

# iLab Manual

Future-proof your classroom – teaching skills 2030

## Module 5 Teaching with social networks

Faculty of Tourism and Hospitality  
Management Opatija

## Future-proof your classroom – teaching skills 2030

### Welcome to the course Teaching2030!

Technology rapidly changes the way we think, live, learn and lead. Education plays an essential role in this transformation process. Teachers and trainers have to be prepared for new challenges and learning environments in order to guide future generations the best way possible. Based on these considerations, the blended-learning course “Future-proof your classroom – teaching skills 2030”, Teaching2030 for short, addresses teachers, tutors and trainers in higher education institutions providing them with instructional competencies and skills over eight modules. The course comprises a web-based training course (cBook) and an on-site learning space (iLab) and can be accessed without limitations and is free of charge. It is funded by the Erasmus+ Austrian National Agency under Key Action 2 Strategic Partnerships.

### Lucia and Marko will guide you through the cBook and iLab

The didactical concept of the entire blended-learning course follows the principles of **storytelling**. Storytelling is quite common in company training but has so far not been commonly used in educational courses. It is, however, an essential part of Teaching2030. Throughout the modules, Lucia and Marko, two teachers at a higher education institution, will guide you through your learning experiences, helping you deal with the new trends and difficulties you might experience in your future teaching. They will accompany you and share stories about their recent successes with their students and their reservations about giving new approaches a try. They provide each other with teaching advice and support, and, last but not least, they help future educators manage the challenges they may face. They are both a constant presence in the cBook and in the iLab, which are closely interlinked.

The **cBook (computerBook)** is a web-based training environment that contains the eight modules of the course, each of which comprises five chapters organised around key topics. The cBook offers you a diverse range of learning material, like information (texts, hot spots, didactic sequences), interactive exercises (drag and drop, multiple choice, memory, surveys, word clouds), reflection tasks, videos and additional materials and links. Each cBook module contains five major tasks entitled “iLab”, indicating that these tasks are better suited for use within the iLab. In addition, the cBook provides reflection tasks, called “iThink”, for discussion in the iLab. Nevertheless, you can also work with the cBook as a stand-alone MOOC.

The **iLab (innovationLab)**, as part of the blended-learning course, is an on-site, open, self-directed learning space, estimated to require two days per module. It can be organised as a training environment under the supervision of a Teaching2030-developer, or without supervision, as a self-directed learning environment for teachers who would like to widen and strengthen their teaching approaches and skills. The iLab is designed to be used flexibly, as it provides additional exercises, tools, materials and links, but it is recommended that the cBook be completed first in order to build a solid basis for the iLab. Each iLab module offers a guide explaining the didactical approach of the entire course and a glossary containing the central items and terms used by the development team.

Give Teaching2030 a try and have fun!

Your development team:

CREATE 21<sup>st</sup> century GmbH

Eszterházy Károly Egyetem Eger

Fachhochschule Burgenland GmbH

Faculty of Tourism & Hospitality Management

Universidade de Aveiro

Università degli Studi di Perugia

Universitat de Valencia

University St Kliment Ohridski Bitola

Univerza v Mariboru



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## 1. Social networks as teaching tools

In today's technologically advanced world, the development of digital competencies is one of the activities that every teacher should pursue. Module 5, Teaching with social networks, explains the importance of continuing professional development through different forms and modes of digital education and learning, with the aim of achieving better results in working with students. The traditional way of teaching new generations is not interesting at all, which causes unrest in the classroom, disobedience, disinterest in the material, etc. Using new technologies such as social networks, it is possible to innovate and bring teaching closer to students. The very nature of social networks allows users to communicate, share ideas, and collaborate, which is a great medium through which students can learn and be taught. Social networks encourage students to engage in discussions, learn to seek quality information, and develop the writing and acceptance skills of others. On the other hand, social networks play an important role in informal education and teacher learning. They provide quick and easy access to information and network with colleagues with whom communication and sharing would not be possible without digital technologies.

### 1.1. Why use social networks in the classroom?

#### Story



**Lucia:** Marko, I have to tell you about my recent, new teaching experience. I innovated teaching by introducing social networks. I used Facebook as an e-learning platform where I post my ppt presentations for classes and upload multimedia. I also compile different quizzes to encourage students to participate in the quiz and discuss answers.

