online phase then they are paid 1 hour work per participant/per week.

Finally, you carefully need to think about the *planning of courses*. Combining online and offline activities has a different dynamic compared with the classic educational model. The mandatory attendance of students and teacher on campus, for example, is not appropriate when organising online activities and the support.

Therefore it is important to think about following questions:
- How will you schedule the online/blended courses? Still in a traditional way (e.g. 2 days a week for 1 hour)? Or can this be done in a more flexible way?
- Do the work rules allow applying flexible working schedules for the teachers?
- Do teachers get a desk in the institution or a workplace at home to support students online?
- Is working at home an option (and under which conditions)?

3. Trainers

Trainers will face new and unfamiliar challenges when starting using social media in their courses. The following section will outline what trainers have toconsider when they start integrating social media in their course structure:

- What does this mean for the trainers?

- What do they generally need to be aware of?

- Which tools might be suitable to achieve which objectives and which kind of support do they have to offer to their participants to achieve good learning results with the online learning activities?

As copyright and the intellectual property rights issue is very relevant when using social media it will also be highlighted at the end of the section, covering the essential 'do's and don'ts' and how the users and learners can protect their privacy.

3.1 Changing roles

As already mentioned in the first chapter, complementing traditional educational models with web 2.0 tools is considerably changing the roles institutions, teachers and students play in the context of education and training.

One view is that **training institutions** are evolving from safe and closed learning environments, based on (1) tranquillity, reflection and tradition; (2) certified knowledge and quality; (3) individual training, to being a 'gateway to society', more based on (1) workload, training and change; (2) rapidly changing knowledge and quantity; and (3) social training.

Many training institutions are balancing between these two models and trying to combine both: the certification of the ac-

quisition of competences (closed, controlled environment – formal learning) versus preparation towards the knowledge society (informal, social and open learning).

As a result of the new technologies, the roles of **teachers and trainers** are also changing considerably.
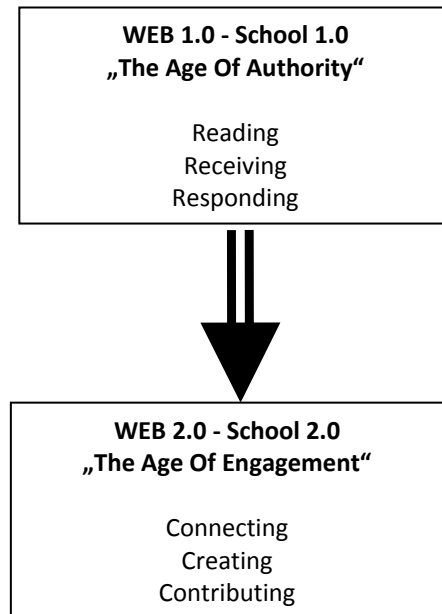
Traditional classroom based teachers have always been expert in *content* and, although they are also familiar with the pedagogic techniques of facilitating knowledge acquisition/construction, the classroom situation has always tended to favour instructional delivery. Today, the expert/instructor ("the sage on the stage") is becoming a moderator/coach ("guide on the side") as a result of the flexibility provided by online technologies. Delivery is no longer about the transfer of knowledge or content but more and more about creating the context for it. Teachers are becoming facilitators of processes of knowledge (co)construction.

In short, the **role of a teacher** is changing:

- From a source of knowledge to the manager or coach
- From face-to-face campus based education to forms of student-centred blended learning
- From pure knowledge transfer to designer of a learning environment which is linked to the real world (interaction, communication, networking, collaboration and individual work)

Consequently, the **behaviour of teachers** and trainers will inevitably change:

- If they want the learners to actively collaborate together online then they need to take a step back and give them the floor;
- As a trainer, they will be the moderator who guides the learners to achieve their learning target, e.g. if they see that there are participants who do not participate at all online they have to activate their participation by motivating them
- As a trainer, they will need to take care on the equality in collaboration inside the different learning groups to ensure that each member contributes to the overall learning success.
- As a teacher they will give orientation to the learner on how to contribute online and they have to be very flexible in reacting to the learners activities
- As a teacher, they will need to give flexibility to the learners so that they really have the feeling that they can act autonomously

In section 3.2.3 the different roles that teachers have to play are described more in detail.

The **learner's role** will also change and they are taking a far more active role than they have ever done.

- Learners are becoming creators of content. This gives them more autonomy and importance.
- At the same time it is important to raise the students' awareness of their new role so that they are aware of the fact that they have to act more independently. For some this might cause a problem.
- Learners will also become reviewers if they take over the responsibility within peer-learning groups. They will start to reflect more about the content and the learning processes.
- The learner has to organise their learning time more independently. Good time management will be needed.
- The learner will have to be self motivated and also very disciplined
- On the other hand the learner has more autonomy, can decide more freely and can bring in their experience to a broader community
- The success of a learning activity will very much depend on the learner's motivation and his/her willingness to act more independently. As a trainer/teacher you offer the framework in which the learner operates. You will probably start the new teaching method with an open discussion with your learners to see how they react on that and also what they think about it and offer them support when they are not yet that familiar and ready for self-dependent learning.

