

Literature Review; Cloudlearn

Stephen Heppell and Carole Chapman
heppell.net
March 2011

Index

	page number
A snapshot of social networking usage in 2011	3
Mass social networking tools and mobile devices in the classroom	6
Demonstrating the need for educational guidance	10
Appendix 1	14

A snapshot of social networking usage in 2011

Education has a long and honorable history of harnessing social networking for learning. Early email services connected to teletext services like Prestel were pioneered in the UK by LEAs, with Essex and Hertfordshire leading the development. Their *esw (which grew into the prototype for TTNS, The Times Network for Schools) service was rolled out to all their schools in the mid to late 1980s.

As soon as the www code was released Learning in the New Millennium (1993 - 2000) linked primary school and secondary school students and their teachers with scientists / engineers in Nortel's laboratories, by using using a proprietary social networking software solution¹. That single project directly informed the incoming Labour Party's ICT in education policy². The DTI sponsored Schools OnLine in the UK started in the early 1990s and engaged eighteen companies, 60 schools, 300 teachers and 1,700 pupils in the first phase alone. Another UK project, the collaborative, user-contributed, Tesco SchoolNet 2000 project, developed to be showcased at the millennium, became the Guinness Book of Record's Largest Internet Learning Project in the World, at that time. For education, the adoption of the nomenclature Web 2.0 simply marked the moment when the others realised what education had known for a long time: social networking is effective. It is however a useful term to contextualise this snapshot view of social networking usage in 2011

In developing an analysis of the use of current web 2.0 mass social networking websites in education it is obviously not possible to cover the full breadth of variety of social networking sites available³, or indeed of uses. The full breath reaches across from esoteric in-house coded bespoke offerings with tiny user bases, to the huge and relatively recent Chinese sites like renren.com or 51.com with their vast user bases (renren in mandarin means "everyone"). **So** many sites, interpreted and used in **so** many ways, in **so** many contexts and cultures, is a measure perhaps of the increasing maturity of some parts of education. Amongst this complexity, broad trends are discernible, helpfully indicative, and widely reported. There is a degree of commonality in the social networking websites most popularly widely utilised throughout Europe, Australia, and North America.

In 2009 the dominant social networking website in use in Australia, New Zealand, USA, India, Canada, Germany, France, Spain, Italy was Facebook, closely followed by a combination of Twitter, MySpace and Flickr. Other countries, for example Russia, China and UAE, used distinctly different social networking sites often because they offered an easier system of blocking at regional and country wide level but even in these countries, the dominant sites are often effectively clones: in China, Fanfou is a Twitter clone for example.

The list of social networking sites in Appendix 1 (page 9) is not intended to be exhaustive and provides a snapshot picture, only relevant in early 2011. Many large popular UK sites are not covered in Appendix 1, for example LinkedIn. Although LinkedIn has seen a

¹ Mosaic for www delivery and First Class as a discussion tool: <http://www.theknownet.com/>, <http://rubble.heppell.net/archive/linm/>

² [Information and Communications Technology in UK Schools](#) the "Stevenson report" 1996

³ For a breakdown of use around the world in 2008 see: <http://royal.pingdom.com/2008/08/12/social-network-popularity-around-the-world/>
For user statistics 2010 see: http://en.wikipedia.org/wiki/List_of_social_networking_websites

substantial growth in the last three years⁴ as a business site where people advertise themselves to companies and promote their CVs its educational use has so far been minimal, being limited to adults. Similarly 'Delicious', which enables an individual to save URLs to a personal account, is widely used in the university sector but has not yet significantly penetrated the school sector market.

It is worth an early reflection that, in a world of learning which has been highly synchronous - with most hours "timetabled" and a clear demarkation between "now" and "not now" (with schoolwork and homework for example) social media have had a significant impact on blurring the distinction between school time and other time. Their use often exists in a "nearly now" space previously uncolonised by education; a consequence has been a mixture of uncertainty and confusion. Do social media belong at home or at school? A similar confusion has existed in the workplace. Unsurprisingly a lot of their reported innovative use bridges these two domains, with increasingly evidence of a bridge between the domains of work and learning too.