**Marko:** What was the feedback of students on the application of social networks in teaching?

**Lucia:** They are thrilled! They said they like absolutely everything. They called themselves the "internet" generation, which prefers digital technology over classical teaching (usually writing and processing on the class). Most importantly, they said that in this way they can show their creativity, are more motivated to work and more satisfied with the new teaching approach.

**Marko:** Well done Lucia! You gave me a good idea! I could do the same!

Social networks such as Facebook can become a great e-learning platform. Professors, teachers, and others can publish their ppt slides for lessons and more multimedia content. In addition, teachers or students can prepare different quizzes to encourage other students to participate in the quiz or discuss the answers. Although some parents consider that social networks are harmful to the education process, there are numerous opportunities offered by social networks.

“**Facebook** is a page that can seemingly integrate seamlessly into the curriculum by creating that sense of community and group learning possibilities” (Hull 2014). By creating class groups, students can search for groups in their field of study or extracurricular activity. In addition to sharing information regarding the courses they attend, those groups are also useful for boosting motivation. Random posts about how much material to learn will give you, sympathy, jokes about the material always help to better remember, and it is best on the last day before the exam when there are complete confusion and general nervousness about the exam questions. In addition, one of the possibilities is the creation of Facebook events for some projects or help with a task. An event may be the basis for gathering certain people on a project or seeking help from a large number of colleagues.

However, many professors use **Twitter** for quick communication with students. Such an informal way of communication would greatly contribute to the quality of teaching. Students could be able to ask a professor instead of writing down their ambiguities about the material and asking questions at the next lecture.

Likewise, **YouTube**, as the world's largest social sharing site for video sharing, can be a great help to higher education. **Blogs** are considered a collaborative and interactive tool that will enable teachers and students to exchange views and develop discussions on a published topic. Blogging also allows students to learn how to critically assess and evaluate various online resources.

“Using social media, teachers can able to improve the involvement of their students in studies and education, improve technological ability, provide a great sense of collaboration in the classroom and make good communication skills.” (Rayanne Dany, 2019)

## Exercise: Get inspired by best practices!

Three best practice-examples give insights on how to use social media in class. Reflect on the possibility how the following quotes could inspire your teaching:

### Quote 1:

“I use a combination of my professional Twitter and Instagram accounts to stay connected with my students. In all of my classes, my students have a class assignment to create a professional Twitter and Instagram account. I don’t require them to post but I do require that they search for the class hashtag and check out the articles and information that I share.” (Carey Ingle, J., 2018)

### Quote 2:

“I teach science and technology courses to undergraduate and graduate students at The University of Texas at Tyler, and I use a variety of social media tools such as Facebook and Twitter in my courses to help create social pressure and build a sense of community. Each of my courses has a closed Facebook group to supplement instruction, break down the distance barriers felt due to the lack of face-to-face interaction, and allow for the sharing of ideas with their fellow classmates. For example, students in an introductory robotics course shared their dancing robot projects with one another via Facebook.” (Delello & Semingson, 2019)

### Quote 3:

“I encourage my students to create a professional online presence. I tell them that they will be googled by their prospective employers (when I was hiring teachers I would Google applicants all the time) and having a social media presence that presents them as a professional is very impressive.” (Carey Ingle, J., 2018)

## 1.2. Benefits of social networks for teachers

**Improved communication.** Social networks are created for communication, but there are several social networks that are designed specifically for educational purposes. Those applications enhance communication between students as well as between students and teachers. Students feel more comfortable when they ask questions online than in a crowded classroom. Furthermore, social networks allow them to express themselves and learn more.

**Reduced teacher workload.** Social networks allow students to seek help from their friends, which reduces the teachers' efforts. Students can also create a learning group, which encourages interaction between them. All you have to do as a teacher is to monitor online learning.

**Real-time information.** Students are able to receive information about the latest happenings in just a few minutes spent on social networks. They can search for relevant information and speed up their learning. The ability to get crucial information at the right time is one of the most important reasons why teachers should use social networks in education.

**Shared ideas.** Social networks allow teachers to share the idea with each other and to connect with teachers in other institutions (PLB 2019). In addition, social networks represent the best networking platforms where you can meet someone who has similar interests.

