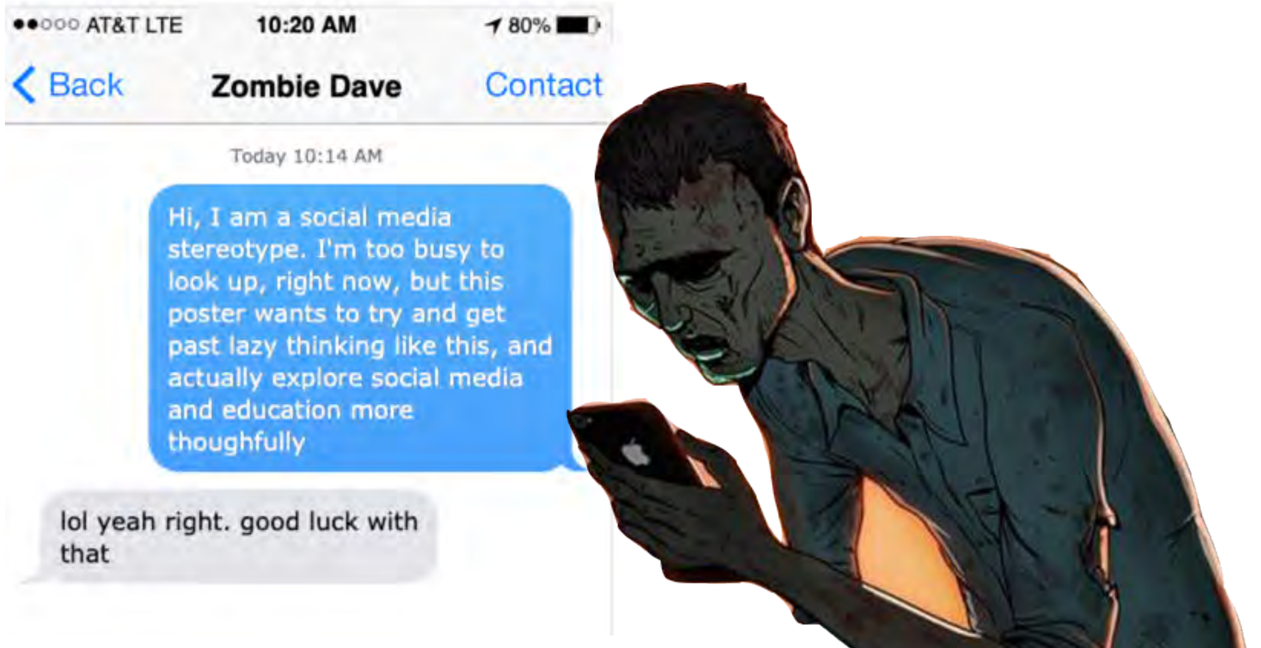
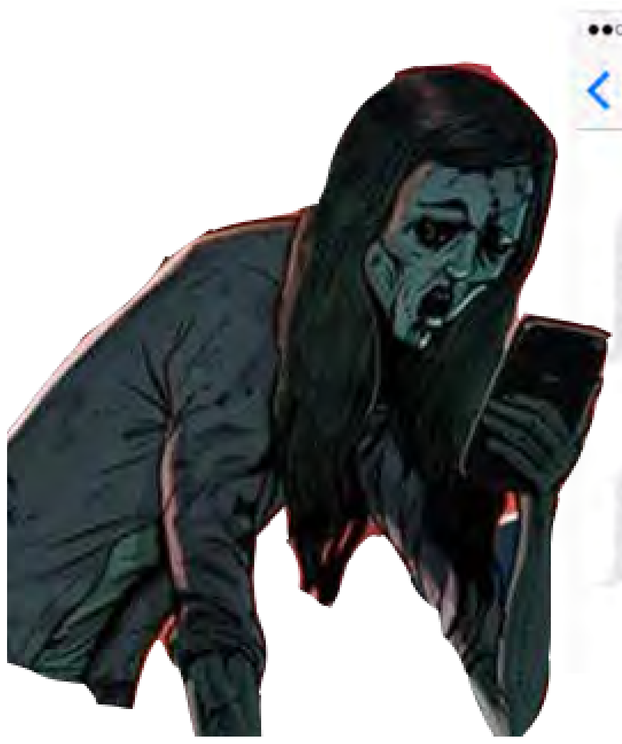
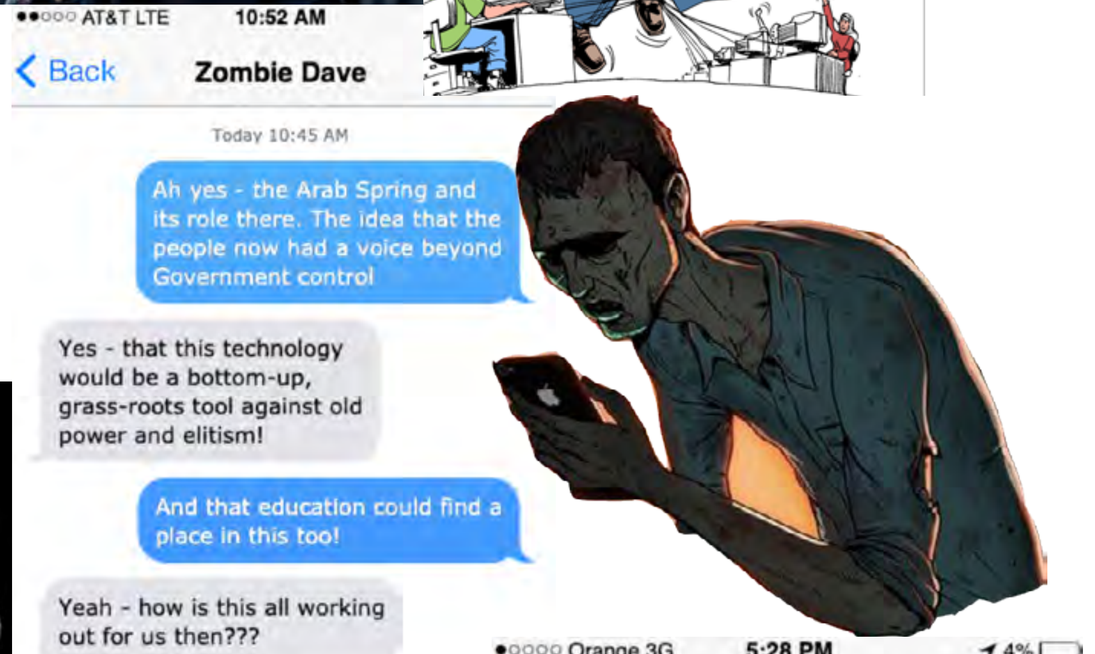
