

Learning Journal Entry 2.1

As teachers, we are held to a higher level of conduct than others. With social media, our daily lives could become permanent fixtures for the world to see. Aside from our personal use of social media, we need to be aware of other users posting pictures/comments. Social media is being used as a legal document in the courts. So it is important for teachers, to maintain a positive digital footprint to damage control comments and pictures that surface.

The readings assigned have deepened and confirmed many details of the potential dangers as well as the potential opportunities that social media provides. In fact, one might say that social media is a double-edged sword. Social media, if used properly, can enhance one's chances of securing employment, maintain a professional image, even become an educational tool. Of course the reverse can also be said if used improperly (Hengstler, J. 2012).

As a professional it is important that one be ever vigilant with how one's digital footprint appears and cultivate it into a shining star so that anyone who happens upon one's footprint is left with good vibes rather than the opposite (Hengstler, J. 2011).

References

Hengstler, J. (2011). Managing your digital footprint: Ostriches v. Eagles. In S. Hirtz & K. Kelly (Eds.), *Education for a Digital World 2.0 (2nd ed.)* (Vol. 1, Part One: Emerging technologies and practices). Open School/Crown Publications: Queen's Printer for British Columbia, Canada.

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

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

Learning Journal 2.2

The readings assigned for this journal were interesting and eye-opening. Based on the compliance scale, I would rank myself "Ignorant" on the compliance scale (Hengstler, J. 2014). Prior to this course I knew of BC's privacy law and that I needed consent but I was unaware that the school-wide consent form may not cover my class (Hengstler, J. 2013). As my personal policy, I don't publish student work online however, I would like to start moving towards that direction. These resources listed in the references are just what I personally wanted to assist in my endeavours to not only increase my knowledge of FIPPA but also share these with my administration to hopefully start the process of bettering our districts understanding of FIPPA.

From these documents I plan on adapting what I do to not only cover my back but also teach students about their rights and implications of posting anything online. Single-handedly this is the reason I wanted to have this course so that I could teach with peace of mind and that I would be better protected from transgressing with FIPPA.

I don't believe my ability to borrow resources from other educators from out of BC or anywhere will change despite these readings. I am knowledgeable of some open-source places to go to for lesson ideas otherwise I will continue to use Google to search for ideas and adapt what I find to suit my needs.

References

Hengstler, J. (2013). A K-12 primer for British Columbia teachers posting students' work online.

[Primer on Posting Minor Students Final.pdf](#)

Hengstler, J. (2014). "The Compliance Continuum: FIPPA & BC Educators"

https://www.dropbox.com/s/ridcqq14a7k9543/Compliance_Continuum_5_06_14-1.pdf

Learning Journal 2.3

The great digital divide is perhaps something I was aware of as I taught students in grade 8 computers class. Some students would be affluent in working with computers and others wouldn't even know what Microsoft Word was. Things I learned about how this may happen are the ideas of accessibility, knowledge, and infrastructure (Digital Divide, 2013). Firstly, the infrastructure refers to devices, power lines, communication lines, etc. that are required to even access the internet at reliable speeds. Knowledge refers to the training and technical know-how to operate and interpret information from the WWW using differing internet communication devices. Lastly, accessibility refers to location, time, and ease of use to be able to access the internet.

These basic ideas of the digital divide affect Canadians in a couple of ways. Firstly, location is key to great access to the internet (Digital Divide, 2013). If one lives in a major centre, they're more likely to have internet readily accessible to them rather than someone living in a rural centre away from most major centres. This is particularly true for many First Nations reserves located in very rural and remote areas, although this problem is being worked on namely by a company called Pathways to Technology.

Second, wealth or income is another factor because poorer families may not have the funds available to purchase technology to enable them to interact on the web. This may be remedied by internet cafes or schools. Third is training which can be related to income as those without devices may not receive training either. Training in using the internet is probably another big factor for Canadians as well as First Nations groups especially in easing fears of culture assimilation seeing as the language of the WWW is English.

Based on the readings and even before, I have never thought that internet use was a privilege rather it been a necessity, especially in the area that I teach. I use social media in a very minute way in my teaching and I doubt, at least for now, that I will grow in that aspect until it becomes necessary or mandatory. To conclude, using social media in an educational context needs to occur early on in education so that all people may learn and receive exposure to it so that no one is disadvantaged later on in their education.

References

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