### 1.3. Benefits of social networks for students

**Learning and networking.** Social networks represent a great opportunity for students to learn what is happening around them, but they also have the opportunity to learn many new things. It is easier to find like-minded people with whom they share experiences and opinions about similar things. Also, “students can share study materials through social networking sites like Facebook and Instagram” (Emertxe 2019).

**Sharing information.** One of the most important benefits for students is sharing information. Besides useful information, students share study materials, attitudes, opinions, and other useful teaching and exam materials.

**Collaborative learning.** Social networks enable users to stay connected, easily share information and get in touch with others. All of this opens up the possibility for collaborative learning and group work and can enrich the learning process.



## Activity: Checking the digital competence

Before start using social networks as teaching tools, check your own digital competences in teaching, according to European Framework for the Digital Competence of Educators, [page 53](#).

Find the internet definitions associated with this chapter (e.g. definition of social media, social network). Test the first online page where you find a complete definition of these issues to check your overall digital competence:

1. What is the network address or domain?
2. Is it a personal page, forum, blog, wiki or similar?
3. Is the author an expert in the area he writes about?
4. When did the site come up and how often other information was updated online?
5. What is the style of pages written (professional, scientific, popular) and to whom the page is intended?
6. Is there any advertising message and sponsor network site, who are they?

## Activity: Creating a social media site

Creating a social media site (How to create a facebook page four your online teaching).

- When did the site come up and how often other information was updated online?
- What is the style of pages written (professional, scientific, popular) and to whom the page is intended?
- Is there any advertising message and sponsor network site, who are they?

Watch this [video](#) and try to create your own Facebook page for teaching.

## iThink: Benefits of social media

Think about your classes in the future, where you intend to implement social media. Try to answer the following questions:

1. What is the most important benefit when working with social networks (for your future lectures)?
2. What is the most important benefit when working with social networks (for your students)?

Ask your teacher colleagues to think about the same issues and compare your answers with them.

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## 2. Social networks as innovative teaching instruments

### 2.1. Using social networks tools for teaching

Social networks are one of the most used online tools in everyday life. “Students and teachers alike are very familiar with social networking sites. Sites such as Facebook and Twitter help people get together and share ideas, so of course, you can use them in an educational environment” (Summers 2018). There are numerous social networking tools that could be used in the teaching process, and some of them will be listed below.

- **Edmodo** gives complete control of your digital classroom, providing a reliable and easy way for students to connect and collaborate, share content, access tasks, grades, and faculty notifications. By Edmodo, you can open groups, share homework, enter a checklist and monitor the progress.
- **Google for Education**. Google provides a reliable way to set up online classes, counting students, making tasks and reviewing students' work. The purpose of Google for Education is to provide everything a teacher might need in the online classroom.
- **Facebook**. With the right privacy settings, teachers can use Facebook to open a group for their class, share articles, documents, and videos, but also they can ask questions.
- **Twitter** is a great way to remind upcoming deadlines, reconciling work assignments, and encouraging students to ask questions. Its flexibility and popularity provide many creative ways to engage students.
- **Skype in the Classroom** enables to organize virtual fieldwork, invite guest speakers into your classroom, and give Skype lectures. In addition, this tool enables teachers from all over the world to share best practices and create collaborative projects for their students.
- **TED-Ed** allows you to view and produce video lessons on a wide variety of subjects, from literature to economics and allows you to engage with students through numerous communities and clubs.
- **Instagram**. “Teachers can create assignments that tap into the need to Instagram such as photo essays where students take photos, upload, and add captions or students can even create campaigns for certain organizations or just for a lesson” (Chesser 2013).

## 2.2. How I use social networks in class

### Exercise

Watch this video (<https://www.youtube.com/watch?v=76rWPnZrBI8>) and think about how to apply social networks in the class. According to the above, try to choose the three social networks that bring the greatest benefits to the class.

### Story



using information and communication technology.

**Marko:** Lucia, a few weeks ago my classmate called me. She noticed that her students were uninterested in the class, so she asked me for advice on how to refresh her class. She wanted to introduce digital content, especially related to social networks, into her teaching. I wanted to recommend something new and easy to use, since she has no experience in

**Lucia:** Did you find something useful and interesting?

**Marko:** Yes, I found web based training in an appealing cBook format for teachers that can be accessed without restrictions and is free of charge. I began to study it myself and apply it in my teaching. There is also background material related to various tasks and activities for teachers, which are contained in the iLab manual. It is very user friendly!