The list in Appendix 1 provides summary of the attributes of the main mass social networking websites in use in the UK, with a brief synopsis of their current educational use. By definition all the web 2.0 tools outlined in Appendix 1 are collaborative. Web 2.0 itself is defined as "web applications that facilitate participatory information sharingand collaboration"⁵. Collaboration, although not part of Blooms original taxonomy⁶, or its adaption by Anderson et al⁷, is seen as a necessary skill for modern employment with the emphasis on team work and being a team player and underpins UNESCOs 'four pillars of learning'⁸. Collaboration can be enhanced by web 2.0 tools, for example wikis, blogs, collaborative document tools, social networks, VLEs. According to Church all these tools are "enablers of collaboration and therefore enablers of 21st century teaching and learning"⁹, hence their early adoption by educators as outlined above.

Mass social networking websites are continually evolving and their use by young people is shifting, as sites gain popularity and membership, before interest declines and members move on¹⁰. But it is their sheer popularity with students and their parents, the very high penetration of mass social networking amongst these groups, which makes mass social networking websites as opposed to bespoke educational tools so attractive to education.

Having been given a firm push by government agencies, VLEs (virtual learning environments) are now available in the majority of secondary schools, and in many primary schools. Although purpose built educational VLEs have valuable attributes,

⁴ LinkedIn celebrates its growth: <http://www.vebest.com/v-news/23-global-it/360-linkedin-celebrates-its-growth-reaching-100-million-members.html>

LinkedIn adding a new member per second: <http://mashable.com/2010/11/17/linkedin-stats/>

⁵ Definition of web 2.0: http://en.wikipedia.org/wiki/Web_2.0

⁶ Bloom's Taxonomy: http://en.wikipedia.org/wiki/Bloom's_Taxonomy

⁷ Anderson, L.W., and D. Krathwohl (Eds.) (2001). A Taxonomy for Learning, Teaching and Assessing: a Revision of Bloom's Taxonomy of Educational Objectives. Longman, New York.

⁸ UNESCO The Four Pillars of Education: <http://www.unesco.org/delors/fourpil.htm>

⁹ Churches A. "Blooms Digital Taxonomy": <http://edorigami.wikispaces.com/file/view/bloom%27s+Digital+taxonomy+v3.01.pdf>

¹⁰ An example of this is the move of members from MySpace and/or Bebo to Facebook.

especially providing profile tools and resource repositories, their forums or discussion groups are often used a very limited way. This is also true of parent logins and has caused many schools, including primary schools to supplement them with the use of class blogs, as a tool to keep parents, teachers and pupils informed of events and outcomes in their school¹¹. In a number of the most innovative schools this drive to communicate with parents has meant the school have included podcasting¹² and school internet radio¹³ as part of the social networking tools used in their school. This has intelligently moved schools away from simply a textual base communication with parents.

The use of mass social networking websites which can enhance collaboration, where pupils (even persistent non-attenders) and their parents already have an identify, and/ or the use of non-textual communication tools has been seen by innovative and creative practitioners as a valuable communication/ educational resource to engage all parents and pupils in learning.

¹¹"The Day the Nation took notice of Primary Blogging!" <http://mrmitchell.heathfieldcps.net/2011/02/14/the-day-the-nation-took-notice-of-primary-blogging/#>

¹² Ideas for using Podcasting in K-12 classroom: <http://www.thewritingsite.org/resources/technology/podcast.asp>

Teachers TV programme 'Podcasting in the Classroom': <http://www.teachers.tv/videos/podcasting-in-the-classroom>

Mathematics Podcasts: <http://www.sciencegeekgirl.com/documents/CMSESMC-Podcasts.pdf>

¹³ Radio in Schools: <http://www.childrenandradio.org.uk/radioinschools.htm>

Internet Radio Broadcasting: <http://www.andertontiger.com/broadcasting/>

Mass social networking tools and mobile devices in the classroom

We are in a world where, for a while, many schools banned Google. The use of social networking in the classroom has similarly been a matter of wide debate. For some schools and their network providers it remains so¹⁴. The advice of unions is to proceed, if at all, with utmost caution, and yet educational professionals, having seen a resource that will provide a learning tool in the classroom, have, unless the school policy absolutely forbids it, proceeded to introduce this resource into their learning practice¹⁵.