The changing roles of trainers and students through the use of web 2.0 tools will, without a doubt, have an impact on how you as a teacher will offering your courses in the future. The following sections will further outline how you can implement web 2.0 successfully in your course design and teaching.

3.2 How to implement successful e-learning 2.0 courses

3.2.1 For what educational purposes can you use social media tools?

Web 2.0 tools that can be used in an education and training context are increasing in number and becoming more diverse in their applications. The success of a new training initiative is not so much dependent on the tool as such but more on the use of a tool which is carefully considered beforehand. The choice of the right tool and the approach depends on the aims, the situation, the participants, etc. Therefore, before choosing a tool, you as a teacher/trainer need to focus on the *target group's specifications*.

It is essential to consider:

Who are your learners?
- Are they open towards the use of new technology?
  Then you can be very flexible in choosing different social media tools for your training course. If they already use certain web 2.0 tools regularly in their spare time then it would be wise to integrate the same tools also into the learning process as they are using them anyway and the barrier using social media for learning purposes is not that high.
- Are they perhaps not that young anymore and thus possibly not that open anymore towards new technology but still flexible?
  If this is so, then you will probably need to take your time to test different tools with them and discuss with them their experiences with the new learning tools and which they would prefer to have integrated in the course.

For what purpose do you want to use social media tools?
- Just to exchange information and knowledge?
- To exchange information and to develop common projects/learning content together?
- To offer a more learner centred learning environment?

What learning outcomes do you want to achieve?
- Acquisition of new knowledge, skills and abilities?
- Delivering new forms of learning? For example a learner centred learning environment by using more collaborative online tools, strengthening the learners' self-dependent, autonomous learning ability.

What is the learning environment of your target group?
- Are they learning at their work place? If so, are they allowed to use the selected tools?
- Are they learning in their spare time? If so, do they have the adequate technical equipment at home?

As important as it is to be aware of the target group specifications you also have to be sure which *work formats* you want to implement. Different work formats can be, for example: instruction, demonstration, discussion, group work, project work, debate, writing papers, making prototypes, role play, listening exercises, etc. The use of web 2.0 and ICT tools have the potential to make these different formats easier to organise.

For example:
- Do you want to offer the learners the possibility to develop content together - then a wiki could be the right tool where the participants can structure

the content easily and work collaboratively;

- Do you want to have a place where the learners and you as a teacher can exchange experiences on a regular basis - then a blog could be suitable;
- Do you want to support your learners in exchanging information on specific topics - then social bookmarking tools or a Facebook group could be appropriate, as well as the use of photo and video applications to share multimedia content.

When in the process of choosing a tool you could:

- Think about whether or not the learners do already use specific tools on a regular basis in their daily life. The familiarity with those tools is then already quite high and the barriers to using this tool for learning will be low. The students will enjoy the learning when using this social media tool, will contribute more, which will lead to better learning results.
- Offer students the opportunity to decide autonomously which platform they want to use and how the layout could look like. This also increases the

identification with the learning tool and its adoption. Of course, this is only possible if the learner has sufficient digital literacy. It is important that the selected tools and the use of the online learning environment generally is catered for by the learners' existing digital literacy.

- Test the chosen tools beforehand with your learners and let them decide which one they prefer and which they find more usable. This again will strengthen the interest in starting learning using such tools.

The schedule below gives an overview of the different focuses and the ICT tools that can be used:

Reflecting	Collaborating	Communicating	Networking
ePortfolio	Wiki	E-mail	Personal webpage
Weblog	Group blog	Online Chat	Sharing Services
	Discussion forum	Videoconferencing	Social bookmarking
	Sharing Services	Audioconferencing	Social network site
		Webconferencing	CMS/LMS systems

Not all tools mentioned in the scheme are so-called web 2.0 tools. In these guidelines we will only focus on web 2.0 tools and give some initial ideas on how they can be used in an educational or training context.

Blogging

A blog (short for weblog) is a type of website, or part of one, where entries are made in journalist style and displayed in a reverse chronological order so that the first entries you see are the most recent ones. Usually a blog is maintained by an individual or a small group of people and presents a mix of opinion, commentary, news and other types of content.

A blog is usually maintained by an individual (some function as personal online diaries), but could also be used by a group (group blog), and can contain commentaries, descriptions of events, links or other media files. Most blogs focus on texts and images, but some blogs focus on video (video blog) or other social media.

A blog will contain a lot of information, making it difficult to retrieve the exact text. Therefore you can add tags (keywords that are connected to a small part of text) which appear on the sidebar of the blog connecting different messages together by clicking on those tags.

Currently the most popular web 2.0 blogging tools are Blogger (www.blogger.com) and Wordpress (www.wordpress.com).