**Lucia:** Can cBook be taught how to apply social networks in teaching?

**Marko:** Surely! I just recommended it to my colleague. The cBook is specially created in different modules, one of which is related to Teaching with social networks.

**Lucia:** I would love for you to definitely show me the cBook and iLab manual so I can apply to my classes! Thank you Marko!

## iThink: Effective use of social media

Now, when you know more about the use of social network sites in teaching, think about important questions that you have to answer before starting to use a specific social network with your students:

1. Why exactly this social network site?
2. For whom is appropriate (e.g. is it appropriate for students)?
3. How to effectively use for achieving educational goals?
4. What can you do with this social network site to support your curriculum?
5. What conditions must be met in order to use - human, technical, physical?
6. What kind of permissions do you need to use this social network site?

Discuss these issues with your colleagues and students.

## Activity: Learning tools and instruments

### **TASK 1:** Exercise - Microlearning as innovative teaching instrument

Visit the [website](#). Choose a lesson from your area of interest (video). Select the button on the right, as specified (Watch, Think, Dig Deeper, Discuss). Then tailor the lesson to your own needs. Try to create your own, personalized lesson.

### **TASK 2:** How to use social media as learning tools?

Please visit this [website](#) and try to:

- “Create a Facebook group for your class.
- Use blogging for students’ homework assignments.
- Use Twitter for bringing fun into the classroom.
- Use Pinterest for pinning educational resources.
- Use YouTube for the flipped classroom concept.
- Use Skype for connecting with anyone, anywhere, at any time.” (Norman, S., 2016)

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## 3. Using social media for collaboration

### 3.1. Collaborative learning

Collaborative learning is one of the contemporary teaching methods that is based on the view that learning comes from the students' collaborative work, which themselves reveal the meaning of the content. Students acquire knowledge in groups where each member participates individually in the activity, using the knowledge, experience, attitudes, skills, and opinions of other group members in order to solve the tasks.

“Collaborative work is more likely to succeed when preceded by careful preparation. Effective preparation includes:

1. an explanation of the purpose of collaboration and how it benefits all students;
2. explicit processes developed for students to work together collaboratively;
3. collaboration through small group work to build trust;
4. teachers monitoring interaction to ensure that collaboration is inclusive and that
5. behaviours within interaction are appropriate and not hurtful or damaging;
6. teachers allowing students to make more decisions about their learning;
7. teachers encouraging all students to participate” (Henderson et al., 2013).

### 3.2. Benefits of collaborative work via social network

Social networks represent an ideal platform for fostering collaborative learning. Why use social networks for collaborative learning? What are the main benefits of collaborative learning?

Collaborative learning includes all educational methods that in any way involve the combined efforts of students, with or without a teacher, in achieving a common goal. It is not necessary to exclude the classical methods of teaching, listening, and recording, since they can be combined with the methods applied in teamwork.

In addition, collaborative learning leads to better success and continued memory. More frequent higher-order thinking encourages a deeper understanding and critical thinking. Students are more focused on work, the discipline is better in the classroom, their motivation is better, they develop a sense of belonging, a more positive attitude towards themselves,

more positive attitudes towards faculty subjects, learning, a more positive attitude towards teachers, etc. (Terzić 2012).

“The benefits of collaborative learning include:

- Development of higher-level thinking, oral communication, self-management, and leadership skills.
- Promotion of student-faculty interaction.
- Increase in student retention, self-esteem, and responsibility.
- Exposure to and an increase in understanding of diverse perspectives.
- Preparation for real life social and employment situations.” (Cornell, 2019)

## Exercise



Edmodo is a type of social network created in 2008. The aim is to connect teachers to communities and make it easier to access and share materials and knowledge. Enables collaboration in small groups between teachers and students.

Main Edmodo Features are (CARNet 2019):

- Online classroom discussions
- Sharing ideas
- Sharing content
- Connecting with other teachers
- Sharing photos and videos
- Record activities in calendar
- Create quizzes and polls
- Monitoring students' work
- Teachers collaboration

Teachers, students, and parents have an opportunity to open accounts on this platform. It is also possible to create groups, share documents, monitoring the work of a student, and communicate with other teachers, parents, and students.



## iThink: Give it a go!

Answer the following questions, watch the video that comes next and compare your results with the ones in the video.