A number of educational professionals argue that the use of mass social networking devices (those designed for use by the general public (Facebook, Twitter, MySpace, Skype) are not appropriate for classroom use because they were not designed for educational purposes - an assumption therefore is that they do not have safety as a priority. It is clear too that there are many who do wish to use social networking but are unable to do so due to the school /local authority blocking policy:

“The majority of schools are blocked from viewing videos from You Tube. I would love to use Google Earth/Moon in our classrooms. However, since they are linked to You Tube, they are blocked and useless in our classes. The videos are a great piece of history and would be an excellent contribution to our students' education. If possible, can the videos be uploaded and linked to Teacher Tube?”¹⁶

Of course many argue against this view of an inappropriate design of mass social networking sites. Many teachers think that it is precisely because these tools **are** mass social networking websites that they are so useful; most pupils will already use them¹⁷ and hence those ‘hard to reach’ pupils can be more easily seduced into discussion and learning by using a tool they already use and understand, rather than being asked to use an unfamiliar, new, bespoke educational discussion tool¹⁸. The internet contains numerous examples of the ways to use social networking in the classroom¹⁹ although until recently most advice on its the classroom use of social networking steered users towards post 16 students only. This is especially true in USA where blocking is normal for K-12

¹⁴ YouTube is the third most blocked website, Facebook first: <http://www.reelseo.com/youtube-blocked-website-facebook/>- report from OpenDNS® which is the largest global DNS service for consumers, schools and businesses

¹⁵ Your teacher has just joined Facebook: <http://www.bbc.co.uk/news/technology-12193773>

¹⁶ Teacher question on Google forum: <http://www.google.com/support/forum/p/earth/thread?tid=19f5f9a46f9abf0f&hl=en>

¹⁷ Facebook had roughly 11 million users aged 13 - 19 in March 2011: <http://www.clickymedia.co.uk/2011/03/uk-facebook-statistics-for-march-2011/>

‘Children flock to social networks’: <http://news.bbc.co.uk/1/hi/technology/7325019.stm>

¹⁸ ‘Good Practice for Learning 2.0: Promoting Inclusion’ J. Cullen et al: http://ftp.jrc.es/EURdoc/JRC53578_TN.pdf

¹⁹ 100 inspiring ways of using social networking in the classroom: <http://www.onlineuniversities.com/blog/2010/05/100-inspiring-ways-to-use-social-media-in-the-classroom/>

25 interesting ways to use twitter in the classroom: <http://www.slideshare.net/travelinlibrarian/twenty-five-interesting-ways-to-use-tw>

How to use Twitter for social learning: <http://c4lpt.co.uk/socialmedia/twitterrl.html>

Quad Blogging - Real Wider Audiences for Pupils: <http://mrmitchell.heathfieldcps.net/2010/12/10/quad-blogging-an-idea-now-a-reality/>

Use Flickr in the classroom: <http://www.slideshare.net/shaunna/educational-uses-of-flickr>

pupils and the use of the internet in the classroom has been largely a college / university discussion²⁰.

Educationalists who propose the use of mass social networking in the classroom point to a number of advantages of their use: their value in developing literacy and communication skills, combined with critical thinking development²¹ has been recently documented²², although the impact of SMS and 'txt speak' on literacy is still controversial. Recent research on the value of the use of social networking with disabled and seriously ill children also paints a positive image²³. There is a sense in all this of effective practice running ahead of policy, perhaps a function of the pace of change.

In moments of crisis the use of mass social networking websites can provide a positive vehicle for communication and information. In February 2011 a large number of schools in Christchurch, New Zealand were damaged beyond repair in the earthquake. Schools used a number of IT methods to keep contact with their pupils. One of the most notable actions was the unblocking of mass social networking sites from school networks allowing pupils to contact each other, and families to contact teachers. Schools have been able to use Twitter and Facebook to update their pupils and their families in a time of crisis²⁴. This is likely to continue for a number of months owing to the damage cause to school and having seen the value of, and used the resources provided by, web 2.0 tools it is unlikely that New Zealand schools will revert to locking and blocking when the immediate crisis abates.

As educators have increasingly looked at the use of ubiquitous tools common amongst young people, like mass social networking, they have also seen that their means for using these tools has moved substantially from computers to include mobile devices, increasingly mobile phones. Mobile phones have become an integral part of young peoples lives, often bought by parents to meet a safety agenda, but used for getting and passing on information, entertainment and staying in touch with each other. Young people are confirmed as heavy texters; research showed that 50% of the young population in the UK send more than six texts every day²⁵. The take up amongst the young of parentally

²⁰ Using social networking to engage stonemasonry students: <http://www.slideshare.net/ozi/using-social-media-to-engage-students-307356>

²¹ Social Networking Classroom Activities that Employ Critical Thinking: <http://www.suite101.com/content/12-expert-twitter-tips-for-the-classroom-a139534>