Blogging in education & training

As a **teacher/trainer**, you can use blogs
- to communicate and exchange ideas on research and to make available (some of) their data or writing
- to create a community or a network (of educators in or outside of an institution) around a shared interest (course, research topic), for example by linking your own blog to someone-else's or creating a group blog
- to stimulate discussions with fellow experts - as most blogs offer a comment feature they frequently become temporary forums for discussions prompted by an original post

Students can find the use of a weblog interesting
- to communicate and exchange ideas on learning tasks: papers, dissertations, Ph.D thesis developments etc. This can be done individually or in group (group task). It can also be used in the context of internships or student placements.
- to reflect on their own learning process he is going through by describing their thoughts, learning experiences and activities – this makes it also easy for the teacher to follow what a student is doing
- to learn to search, find, analyse and synthesise information (is it useful/relevant/recent/to be trusted? etc.) (information skills)
- to learn to form an opinion to allow discussion and constructive criticism (social skills)
- to learn to cope with feedback (peer review, peer pressure)
- to learn to write a concise and meaningful post with a good argument

Institutions can find blogging interesting
- as an alternative for a normal website: the typical categories of a weblog can be defined using menu buttons; the chronological posts giving the necessary information
- as an event calendar: each new post announces news or events
- as a knowledge management tool
- as a collection of posts by all co-workers of the institute on their specialism
- to strengthen team building dynamics

Social networking

Social networking services such as Facebook are probably what most people think of when they think about social media. Social networking tools enable groups of people to communicate, store details about each other, and publish information about themselves.

Social networking services draw together a variety of tools and provide spaces for a range of different groups to interact and to build online communities of people who share interests and/or activities or who are interested in exploring the interests and activities of others. These types of tools allow you to quickly create a network. Each tool is different, offers different functionality and perhaps most importantly has its own culture.

Currently the most popular social networking tools include Facebook (www.facebook.com), LinkedIn (www.linkedin.com), and Google+ (plus.google.com)

Social networking in education & training

As a **teacher/trainer**, you can use social networking
- to keep track of people connected to you (whether professionally or personally) and to build and maintain professional relations
- to create a community or a network (of educators in or outside of an institution) around a shared interest (course, research topic)
- to stimulate discussions with fellow colleagues or with your students
- to create a page for a group of students or course

Students can find the use of social networking interesting

- to keep track of people connected to you (whether professionally or personally)
- to create a common page together with fellow students in order to stimulate and support each other in an informal way (which could already start before the course has begun and continue after it has finished).
- to share and exchange ideas and information

Institutions can find social networking interesting
- to promote the own institution by creating a page where you announce news, events, course offers, etc.
- to keep track of the institution's contacts, (former) staff, (former) students

Sharing services

Document sharing is providing (uploading) and receiving (downloading) digital files over a network. This can be used for all kinds of media. Document sharing can be done in many ways. It can be done in the private sphere of the institution or a public sphere somewhere online. There are many types of media file sharing. First you should check whether document sharing already exists on your own institution's learning platform and whether it meets your needs. If this is not the case then there are many online web 2.0 alternatives.

There are applications in which you can share your files together with your e-mail account like Google Docs (www.google.com/docs) with word processor, spreadsheet, presentation, online data collection forms, and data storage. These tools can be shared by people you invite, or could be made public. You can also choose if the invited person will become just a reader, or if the person is also allowed to change the content. Another useful collaboration tool is Dropbox

(www.dropbox.com), a web-based file hosting service which enables users to store and share files and folders with others across the Internet.

There are also special programmes for special kinds of files, like SlideShare (www.slideshare.net)for uploading presentations with or without audio, as well as Scribd (www.scribd.com), YouTube (www.youtube.com) or Vimeo (www.vimeo.com) (for video materials), iTunes (www.itunes.com) (for audio and video), Flickr (www.flickr.com) (for photo sharing).

Video sharing is a particularly useful application in education and its features are summarised below:

Video sharing in education & training

As a **teacher/trainer**, you can use video sharing
- to share lectures or presentations online
- to make available (video) course materials to those students that cannot be physically present at a lecture
- to create lectures, tutorials and demonstration of difficult procedures
- to create, post and share professional development video materials.
- for Digital Storytelling
- to search for video material which can be used in the context of the course (e.g. on topical issues such as a natural disaster or controversial event)

- **Students** can find the use of video sharing interesting
  - to download and view lectures at a time convenient for themselves
  - to replay/review video for parts that were not yet well understood or at the time before the exam

Institutions can find video sharing very useful
- to create and post interviews from different teachers, visitors to the school, or guest speakers.
- to upload short movies (or slideshows) and use this to present and promote their institution to future students

Social bookmarking

Social bookmarking sites allow users to store, tag, manage, share and search for bookmarks (links) to resources online. Tagging bookmarks with appropriate terms means that you can add a short description to the website and some relevant keywords (a tag) in order to classify the website so that they can easily be found again without the need to search for precise words. Many websites offer the opportunity to tag pages to social bookmarking services by just clicking on icons at the top or bottom of the page.

Unlike file sharing, the resources themselves are not redistributed, only bookmarks which point to their location. Social bookmarking websites are an extension of bookmark files in web browsers but have many advantages over browser-linked information.

The social element of these services means that users can see all items which share the same tag(s) irrespective of who stored the information. By sharing tags, users discover resources they might not otherwise have seen, and benefit from the knowledge of other people – sometimes strangers – who share their interests.

Currently, the most popular bookmarking tools include Delicious (www.delicious.com), Diigo (www.diigo.com) and Digg (www.digg.com).