1. Why does it make sense to incorporate social media into learning and teaching?
2. How can social media be used as a powerful tool in the classroom?

## Activity: Instagram and Pinterest for learning and teaching collaboration

“Instagram allows teachers and students to communicate through shared images, short video clips, and captions. Instagram has the potential to increase student collaboration, provide evidence for student understanding, and authentically showcase student work” (MrsGeology 2017). Watch the following [video](#) and try to make Instagram profile.

Pinterest provides the ability to discover ideas and interests and to structure and organize them on a virtual board. In this way, you can sort and compile web pages, images and videos from your area of interest and share them with your students or colleagues, which then have the ability to comment. Each folder can edit multiple users.

Please, register with [Pinterest](#) and then create an online graphics folder of your own choice.

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## 4. User generated contents of social networks

### 4.1. Why UGC?

“UGC is a key tool for universities trying to help prospective students imagine themselves at your school, in your classrooms, in the dorms, making friends, attending events, and being successful” (Slater 2017). The most obvious example of user-generated content is the blog, but users engaging in forum discussions and compiling their profiles on social websites also generate the content.

“**User-Generated Content** is being used to support informal and social learning as it can be used effectively to provide:

- Additional information to support a given training program
- Tips (on problem solving through real and relatable information)
- Different viewpoints
- Sharing research” (Pandey 2018)

However, these are the main types of UGCs that can be found on the internet:

- **Comments.** The comments that users leave on the web site are user-generated content.
- **Photos.** Photos are one of the most widespread types of content: people share more than 2 billion photos every day. Therefore, it is very useful to use them as user content.
- **Video and audio.** Advanced technology allows a wide range of media use – beyond text writing. Both students and teachers may use video and audio to generate content as part of the learning environment.
- **Comments on a forum.** Discussion forums are a widely used teaching instrument, often part of learning management systems provided by the university.
- **Blogs and posts.** Content generated by users for blogs, Twitter, LinkedIn and Facebook require a certain style depending on the text type (see Module 6, Chapter 1 and 2)

Students and teachers understand that learning should not be limited only to classrooms, since they can realize creativity by creating their own content through various online platforms.

## 4.2. Advantages of UGC in online learning

**“It Improves Engagement.** Engagement is the lifeblood of a successful learning programme. The more engaged your students are, the more likely it is that your training will make a real difference.

**UGC lets you capture informal learning.** Asking your students to examine their own experience is a powerful instructional approach, but the benefits don’t stop with the student – it can also save you a lot of effort. Only 10% of what we learn comes from formal learning – the rest we pick up from our peers and from good, old-fashioned experience.

**UGC improves organizational knowledge.** Once you have let your students generate their own content on your platform, how are you going to know if it’s accurate? Maintaining accuracy is among the key advantages of UGC. On a social LMS, every piece of content your students share with each other can be commented on and rated.” (Growth Engineering 2016)

### iThink: Social media for personal use

Think of how you use social media and answer the questions below:

1. Have you already created social media content? If so, why and for what reasons?
2. Which content have you found compelling enough to share with friends and family?
3. What would you never share with others?
4. Do you keep the core rules of netiquette in mind when generating content for the web?
5. Do you only share funny things or also serious ones, engaging in discussions about politics and/or social matters?
6. Which style do you use when writing blog posts or comments in a forum?

Think of your teaching style – which of these principles do you find most important when generating content with students in class?

### Activity: Creating a personalized course via Moodle

Visit the Moodle [website](#)! Moodle is a learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalised learning environments. Try to create a personalized course using this learning platform.

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## 5. Risks and challenges when implementing social networks

### 5.1. Risks when using social networks

Except numerous advantages of using social networks “there are also some risks involved with using social media in class, however with the right knowledge and preparation, these risks can be managed” (Webwise 2019).

Some risks to be aware of (CERT 2019):

**Phishing attacks.** Phishing attacks become very ordinary on social networks. The user receives a link via a message or comment on your own profile that connects them to a malicious website controlled by the attacker. The malicious websites are often identical copies of social networking sites, banks, etc.

**Fake profiles.** Fake profiles are mostly created in the name of celebrities or people known in a certain circle of friends. Fake profiles don't have to be malicious, but they can cause significant harm to persons whose identity has been exploited.