²² Beyond Current Horizons, 'Forms of Literacy' V. Carrington & J. Marsh, Page 5: <http://www.beyondcurrenthorizons.org.uk/forms-of-literacy/>
Children who use technology are better writers: <http://news.bbc.co.uk/1/hi/technology/8392653.stm>
A Social Society; The Positive Effects of Communicating through Social networking sites: <http://networkconference.netstudies.org/2010/04/a-social-society-the-positive-effects-of-communicating-through-social-networking-sites/>

²³ Centre for Everyday Life, 'Analysing the Impacts of Social Networking for Young People living with Chronic Illness, a Serious Condition or a Disability': http://www.livewire.org.au/resources/DOCUMENT/180510120528_Livewire_Final%20Report_WEB.pdf
The Internet: Breaking down barriers to communication for deaf teens: <http://www.aboutkidshealth.ca/En/News/NewsAndFeatures/Pages/The-Internet-Breaking-down-barriers-to-communication-for-deaf-teens.aspx>

²⁴ Using social networking to keep in touch with pupils following a crisis: <http://blog.core-ed.org/blog/2011/03/necessity-is-the-mother-of-invention-schools-share-their-responses.html>

²⁵European Youth Trend Report 2009: http://youth-partnership-eu.coe.int/youth-partnership/documents/EKCYP/Youth_Policy/docs/Better_understanding/Research/European-Youth-Trend-Report-x09-.pdf

discarded Blackberry devices has further increased the trend of texting in school as Blackberry mass texting is so simple and easily enacted.

Mobile phones are the communication device of choice for most youngsters in Europe with 70% reporting that mobile calls and texts are their most important means of keeping in touch in friends. Many young people interviewed mentioned using their mobile devices to access social network applications and software like Facebook and Twitter has heavy use amongst mobile users²⁶.

While the use of online applications through smart phones is still limited, there are several signs that indicate an increasing popularity, in particular amongst young people. To some extent, education was looking (and waiting) for pocketable versions of their familiar laptop and computer tools, but in practice we have seen the substantial emergence of a new genre of apps that can be used as a valuable resource²⁷, for example to collect data, measure noise in areas, to check heart beats, for language translation and much, much more. Although every pupil may not (yet) own a smart phone teachers have realised that they can be shared - used as an independently owned, pocketable, collaborative tool, making their possible use even more valued in resource limited world.

In line with previous 'moral panics'²⁸, where the old panic about the perceived development of anti-social activities of the young, and articles in the media focus on mobile devices being responsible for indiscipline in classrooms²⁹ and their used for bullying (of both teachers and pupils)³⁰ a government courting popularity will seek to impose it's will on the young by the enactment of law³¹. Hence the recent pronouncement by the Secretary of State for Education to ban mobile phones in the classroom and allow teachers to confiscate and delete items on mobile phones, despite their current effective

²⁶ European Youth Trend Report 2009: http://youth-partnership-eu.coe.int/youth-partnership/documents/EKCYP/Youth_Policy/docs/Better_understanding/Research/European-Youth-Trend-Report-x09-.pdf

²⁷ ETL needs to get a grip on smartphones: <http://www.guardian.co.uk/education/2011/mar/08/mobile-learning-technology-apps-moore>

What type of iPhone apps work in the classroom: <http://techhelp.co/gadgets/iphone/iphone-apps-work-in-elementary-classroom.html>

²⁸ Cohen S. (1972): "Folk Devils and Moral Panics", London: MacGibbon and Kee

²⁹ Cell Phone Technology a Serious Classroom Distraction, Says Professor: http://www.associatedcontent.com/article/405775/cell_phone_technology_a_serious_classroom.html?cat=25

³⁰ Cyberbullying: How schools can protect staff and pupils: <http://www.tes.co.uk/article.aspx?storycode=6014095>

Bullying by mobile phone: <http://www.bullyonline.org/schoolbully/mobile.htm>

³¹ Conservatives plan to ban mobile phones in schools: <http://www.mobilephone.co.uk/news/2007/Nov/conservatives-plan-to-ban-mobile-phones-in-schools.html>

Mobile phone ban in schools: http://www.newsoftheworld.co.uk/notw/public/nol_public_news/1256943/Gove-slaps-down-yobs.htm

use by many innovative teachers in projects³² and complaints by civil liberties organisations.³³

Considering the high usage of social networking and mobile devices amongst young people advice has been concentrated on safety rather than positive aspects of use of the sites and devices. And yet we know that pupils will continue to use these sites and devices (much has been written on 'digital natives'³⁴) because research demonstrates the use of the internet in general and social networking in particular is integral to young peoples lives.³⁵ The drive in education is to harness these tools for the benefit of teaching and learning.