Social bookmarking in education & training

As a **teacher/trainer**, you can find social bookmarking useful
- to create a group of researchers or teachers with a common interest (same course, same research topic, same institute, same project) to share links
- to rate and review resources of information
- to create an "internet library"
- to discover resources and information by following other people's similar tags.
- to setup a group tag in order to share educational resources, with for example the participants of a particular course
- to use as preparatory course material/literature for your students

Students can use social bookmarking to
- create a group of students around a common research topic (group work, a paper, a thesis, a project.) to share links with each other
- rate and review resources of information (information and social skills)
- stimulate unintended learning opportunities
- use as a reference list as part of an e-portfolio

Institutions can think social bookmarking is powerful for
- knowledge management: to create a collection of resources around the (research) themes of the institute (which can be done through the creation of a network of individual accounts or through a common group account)

Web 2.0 communications

During the whole web 2.0 evolution we have seen the development of tools that allows communication between distant and disparate groups. Communication can be text-based (chat), with audio (audio conferencing) and with both audio and video (web conferencing). The attractiveness of these tools lies in the direct contact between users, decreasing the feeling of distance between the users.

Chat refers to any text-based kind of conversation between two or more users. Chatting is a very simple and easy to handle tool for communicating to another individual. The official technical name is synchronous conferencing. You can chat in either a public or a private chat room. For educational purposes chat in a private sphere is recommended.

Audio conferencing or conference calling consists of a telephone call linking several parties. An audio conference can be done over telephone lines or over the Internet (Voice over Internet Protocol – VoIP). Audio conferencing is often combined with web conferencing, sharing documents or presentations over the Internet.

Web conferencing (sometimes called a webinar) is the term used to conduct live meetings or give presentations over the Internet with a group of two or more individual users. In a web conference, each participant sits at his or her own computer and is connected to other participants via the Internet, interacting with each other via two-way video, audio and chat transmissions.

Most popular tools include Adobe Connect (www.adobeconnect.com) which is a commercial system, FlashMeeting (http://fm-openlearn.open.ac.uk) which is an educational service provided by the UK Open University, and Skype

(www.skype.com) which is a web 2.0 service.

Chat, audio and web conferencing are synchronous tools which facilitate communication between users at the same time. Of course this also means that to make sure the person(s) you want to communicate with are online, you need to schedule the event beforehand.

Web conferencing in education & training

As a **teacher/trainer**, you can use web conferencing
- to organise 'virtual office hours' when you are available to your students to answer questions
- to give a presentation or lecture, allowing students to ask questions, give feedback
- to communicate synchronously with students
- to have online meetings with colleagues
- to gather research data (e.g. through interviews)
- to screen/interview students before they can enter a course

Students can use web conferencing
- to follow a lecture from home, from the work place or elsewhere
- to do an (oral) exam from a distance
- to communicate with fellow students in between classes to directly have discussions with each other

Institutions can find web conferencing useful
- to allow more flexible working conditions (possibility to stay in direct contact with their staff who might be working from home or elsewhere – possibility of organizing online meetings)

- to reduce travel time (and costs) for their teachers who can teach from home

Wikis

Wikis are websites which allow easy creation and editing of interlinked webpages via a web browser. The web pages can be edited easily by everyone who has access to them. Most wikis allow administrators to adjust access rights to the site or to individual pages, so that they can choose who is allowed to add to or modify the content on the site. As well as text, images, internal and external links and other documents, many wikis accept multimedia input, thus increasing the range of possible uses. Recent changes are registered in the history-button.

One of the best-known wiki is Wikipedia (www.wikipedia.org), the online encyclopaedia that can be edited by everyone. Other popular tools are PBworks (www.pbworks.com) and Wikimedia (www.wikimedia.org).

Wiki's in education & training

As a **teacher/trainer**, you can use a wiki
- as flexible online notebooks
- for collaborative course preparation
- for collaborative study domains
- to share information on a certain topic, allowing the information to be edited and improved by others
- to create, maintain and publish documentation on a project or team activity

Students can use a wiki
- for online drafting
- to collect links
- to collaborate in writing and research tasks (e.g. preparing a paper together with other students)

- to share information on a certain topic, allowing the information to be elaborated and improved by others
- to make their own encyclopaedia or lexicon

Institutions can find wiki's useful:
- to create a collaborative encyclopaedia
- to communicate with each other and to collect knowledge from departments and different research areas

Further resources

The SVEA training modules give in-depth information on different tools and their possible use within education:

- *Facebook: http://www.svea-project.eu/fileadmin/_svea/downloads/Facebook.pdf*

- *Blogging: http://www.svea-project.eu/fileadmin/_svea/downloads/Blogging.pdf*

- *Document Sharing: http://www.svea-project.eu/fileadmin/_svea/downloads/Document_Sharing.pdf*

- *Photo Sharing: http://www.svea-project.eu/fileadmin/_svea/downloads/Photo_Sharing.pdf*

- *Video Sharing: http://www.svea-project.eu/fileadmin/_svea/downloads/Video_Sharing.pdf*

- *Social Bookmarking: http://www.svea-project.eu/fileadmin/_svea/downloads/Social_Bookmarking.pdf*

- *Wikis: http://www.svea-project.eu/fileadmin/_svea/downloads/Wikis.pdf*

3.2.2 Which online learning methods exist?

Online learning consists of different web-based teaching methods that can be applied according to the learners' needs and suitability. In choosing one you should consider what would better suit to your learner groups and your organisation. Here are some questions you might need to consider, together with the online solutions that would be suitable:

Are you planning to offer an online course to a group of learners that need to be motivated and are quite flexible about the timing of the delivery? Then Synchronous or Live Online Education can be right for you.