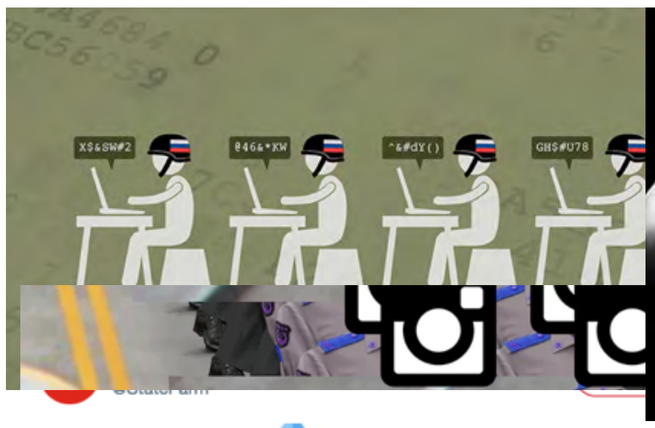
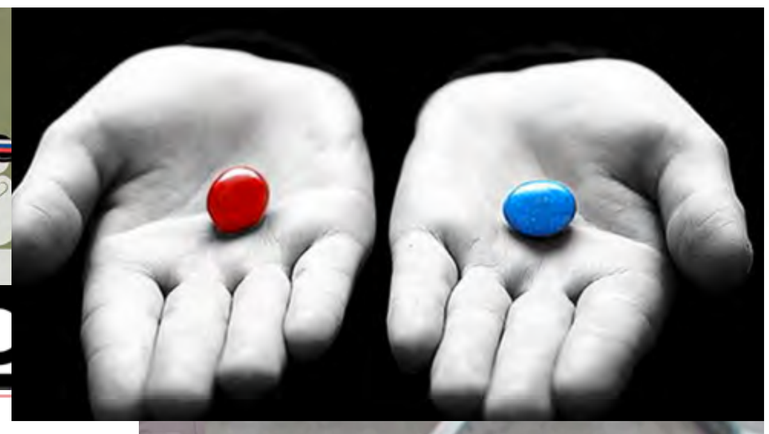
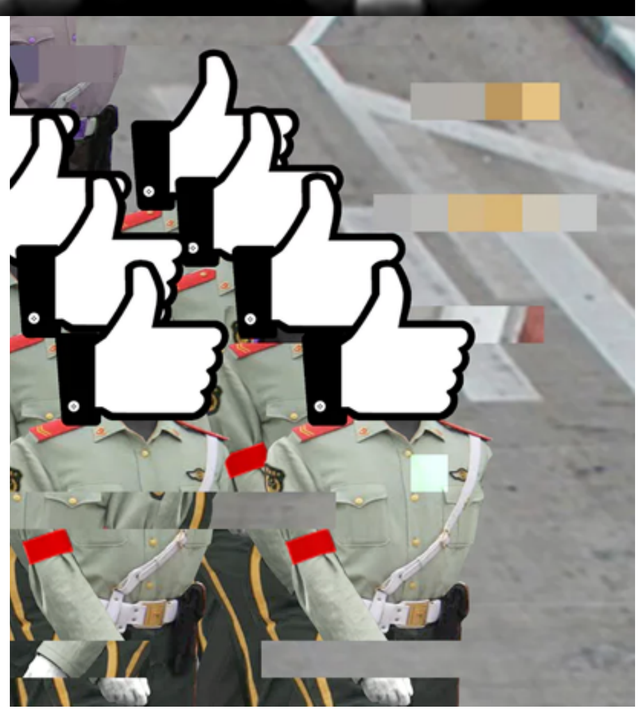