³² Hull shows why Gove's Govt can't ban mobile phones in schools: <http://edu.blogs.com/edublogs/2011/04/hull-shows-why-goves-govt-cant-ban-mobile-phones-in-schools.html?cid=6a00d83451f00f69e2014e8742bc54970d#comment-6a00d83451f00f69e2014e8742bc54970d>

³³ Liberty attacks new school search powers for phones: <http://www.bbc.co.uk/news/education-12365292>
NASUWT teaching union attacks school phone powers: <http://www.bbc.co.uk/news/education-12868879>

³⁴ Prensky, M (2001) Digital Natives, Digital Immigrants. NCB University Press, Vol. 9 No. 5, October 2001 repurposed, 'Digital Natives, Digital Immigrants': <http://www.marcprensky.com/writing/prensky%20-%20digital%20natives,%20digital%20immigrants%20-%20part1.pdf>

³⁵YouthNet, 'Life Support: Young people's needs in a digital age': <http://www.youthnet.org/mediaandcampaigns/pressreleases/hybrid-lives>
New Media & Society, 'Coming of age of the internet: <http://nms.sagepub.com/content/8/1/73.abstract>
European Youth Trend Report '09, Page 82: http://youth-partnership-eu.coe.int/youth-partnership/documents/EKCYP/Youth_Policy/docs/Better_understanding/Research/European-Youth-Trend-Report-x09-.pdf

Demonstrating the need for educational guidance

There is a wealth of advice available on the safe and secure use of the internet, including the Byron Review³⁶ and the work carried out by Sonia Livingstone³⁷. Much of this advice is specifically targeted at young people, their parents / carers and it explains how teachers should act to help children to protect themselves when using social networking websites. A number of organisations, including NGOs and charities, have developed resources (including courses) and websites for teachers and parents to use with young people³⁸. The Child Exploitation and Online Protection centre (CEOP) has established its 'panic' button³⁹ for users subject to internet abuse which leads directly to the police.

Although some of the advice targets teachers it is aimed at the security of young people rather than providing guidance on use for professionals using social networking in a work context. Any advice that is available concerns personal use of social networking and is aimed not just at educational professionals but a more general work context⁴⁰. A number of social networking organisations themselves, recognising that their software may be used by educationalists in a classroom context, have specific advice for its use by educational professionals⁴¹. However this advice is not always the best or most effective for classroom use. For example the Facebook advice encourages teachers to set up class pages and request pupils become 'fans' of these pages. As many teachers point out those 'hard to reach' pupils who are served so well by mass social networking sites are hardly likely to become 'fans' of teacher pages.

Education unions and education service providers⁴² have provided advice for their members. Some is viewable⁴³ and some, like the NUT advice, remains locked behind its membership portal. Although this advice is welcomed, union advice understandably tends to be focussed on protection of its members and caution / elimination of risk. Unions themselves are aware of the limitations of their own advice and are seeking more research evidence on social networking use in the classroom⁴⁴.

³⁶ 'Safer Children in a Digital World', T. Byron: <http://www.education.gov.uk/ukccis/userfiles/file/FinalReportBookmarked.pdf>

³⁷ 'On the rapid rise of social networking sites', 2010 S. Livingstone & D Brake, download at: <http://eprints.lse.ac.uk/30124/>

Risky Communication Online, 2011, S. Livingstone, E. Kuiper, N. Sonck & J. de Hanne, download at: <http://www2.lse.ac.uk/media@lse/research/EUKidsOnline/Home.aspx>

³⁸ Run by ChildNet International <http://www.kidsmart.org.uk/> is a website specifically aimed at safe internet use

Teachtoday living with technology lesson plans: <http://www.teachtoday.eu/en/Lesson-Plans.aspx>

For a full list of resources go to: <http://www.tes.co.uk/article.aspx?storycode=6065755>

³⁹ Child Exploitation and Online Protection Centre: <http://www.ceop.police.uk/Browser-Safety/>

⁴⁰ Worksmart: <http://www.worksmart.org.uk/rights/socialnetworking>

⁴¹ Facebook Safety Advice: <http://www.facebook.com/help/?safety=educators>

⁴² Using Facebook Safely for Professional: <http://www.yhgf1.net/eSafeguarding/eSafety/Schools/Education>

⁴³ NASUWT: http://www.nasuwt.org.uk/InformationandAdvice/Professionalissues/SocialNetworking/NASUWT_007513