Using a synchronous method is a good solution to get the learners involved. This form of online learning requires the synchronous participation of students and trainers in the same virtual environment. A very common example of that is the virtual classroom, which replicates online the characteristic of a real classroom.

You can choose among a variety of different technologies to interact with your students: from an online slide presentation to a shared whiteboard where all students are asked to interact during the lessons. The possibility offered by audio and video conferencing tools makes this kind of online learning particularly motivating and engaging for students, who have the opportunity to get an immediate feedback on their performance. This method also offers you the possibility to adjust your lesson according to the learners' needs. Of course, synchronous learning entails some restrictions to the freedom offered by self-paced learning: students still have to attend a class at a certain time and cannot follow their own learning path. But on the other hand they

are engaged in an environment where fellow students can exchange opinions and contents and this can significantly improve the students' motivation.

Are your learners professional, motivated and in need of flexible learning modules which suit their busy schedules? Then you may want to choose Asynchronous Online Education or Self-paced learning.

Self-paced learning is usually suitable for people who don't have a lot of time to invest in classes and who need flexible learning modules that can be completed at anytime from anywhere. In this kind of learning method the communication between you as a teacher and your students is asynchronous and can take place using different kinds of collaborative social media tools (e.g. blog, forum, wiki). However, not all self-paced courses require a teacher. Students can independently use the learning content inside the chosen social media tool and adapt it to their learning style and rhythm.

As this represents a very flexible way of learning, self-paced courses are not suitable for all kind of learners. A very strong motivation is required to accomplish an entire course of study on your own. Many learners can experience a lack of motivation and miss the involvement of other learners and support of teachers which can have negative consequences on their learning results. Besides, learners do not get an immediate feedback on their performance and that in turn can make the whole learning effect weaker.

If you plan to offer a self-paced course you will need to make sure that a detailed explanation of all the steps that the learners have to follow to accomplish their programme is provided. You will, of course also want to offer attractive and interactive learning material that learners will engage

with, and offer different ways to contact an expert in case help is needed.

Do you want to engage your students and at the same time offer them a flexible course with assessment possibilities? Then Blended Learning may be the right choice.

Blended Learning is a mix of online courses linked with face-to-face lessons. Nowadays many universities and colleges have adopted this method to deliver their curriculum courses. Students of a blended course benefit of some of the advantages of traditional presence courses, such as getting to know trainers and fellow students, yet at the same time can choose to flexibly accomplish the online modules according to their personal availability. In this kind of course there are many social media tools that can be integrated which allow remote participation by the students and enable a quick feedback on their performance. Students take part in some traditional lectures and continue the learning online within specific learning environment, forums etc. Their performances can then be evaluated through assessments and quizzes: this allows a prompt recognition of weaknesses or lack of the students that can be promptly addressed with an adequate response from the trainers.

Whatever kind of online learning method you may choose, it is crucial to focus on the needs of the learners and their interests in order to adopt the most appropriate learning method. Therefore it is essential to have an open discussion with your learners at the beginning of the course about online learning methods and which social media tools you are going to integrate into their training. If the students' acceptance of the method is not very high then the learning results will inevitably suffer.

Another important point is to make sure to provide an appropriate level of support so that the learners can achieve their learning goals. The material and the support you offer may vary according to the kind of learning method you choose and to the consequently presence of a trainer to support the learners or not. Trainer supported online learning follows many of the dynamics of a traditional classroom. Independent learning on the other hand requires a pedagogical process strongly built into the learning materials, which have to be engaging, self-explanatory and guided.

In all types of online learning it is important to provide a prompt feedback on students' performances, showing them the steps they still need to do to achieve their learning goals.

Further resources

- *Guidelines for setting up and moderating online discussion forums, University of Aberdeen*
  http://www.abdn.ac.uk/webct/documentation.hti

- *Online Learning Methods – Which One Suits You Best?, Online EDU Blog,*
  http://www.onlineedublog.com/online-learning-methods-which-one-suits-you-best/

3.2.3 How to structure a course when using social media tools, and what role do you, as a trainer, have in each course phase?

If you as a teacher decide to integrate social media tools into your classical face to face training, the best way to start planning your course is to divide it into different phases to give it a clear structure.

The following structure is an example of how you could possibly do this. This course structure was used in the regional training workshops that were organised in the framework of the SVEA project.

a) Course pre-phase

In this phase the course participants do not know each other yet but are probably curious about the others and the overall training. For you as a trainer it is also not clear what your participants will be like and what they might expect from you. So this phase is designed to provide answers to those questions.

Let the participants present each other by filling in their profiles, to outline their expectations related to the overall course, to tell what level of knowledge they already have on the topic or what their general interests are.

