

OLTD 506: Social Media Reflection # 1

OLTD Program Learning Outcome(s):

- *Understand, design and commit to student success in online learning environments*
 - *Analyze the BC educational context for social media use*

Evidence to Support Outcome:

I have chosen my OLTD506 *Boundaries Paper* to demonstrate evidence of the above-noted learning outcome(s). This paper was submitted at the end of the *Foundations and Boundaries* module. The module's purpose was to:

- *Develop knowledge of key social media terms & concepts*
- *Develop understanding of the functional BC contexts & constraints including:*
 - *employment considerations*
 - *professional ethics*
 - *privacy tensions*
 - *BC legislation & implications*
 - *social justice*
 - *school policies/procedure*
- *Analyze the BC educational context for social media use.*

(Hengstler, 2015, Foundations and Boundaries, [Course content] VIU OLTD506)

Reflection to Support Evidence:

As outlined in my Boundaries Paper, *Teachers and Social Media in the BC Context*, I have come to understand that social and networked learning is necessary for accessing new ideas and information, and furthermore, it is important for the stimulation of innovation. Therefore, privacy and safety boundaries are crucial in our increasingly

digital world, and it is the responsibility of every BC educator to understand and implement the legal guidelines surrounding privacy laws in BC. Through responsible and purposeful use of social media, I believe we can facilitate student success in online learning environments.

Yet, despite the ubiquitous nature of technology, a 'digital divide' still exists, which will need to be overcome if we are to offer all students an equal opportunity to gain a toolkit of 21st century skills and literacies. As an educator, I feel compelled to examine whether social media (computer-mediated tools around which networks of users create and share information, ideas, and learning) can help to address the digital divide, and whether appropriate boundaries are in place for this networked, connectivist approach to learning. In my practice, I plan to implement strategies to increase social learning within courses (using social media tools), while paying close attention to the Freedom of Information and Protection of Privacy Act (FIPPA - legislation for public schools) and the protection of students' personal information. By considering 'fenced' social media tools (tools which can be housed on our school's server and thus 'walled'), my hope is to integrate these tools in a manner which may be moderated for safety and thus deemed as an appropriate intermediate step in working towards openness. After all, I believe my primary role as an educator is to help students achieve their potential to live as responsible, happy, productive citizens in our digital, media-driven, networked world.