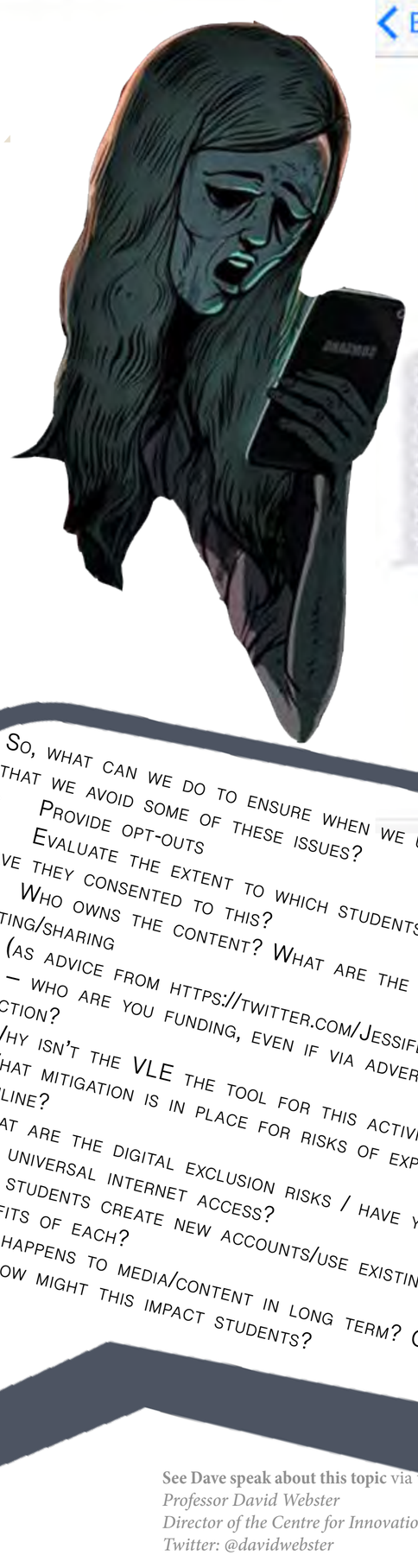


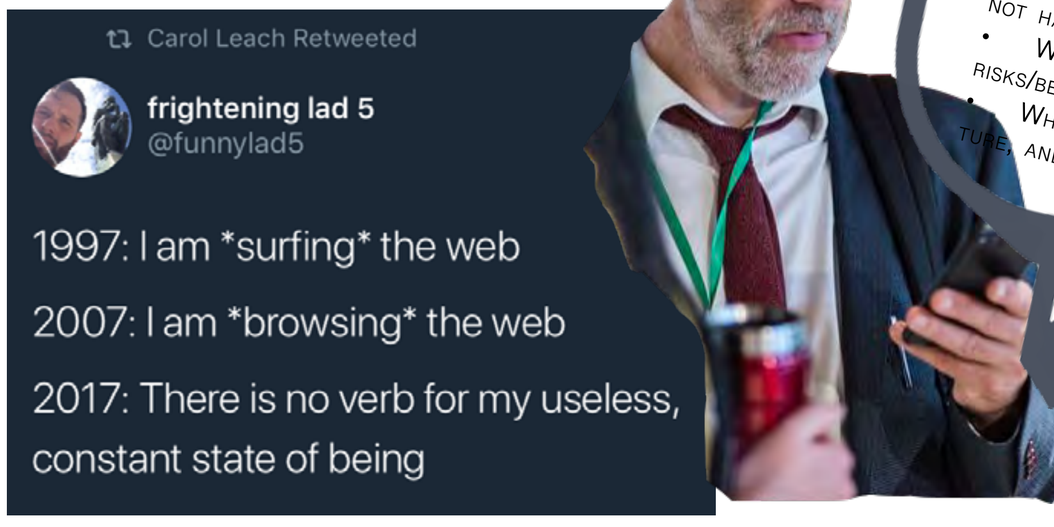


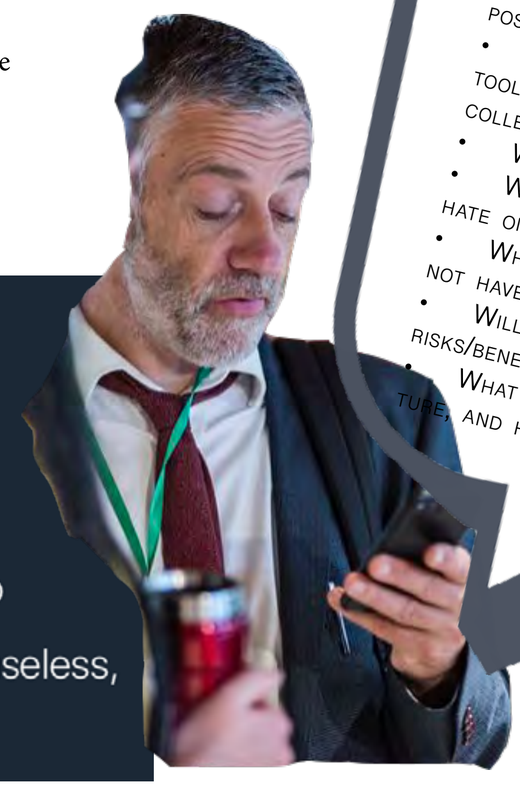




In our zeal to leverage the social tendencies our students, to harness the irresistibility of apps and notifications, are we running substantial risks in terms of equity, inclusion and social justice? Where we see the benefits of connecting students using technology, are we are not seeing other things that accompany such pedagogic manoeuvres? While many educators are alive to the way places such as Twitter are experienced in a range of ways related to privilege and identity, others see only their own experiences, taking these as normative. Social media algorithms embed inequality, even as educators seek to use them to bring about social mobility. What we need are mitigation strategies, alternatives and the space for ethics in the connected classroom.







So, what can we do to ensure when we use Social Media with students, that we avoid some of these issues?

- Provide opt-outs
- Evaluate the extent to which students' data will be harvested – and have they consented to this?
- Who owns the content? What are the IP are other consequences of posting/sharing
- (as advice from https://twitter.com/Jessifer) check who owns the tool – who are you funding, even if via adverts or aggregated behaviour collection?
- Why isn't the VLE the tool for this activity?
- What mitigation is in place for risks of exposing students to abuse/hate online?
- What are the digital exclusion risks / have you considered who might not have universal internet access?
- Will students create new accounts/use existing ones What are the risks/benefits of each?
- What happens to media/content in long term? Can it be found, in future, and how might this impact students?

See Dave speak about this topic via tinyurl.com/DaveSocial
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