You as a trainer, will give the participants a short introduction to the course, what they can expect from it, but also some information about who you are and what your own interests are. As with any course, you would be open and welcoming to the new course participants so that they understand and are happy with the learning they are about to undertake.

A good tool to help facilitate that is a blog where you can start a new discus-

sion and comment on the different feedback messages you receive.

Trainer's role: Moderator who invites the participants to share their expectations and interests with the other training members.

b) Face-to-Face phase

During the first face-to-face training it is important to introduce the participants to the social media tools and their functionalities that you will use during the training. Plan enough time to be sure each participant knows how to work with the selected social media. If you realise that not all participants feel very comfortable using the different tools then concentrate on just one or two tools which fits best to your strategy.

You also have to make clear the purpose for which each tool will be used and also to give clear tasks to the learners which they have to fulfil online during the training period. Link those tasks to deadlines which are not too far away. Otherwise people will forget or do not feel obliged to accomplish the task.

Trainer's role: Organisational and technical role to give the participants a clear orientation.

c) Online phase between the face-to-face sessions

- If your training is only a limited face-to-face training period of one to two days you can use the online phase, using the social media tools after the face to face training, to clarify questions resulting from the seminar or to provide further background information to your course participants, e.g. literature links, video documentations etc.

A good tool for this purpose is either a blog or a forum where the participants can write comments and upload further resources very easily.

Trainer's role: Consultant who gives the participants feedback and advice.

- If your training includes several face-to-face meetings then you can think about implementing different social media tools for different purposes to offer more learner centred training and the opportunity to develop new projects or content collaboratively. In section 3.1.2 you will find further information on which social media tools can be used for which purposes. You will need to make sure that technical support to your learners is available during the online phase in case they have problems with using the tools. The same applies to content related questions. Always offer them specific dates at which they can contact you to discuss open points directly with you.

Trainer's role: In this case the trainer's role is quite complex. He/she has to be a moderator, advisor and consultant on the same time depending on how the participants act and what they are asking.

d) Closing Webinar

If a face to face meeting is not envisaged at the end of the online phase then a closing webinar is an excellent opportunity to bring the participants again together. It can serve as a place to exchange their learning experiences, their results or projects developed during the online phase but also to clarify open questions and reflect about the whole learning process.

There exist several good tools online which you can use to offer webinars (e.g. Adobe Connect - www.adobeconnect.com), but most of them are not available at no cost. So far, only a few stable open source products exist.

Trainer's role: Moderator of the whole session and consultant giving feedback and input to the participants.

In general, each course phase should be accompanied by an evaluation. Especially, if you start integrating social media in your trainings set up evaluation rounds with the learners to evaluate the new learning method and if necessary to improve and adapt it.

Additionally, to having a clear structure, it is advisable to set up clear rules how you will evaluate and rate the student's online contribution and their participation. Make clear which points are important and what are the criteria following which you will rate the learner's results. This will also influence a higher willingness to participate in the collaborative work.

Further resources

More information can be found in the SVEA training module on Online Learning, e.g. on online learning design: http://www.svea-project.eu/fileadmin/_svea/downloads/Online_learning.pdf, p. 11 ff. and supporting online learners: http://www.svea-project.eu/fileadmin/_svea/downloads/Online_learning.pdf
p. 28 ff.

3.2.4 How can you moderate/mentor activities during the online phase?

As illustrated in the previous section, as a trainer you have to be aware that when you start using social media in your training courses, your role as a teacher changes and can take on many forms. The trainer is no longer the central figure in the training but more the moderator who guides the learners to achieve their learning target and who is offering the framework to the learners in which they can learn and can actively collaborate together online.

Therefore it is clear that good moderation of the collaborative online phase is essential for a successful e-learning 2.0 course. The same applies to mentoring the course participants during the online phase to support them in their learning progress.

There are different roles you can take on when moderating the collaborative online phase of your course participants:

Organisational-administrative role

As an online moderator you have to make sure to set an agenda and give a clear start and end date of the course. You should also clarify the different roles and who is responsible for what inside the online training group. Besides that you have to remember to provide technical support within the online phase, to fix some communication standards that marks the presence and the function of the online moderator and to set a clear framework for the completion of the online module. Simple sentences as for instance "We start now a new discussion about the topic X which we discussed during our last course" make clearly understandable for people following a course online what you expect from them and which steps they have to follow.

Motivational-social role

As online moderator you also have to encourage the contribution of each participant during the online phase and to support the cohesiveness of the group. In that sense it can be useful to strengthen the social presence of participants asking them some simple questions about themselves and their experiences. The overall atmosphere of the online environment needs to be relaxed and comfortable: each participant should feel free to express his or her opinion and actively contribute to the conversation.

Expert role

Although you as a teacher will play a supportive rather than delivery role in the online phase you will still be recognised as an expert and consultant by your student. As the online moderator you are still the expert in the online environment and as such you have to deliver actual contents and impart knowledge to your students. You are also responsible for giving feedback to the students' performance and to explain things which are not clear or that can be easily misinterpreted online.

Didactical role

The same roles that you have in a real classroom are replicated online, though here the support of the teacher in understanding and structuring the information offered has a bigger impact on the learning effect. To simplify the learning process the moderator can ask questions to participants give examples, connect the knowledge to some practical cases etc.