⁴⁴ Teacher union want rules: <http://www.bbc.co.uk/newsbeat/12417183>

The consequence of all this advice is a split between innovative teachers or institutions, and schools or teachers whose policy and practice recommends that under no circumstances they use social networking,

*"I do not want to be sued over whether a student was sexually harassing another with xx pictures on the web.... Consider the idea that it is hard enough engaging students in their work without free use of technology in class distracting them every minute in the day."*⁴⁵

and those who recognise that it is a valuable resource for classroom teachers,

*"I can show a clip during school, and half the class is asleep. I post the same video to our Facebook group and 5 minutes later I have 10 comments all telling me how cool it is. Ignoring the educational potential of social networking technology is a serious mistake because it matches how students like to learn, and it prepares them for life outside of school."*⁴⁶

This is a profound divide. Added to this split amongst the profession is the recognition that pupils are growing up in a digital age where mass social networking is the norm and the increasing use of 3G devices and smart phones make it impossible for access to the internet, via the school filtering system to be regulated, to be sustained, or even to compete in performance terms. The development to 4G will increasingly make traditional cable and DSL broadband seem inefficient. Mobiles using 4G will access the internet substantially faster. For schools this means that institutional networks, wired and wireless, will be increasingly unable to perform as efficiently, or with as much speed, as the mobile in the pupils pocket⁴⁷. Comparative performance is already an issue for pupils. Licenses for blocking devices ('jammers'), used by a few schools, to prevent the use of mobile devices are difficult to obtain, restrictive in the terms of use under the license⁴⁸, their effectiveness depends on the area to be covered, and will need updating to cope with 4G. In a world of limited resources 'jammers' are unlikely to be a priority. In addition pupils are extremely adept at finding 'dead fields' in such devices and imaginative in finding ways around adult restrictions⁴⁹.

And yet research evidence, at first inconsistent, but now increasingly positive, confirms that the use of handheld devices add considerably to the learning experience.⁵⁰ The shown earlier in this review opinion around mobile phone use in the classroom remains

⁴⁵ Comments on article: http://www.huffingtonpost.com/2011/03/27/social-networking-schools_n_840911.html

⁴⁶ Blog post: <http://doug-johnson.squarespace.com/blue-skunk-blog/2009/8/20/networking-guidelines-revised.html>

⁴⁷ Can 4G take on traditional broadband: http://reviews.cnet.com/8301-12261_7-20000832-10356022.html

⁴⁸ This is due to their disruption of signals for emergency services and the difficulty in specifying the exact area they are blocking.

⁴⁹ For example pupils have recorded the high frequency sounds used by shopping malls to prevent youth loitering as ring tones for use in classrooms as the high pitched sounds are unheard by adults.

⁵⁰ LiNM Research Phase 3: http://rubble.heppell.net/archive/linm/iBooks_evaluation.html

active and split⁵¹, in both the UK⁵² and USA (where 69% of schools have banned mobile phones⁵³) and yet most pupils have phones (and spare phones to deal with confiscation issues) and increasingly innovative teachers are using mobile phones within project work.

The situation has become so confused that many parents find, for example, in some schools that they are unable to video the school nativity play in case an edited version finds its way onto the internet⁵⁴, whilst in other schools parents are specifically asked to view a YouTube presentation of weekly school news⁵⁵. Educationalists know that celebrating the work of children is vital and for those young people who are mainly visual and auditory learners having an audience for their audio and video work is a significant component in raising self esteem.

With the confusion outlined above it is not surprising that training for practitioners using new technologies remains variable. The Ofsted Report on 'The safe use of new technologies' (2009) concluded that,

*"Training for staff was the weakest aspect of e-safety. In 21 of the 35 schools visited, the survey identified e-safety training as an area for improvement. Most training provided was 'one size fits all' and therefore did not always meet needs"*⁵⁶

and,

*"Although the 13 schools which used 'locked down' systems kept their pupils safe while in school, such systems were less effective in helping them to learn how to use new technologies safely. These pupils were therefore more vulnerable overall. This was a particular concern when pupils were educated away from their main school, for example, in work-based learning."*⁵⁷

and finally,

⁵¹ School raises ban on mobile phones: <http://www.dailymail.co.uk/news/article-1220051/School-lifts-ban-mobile-phones-MP3-players-boost-learning.html>

Why I would ban mobile phones in schools : http://services.edp24.co.uk/FORUMS/EDP24/CS/blogs/steve_downes/archive/2011/03/29/2461706.aspx

⁵² On 3rd April 2011 in an interview in 'The News of the World' Michael Gove announced a plan to consult on banning mobile phones in the classroom so the issue now is being decided.