**Cyber-bullying.** Cyber-bullying is a term used to describe the aimless and repeated harm of another individual through technology, most commonly via mobile phones or the Internet. Most often, these are modified multimedia content (photos, videos, etc.) in order to humiliate an individual, as well as demeaning messages and comments on someone's profile.

**Industrial espionage.** The disclosure of confidential information on social networks represents a great threat to the intellectual property of the companies. In such cases, the attackers are trying to fraud employees of a company to get confidential information.

**Privacy.** “When posting about children we need to be very careful that the content we post doesn't disclose personal information about the children. Information about pupils' educational attainment, special educational needs, and health or family concerns can be very sensitive.” (Webwise 2019).

## 1.2. Tips and tricks for keeping your personal data safe on social networks

The privacy protection of users on social networks, as well as the information uploaded by the user to the social network, must be adequately secured. The user can apply the following steps to protect against malicious attacks:

- *Limiting the amount of personal information that is displayed on a social network* - The user should not disclose information that could compromise them in any way (such as a residence address or daily routine). If acquaintances publishing information about the user, the user must be sure that information does not violate their privacy.
- *The Internet is a public resource* - The user should not display data on their profile, which they do not want to reveal to a wider circle of people (known or unknown).
- *It is necessary to pay attention when communicating with strangers* - the internet is an opportunity for malicious users to impersonate themselves and their motives and interests. The user should limit the number of people who have the ability to contact him through such web services.
- *Applying the appropriate settings for privacy* - most users do not exploit the full potential of privacy settings on social networks. The default settings on some social networks enable all users to see the profile.
- *Use strong passwords* - the user account must be protected with a strong password. If someone discovers a password, they could impersonate, discover sensitive information, deceive other users, etc.
- *Privacy policy checking* - it's important to know what information social network servers share with other companies.
- *Use and update of antivirus software* - antivirus software automatically detects most malware and protects users from data loss. Attackers are constantly creating new forms of malware, so you need to keep your antivirus software updated regularly.

Watch this [video](#) and think about risks of using social networks.

## iThink: Preventing the misuse of social media

Think of your next lecture where you intend to implement social media in class. How could you establish robust policies against the misuse of social media?

1. How will you inform the students about the right use?
2. Which rules will you set up?
3. How will you control the right use?
4. Do you see a possibility to motivate students to use social media correctly instead of “warning” them?
5. How will you deal with students who are breaking the rules?
6. After all, what will be your personal reward for these efforts?

## Activity: Creating a social media code of conduct

Based on the above in this chapter and after reading this [article](#), try to create social media code of conduct and try to establish powerful polices against the misuse of social media especially in the learning process.

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## General summary

The increased use of social networks applications in education environment has created both challenges and opportunities for teachers. However, social networks has become one of the most vital parts of every single person's life. They are becoming increasingly important for communication, collaboration and exchange of ideas in the everyday lives of the 21st century generations that possess an innate propensity for technology. "The education of such generations should be shaped and developed in a direction that will meet their needs and motivate them to actively engage in the teaching process" (Loncaric et al. 2019).

Social networks are becoming very popular especially among the students. "These sites expose the students to various risks like online bullying, disclosure of personal information, cyber-stalking, access to inappropriate content, online grooming, etc. In addition there are many more risks like fake profiles with false information, malicious application, spam, and fake links which leads to phishing attacks etc" (Future Shiksha 2019). TIP - Social networks are a great way to stay connected with others, but you should be wary about how much personal information you post.

## Glossary

**Social network sites** - web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system.

**Social media** - collaborative online applications and technologies that enable participation, connectivity, user-generated content, sharing of information, and collaboration amongst a community of users. These include social networking sites, wikis, blogs, podcasts, vlogs and online virtual worlds.

**Collaborative learning** - an umbrella term for a variety of educational approaches involving the joint intellectual effort from small group projects to the more specific form of group work known as cooperative learning. CL suggests a way of dealing with people, which respect and highlight individual group members' abilities and



contributions. Key elements of CL include positive interdependence, considerable interaction, Individual accountability, social skills and group processing.

**User generated content (UGC)** - i) content made publicly available over the Internet, ii) which reflects a certain amount of creative effort, and iii) which is created outside of professional routines and practices.

**Cyberbullying** - (i) a form of psychological and verbal violence that can be carried out by one person or a group of persons through the use of ICTs; (ii) the victim's inability to defend him/herself.