3.2.5 How to organise feasible evaluation?

The roles of teachers, students and training institutions with online or blended learning have a major influence on how evaluation and the monitoring/assessment of the work a student is organised during the online phase is.

In many institutions the traceability and measurability of all learning activities the student is doing in the framework of a course is very important. The issue of control and the manageability of student assessment is a serious barrier that prevents many training institutions fully implementing web 2.0 in course delivery.

If you only use applications within the (closed) learning platform of your training institution then it is quite easy to determine how many students for example have done a certain exercise. However, if you start to use web 2.0 tools then the measurability could get lost. This has consequences both for the students (how to measure the average amount of time a student has spent on online learning?), but also for the trainer (everything that the student developed with web 2.0 tools outside the official institutional learning platform is difficult to verify by the institution).

It is important to note that online learning should not be about the length someone is online but it would be better instead to actually measure the learning activities of the students and the learning outcomes achieved.

But which ways exist to evaluate the quality of the students' learning results? If you integrate social media tools in your course structure then your main interest normally is not only to achieve classical high learning results measured by assessment outcomes, but also to strengthen the learners' ability to cooperate with others, to improve their ability to solve problems together, etc.

In this sense the following points could serve as key considerations about how to evaluate and rate the learning activities:

- Quantity and quality: how actively did the student participate and contribute to content development online. How would you rate the quality of the work?
- Factual knowledge: how are the facts summarised, which facts are listed, which aspects were respected additionally?
- Problem solving ability: have problems been solved based on the information available? Which aspects were important to solve the problems and how have the problems been effectively solved?

- Social perceptual competence: student's ability to perceive own emotions and to react adequately; student's ability to take the initiative, to represents his opinion and to accomplish actively its own interests towards the others; ability to express oneself understandable verbal and non-verbal and to interpret signals from other group members adequately.
- Willingness to cooperate: how did the learner react on his other colleagues? Was there an open dialogue?
- Cooperation strategies: which cooperation strategies were chosen, how did they deal with knowledge sharing? Were they open to share their information with others?
- Critical thinking: how did the student evaluate the information provided by other users and all the information found in the worldwide web? Has he developed his own critical way to work and to learn with all the information provided in the social media channels and the whole web?

Further resources

More information on planning learner support can be found in the SVEA training module on Online Learning: http://www.svea-pro-ject.eu/fileadmin/_svea/downloads/Online_learning.pdf, p. 30 ff.

3.2.6 How to achieve high-quality learning results?

When considering how you can rate your student's online activities and measure their attainment, it is also important to judge how well you have supported them in achieving high-quality learning results.

When you as a trainer start implementing web 2.0 for the first time in your course it is very important that there is a clear strategy and structure behind it.

For the **learner** it has to be clear:

- for which purpose he should use which tool,
- what tasks he has to fulfil online and in what timeframe,
- what are the learning targets he has to achieve.

To receive high quality learning results, as the **trainer** you should therefore

- Select a web 2.0 tool or online learning environment which fits to your student's digital literacy. If they already use a social media in their spare time such as Facebook or Twitter then integrate it in your course structure as they are using it anyway and have fun using it. The barrier to learn with it will therefore not be very high.
- Set up clear rules on how students have to behave when using social media tools for learning purposes
- Set clear deadlines and clear tasks to be fulfilled online
- Be an active moderator and consultant to your students and support them when needed but give them the space so that they have the feeling that they can create and develop their own ideas.
- Set up clear rules how online contribution, participation will be rated/ evaluated. Make clear which points are important and what are the criteria following which you are used to rate the learner's results. This can also influence a higher willingness to participate in the collaborative work.
- Set up evaluation rounds with the learners to evaluate the new learning method and if necessary to improve and adapt it.

3.3 What are the main important legal issues to be respected when using social media tools in the training environment?

A common problem in using web 2.0 tools are the legal issues (e.g. copyright, privacy, etc). Raising awareness with both teachers and students is therefore essential.

The University of Essex provides some clear general issues with regard to copyrights related to the use of social media, protecting IPR in your own work and protecting IPR in the work of others. (http://www.essex.ac.uk/digital_media/ownership.aspx).

3.3.1 Protecting IPR in your work

- When you post content on a social media site, you should always make sure that you protect rights in the work that belong to you and/or the institution.
- Check the site's terms and conditions with regard to copyrights on the material uploaded on the website. Make sure it does not claim copyright to content posted, and that it does not state that any posted content becomes public domain.
- A site's terms and conditions will usually state that by posting content you are giving consent for that site to publish that content. This consent should be non-exclusive (i.e. you are allowed to use the content elsewhere); all other rights and ownership should remain with you (ie you are only giving them the right to publish your content on their site, nothing more); you should be able to remove your content and when you do so this should end the site's rights (unless you've shared the content in a way that means it will persist on other users' profiles, etc); and you should be able to control access to your posted content through privacy settings or some other means, unless the site is entirely public and you are happy with that.

3.3.2 IPR in the work of others

There are many misconceptions about how copyright law applies to the internet. Issues surrounding copyright and other intellectual property rights are rarely simple.