⁵³ Ban on cell phones: <http://www.msnbc.msn.com/id/35063840/>

⁵⁴ Nativity Video Ban: <http://news.bbc.co.uk/1/hi/england/2522561.stm>

Council bans filming of school plays: <http://www.telegraph.co.uk/news/1416209/Council-bans-filming-of-school-plays.html>

⁵⁵ See for example <http://www.castlemanor.suffolk.sch.uk/> Castle Manor School - Ofsted outstanding - who have been using YouTube to communicate with parents since 2006 http://rubble.heppell.net/media_forum/cmtv.jpg

⁵⁶ 'The safe use of new technologies, Page 14, downloaded from: <http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/The-safe-use-of-new-technologies>

⁵⁷ As above, 'The safe use of new technologies' Page 4

“Pupils were more vulnerable overall when schools used locked down systems because they were not given enough opportunities to learn how to assess and manage risk for themselves.....The weakest aspect of provision in the schools visited was the extent and quality of their training for staff. It did not involve all the staff and was not provided systematically”⁵⁸

It is vital to provide educators with guidance and advice on the integration of web 2.0 tools into classroom practice, so that these mass tools for collaboration, so essential for 21st century learning and employment, which bridge formal and informal learning, can be harnessed and used in our classrooms by teachers with confidence in a safe way.

⁵⁸ As above, ‘The safe use of new technologies’ Page 5

Appendix 1: Social networking tools and their uses in education

MySpace was launched in 2003. By 2006 it was the biggest social media website, but was overtaken by Facebook in 2008 and its decline in numbers continues⁵⁹. The minimum age for setting up an account was originally 14, but it became 13 in 2009. MySpace offers customised backgrounds, the ability to upload videos and MP3s. The site was largely used by musicians, and it is claimed that artists, for example the Arctic Monkeys, have been 'discovered' through the site.

Educational uses: As MySpace was one of the first mass market social media sites its use in the classroom was not widely considered even in terms of improving literacy, possibly because its emphasis was largely on music and the customisation provided a confusing, inconsistent site affecting its usability in class. Most classroom work around the use of MySpace concerned child safety.

Second Life is an online 3D world established in 2003. Users create avatars for themselves and interact with each other and the virtual space. A user can participate in individual and group activities, travel around the 3D world, undertake tasks, and create and trade virtual property and services with each other. Originally a service for those over 18 years, a Teen Second Life became available to those aged 13 years. This closed in Jan 2011 and the main site age was reduced to 16. Those between 13 and 16 years lost their accounts.

Educational uses: Largely used in universities who set up their own Second Life worlds. Buying virtual land on Second Life costs money which is a barrier to use. Some secondary groups did exist but a number of these ceased in December 2010 and most secondary schools have migrated to open source purpose built worlds. Institutions like Macquaries MacICT innovation centre have been doing substantial and successful work with primary aged pupils in 3D worlds so it would be foolish to ignore their use in the more favourable system than Second Life.

YouTube, was created in 2005. It is a video sharing website where registered users can upload, share and comment on videos. Users can create lists of favourite saved videos. Unregistered users can view all videos. Videos are viewable through most mobile devices including smart phones. In 2010 nearly 100 hours of video was uploaded to YouTube every 4 minutes⁶⁰. By 2008 YouTube was the second largest search engine in the world⁶¹. YouTube Edu was launched in 2009 to collect educational content.

Educational uses: YouTube is the third most blocked site amongst in schools. However some schools do use it as an educational tool, especially to show artistic performances, project achievements and course work (for example drama and music) Where schools use YouTube widely they tend to set up school channels.

Facebook, created in 2004, is now the largest social media group in the UK. Originally designed for university students it has extended its user base to all those under 65.

⁵⁹ Research by comScore suggests MySpace lost 10m users between Jan and Feb 2011

⁶⁰ YouTube is Huge: <http://mashable.com/2010/03/17/youtube-24-hours/>

⁶¹ The Second Biggest Search Engine: <http://www.twistimage.com/blog/archives/the-second-biggest-search-engine/>

Facebook has 25 million active users in the UK ⁶²(45% of the population). As well as personal profiles, interest groups can create group pages, and advertisers/ businesses can create fan pages/ check in spots which offer strong marketing opportunities. Facebook is mainly used to support friendships/ family known in a face to face context. As the largest social media website it has been the target of most blocking and controversy. Facebook is accessible on mobile devices, including smart phones, which makes it easy for users to check their 'wall' comments.

Educational uses: Facebook is theoretically not available for those under 13s. Now widely blocked in many schools, early use amongst teachers (before large scale blocking was instituted around 2009) demonstrated its value. In the last 12 months teachers in early adopter schools have conducted a number of small scale experiments in its use

Bebo, was launched in 2005. Bebo is an acronym for 'Blog early, blog often'. The site offers quizzes, videos, photo uploads, music, pop polls as well as customised profile pages and groups. The site user profile is that of younger users, although the minimum age for an account is 13 years. Profiles in Bebo can be linked to a school.

Educational uses: Largely blocked in schools and not used in the classroom but by 2008 it was recognised that such social media sites as Bebo could aid literacy and communication skills. Since most users have moved from Bebo it is now not much considered for classroom use.

Twitter, created in 2006, was initially based on SMS messages, 'tweets' are 140 characters, displayed and delivered to the author's 'followers'. According to social media statistics the average user age is between 25-50 although as it is now used by a number of celebrities, including sportsmen, it has established a younger following. A 'retweet' (RT) is when another user reposts your message, thus circulating it to their followers – a true compliment. Twitter is good for making and maintaining contacts with others with similar interests. Usable on mobile devices, especially smart phones, have increased the use of Twitter.

Educational uses: Used by educators for 2 - 3 years, using a hashtag ukedchat and ictedchat groups. In the last 18 months its use for the classroom has been recognised and innovative teachers are setting up group hashtags for events/ projects etc

Flickr, created in 2004, is an image and video hosting website, widely used by bloggers to host images that they embed in blogs and social media. Hosting over 4 billion images in 2009, the site offers photo storage, tagging, photo-favouriting, group photo pools and ratings by level of 'interestingness'.

Educational use: Teachers widely use the images, tagging groups to create, for example virtual field trips and international tours. As its interactivity is limited for viewers of images it is considered safe to view, although there are concerns amongst teachers concerning the upload of images containing school children.

Blogger launched in 1999, is the software most widely used in the UK for setting up a **blog** although there are increasingly a variety of blog tools used and edublog established in 2005 is specifically for teachers, classes and schools. A blog is usually maintained by

⁶² August 2010 Facebook Statistics: <http://www.clickymedia.co.uk/2010/08/uk-facebook-statistics-for-august-2010/>

one individual but can be a shared. A blog is akin to an online diary with timestamped entries. The contents initially were text based but now can include images and video. Many blogs not only document events but include opinions. Blogs are interactive allowing visitors to make comments. Comments can be instantly added or subject to moderation from the blog administrator before being added. By Feb 2011 there were 156 million public blogs in existence⁶³.

Educational uses: The use of blogs in higher education has been advocated since 2005. Since 2008 they have become more widely used in other sectors with even primary teachers setting up class blogs. The ability to moderate comments and control content, makes them attractive for schools. The ability to keep parents and the local community informed about the day to day activities of schools or classes within schools makes their value clear to many schools.

Wikis tend to be used to create collaborative websites, the most famous of which is Wikipedia, created in 2001, offering 15 million articles, 75% of which are non English.. Wikis do not offer static content, but actively seek to involve the visitor in an ongoing process of creation and collaboration. Changes can usually be made without review, although entries can be post-moderated, with a record kept of page changes.

Educational uses: Similar to blogs above, although post moderation makes educationalists more concerned about use. Widely used with older age groups.

Skype is a software application that allows users to make voice or video calls over the Internet (VOIP), It also allows 'chatting', file transfer and video conferencing. Calls to users over the internet are free. 'Chats' can be copied and stored elsewhere. Skype had 663 million registered users in 2010⁶⁴.

Educational users: Skype has been widely used by teachers for sharing ideas/ resources and project work. The fact that it is free has been largely responsible for its high educational take up. In recognition of its high use Skype in the Classroom, long anticipated and in beta since Dec 2010, was launched in March 2011. This is a dedicated social network for educationalists and aims to help teachers to find each other and relevant projects. It already has more than 4,000 teachers in 99 countries registered.

⁶³ Blogpulse stats: <http://www.blogpulse.com/>

⁶⁴ Skype reaches 663 million users: <http://www.telecompaper.com/news/skype-grows-fy-revenues-20-reaches-663-mln-users>