- The rule of thumb should be to only ever use content (text, images, audio, video, etc) where you have explicit permission to do so. You should never, for example, use an image found through Google Images or on a Facebook page.
- It can be allowable to quote short extracts from another source if it's done for review or comment.
- If you wish to use content from another source you need to confirm that you are allowed to do so: if the content comes from another website that site may contain guidance setting out conditions for re-use; otherwise you may need to contact the rights-owner directly.
- The informal nature of social media can encourage a relaxed attitude to rights issues, but you need to remember that the laws regarding copyright and intellectual property rights still apply.

3.3.3 Creative Commons

The idea of universal access to research, education, and culture is made possible by the Internet, but our legal and social systems don't always allow that idea to be

realized. Copyright was created long before the emergence of the Internet, and can make it hard to legally perform actions we take for granted on the network: copy, paste, edit source, and post to the Web.

Having to contact the copyright holders or thoroughly investigate whether a given scenario fulfils the prerequisites of fair use or a similar exception defined in the applicable legal framework may still seem to be tedious for you as a teacher. It is obviously preferable to have a stock of content objects like text documents, photos, audio files and movies already available with a rather permissive license attached to them. This would mean that such objects could be freely used in an online course without having to investigate the applicability of fair use and potentially negotiate with the respective copyright holders.

An important initiative that has to be mentioned in this respect is Creative Commons (www.creativecommons.org) which released as its first project in December 2002 a set of copyright licenses free for public use. The rationale behind the Creative Commons is described as follows by its originators:

"Too often the debate over creative control tends to the extremes. At one pole is a vision of total control — a world in which every last use of a work is regulated and in which "all rights reserved" (and then some) is the norm. At the other end is a vision of anarchy — a world in which creators enjoy a wide range of freedom but are left vulnerable to exploitation. Balance, compromise, and moderation — once the driving forces of a copyright system that valued innovation and protection equally — have become endangered species. Creative Commons is working to revive them. We use private rights to create public goods: creative works set free for certain uses. Like the free software and open source movements, our ends are cooperative and com-

munity-minded, but our means are voluntary and libertarian. We work to offer creators a best-of-both-worlds way to protect their works while encouraging certain uses of them — to declare some rights reserved."

Today, almost ten years after the initial release, the Creative Commons (CC) movement has become mainstream practice. Non-profit sites like the Internet Archive (See www.archive.org) as well as commercial sites like www.flickr.com and www.slideshare.net offer access to and extended search functionalities for content licensed under Creative Commons. It is interesting to note that the prominent Wikipedia Project (see www.wikipedia.org) uses the GNU Free Documentation License for its articles. This license shares the same spirit with Creative Commons but has a different origin. It was developed by the Free Software Foundation for documenting software. When the Wikipedia project started in the year 2000, the CC licenses had yet to be developed. However, multimedia content on Wikipedia including still images is published under a CC license.

3.3.4 Privacy issues

Using web 2.0 tools in education also raises some ethical issues. As a teacher you will have to keep some of these issues in mind when using these tools in education:

- The nature of a web 2.0 environment blurs the distinction between private and public spaces on the internet. Users are encouraged to share their private life. Blogs can give you as a teacher an insight in the student's life. It also works the other way around. So make sure you balance which part of your private life as a teacher you want the public/students to be known.

- Before you start using a social media site, check the rules they are using with

regard to privacy. All web 2.0 tools mention this on their homepage. See for example: www.facebook.com/about/privacy, www.twitter.com/privacy, www.slideshare.net/privacy, ...

- Make sure that what you publish online as a teacher can be in the ‚public domain'. It has become a common idea that what is published online became in the public domain and therefore can be used at anytime, even without consent or telling the source. As a teacher you have to give an example to your students. So make sure that the information you use from web 2.0 can be used with consent.
- Web 2.0 information is published in a certain context. E.g. there is a debate on twitter between a few people on a certain issue. As a teacher, you cannot pick out one of the tweets, not giving the context and presenting this as an opinion from the person. The context is as important as the quote itself.

3.3.5 Dos and don'ts

To finish, here are some general dos and don'ts concerning the usage of social media by educational professionals (as provided by the University of Essex; a full overview can be found on their website http://www.essex.ac.uk/social_networking /interacting.aspx)

Do ...

- Protect the institutions and your own reputation. Think before you post: remember that anything you share

through social media will potentially remain publicly available for years to come.

- Use web 2.0 tools to establish expertise, reputation, etc. Active use of social media can be good for your visibility in your field, and can help to reinforce the institution's reputation as an open, transparent, engaging participant in debate.
- Be open about who you are when making factual corrections or other contributions
- Become a useful member once you join a social media site
- Make the commitment to respond promptly. Social media is all about timely interaction.
- Keep your language clear and simple, without dumbing down the content
- Use social networking for informal discussions and collaboration with colleagues and for interacting with those working in your field
- Have an exit strategy: a social media site you are using might close, change its terms and conditions, lose its following, start charging, etc, and you should be prepared for what to do if this should happen

Don't...

- Wade into potentially heated and controversial discussions
- Masquerade as someone else
- Establish a presence on a social media site and then leave it unused
- Spam social media sites with promotional messages

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