Department of **Education**
Learners first, connected and inspired

Social Media

# GUIDELINES

Tasmanian
Government

# Social Media Guidelines

## 1. Introduction

These guidelines should be read in conjunction with the department's [Social Media Policy](#) and [Social Media Procedures](#).

The department supports its employees' professional and responsible participation in social media for department business including within learning environments.

The use of social media is increasingly a part of everyday online activities, particularly through mobile devices. Social media services such as wikis and blogs allow people to easily publish, share and discuss content with local, national and global audiences.

Learning and communication can be enhanced through the effective use of social media. Individuals and institutions can develop personal and professional online identities and learning networks to listen to and participate in relevant conversations.

## 2. Definitions

**Social media** refers to online services, mobile applications and virtual communities that provide a way for people to connect and share user-generated content and to participate in conversation and learning.

Social media is also known as 'web 2.0', 'participative media' or 'new media'.

A **social network** connects online identities who share digital media, interests, activities, backgrounds or real-life connections.

**Digital media** refers to text, graphic, audio, video and other content that is captured, uploaded and communicated online and through mobile devices.

A **mobile application** is a software program used on mobile devices such as smartphones and tablet computers.

A **'friend'** is an 'online profile' (personal, organisational or conceptual) that is added to your social media network. A 'friend' may be able to view more of your online profile and content depending on your privacy settings.

A **'follow'** is a way to subscribe to an information source or person to receive updates. It provides a more limited connection than being a 'friend' although the two terms are not always used in this way.

A **'like'** increases your participation in a social media service but does not necessarily require a 'friend' connection.

An **online profile** or 'online identity' is information that represents a person, organisation or other social identity that is shared with public and private audiences through social networks.

**Privacy settings** allow the user to control who can view online profiles and user generated digital media. Some services allow the user to create both social and professional profiles.

A **password manager** is software that helps a user to secure logons with strong and protected passwords.

**Multi-point authentication** provides increased logon security. It requires the user to enter a password and additional secure information such as an additional code via SMS or a mobile application.

## 3. Key messages in the use of social media

### 3.1. Employees' work and personal use of social media

When there is a clear and close connection with the department:

- Always follow relevant department policies including the State Service Principles.

- Act lawfully (such as copyright compliance) when using social media.

- Ensure your personal online activities do not interfere with work performance.

- Where relevant, be clear that your personal views are yours, and not necessarily the views of the department.

- Do not disclose any confidential or staff-access-only information obtained through work.

- Learning environments incorporating social media must support the active participation of all learners. These environments must be safe, respectful and inclusive. They must support positive behaviour and be free from discrimination, harassment and bullying.

### 3.2. Use of social media with students

Maintain professional boundaries with parents/carers and students, including older students, adult learners. Staff are responsible for establishing clear professional boundaries with students that serve to protect everyone from misunderstandings or a violation of the professional relationship.

With respect to the use of social media (including online chat) the following types of communication with students are inappropriate irrespective of the means of communication used.

- Communication of a personal nature (using department or non-department devices or services).

- Becoming overly familiar with students where there is no existing legitimate relationship (e.g. familial or sport). Social media 'friending' (eg Facebook 'friend') should only be used when necessary for business or learning purposes. Use privacy controls to create private and professional profiles – using the latter with students.

- Communication of a staff member's personal feelings for a student.

### 3.3. Cyber Safety

Online services have some risk as well as opportunities.  Risks include:

- Easy access to information that is unsuitable for younger learners.

- Contact with individuals online who may be unfriendly, rude or exploitative.
- Commercial activities and marketing.

See the department's Cyber Safety web page for information and resources for staff, students and parents/carers.

When using social media with students, induction training needs to include discussion of the importance of maintaining the security of one's online identity – this can be an issue at home when siblings may assume a student's identity on Facebook or within an immersive 3D environment.

### 3.4. ICT acceptable use policies

The department has developed a Conditions of Use policy that applies to all users of Departmental Information and Communications Technology (ICT) infrastructure.  In addition individual schools have their own ICT acceptable use policy.

### 3.5. Publication of personal information

Personal information is information not in the public domain which identifies an individual or which is capable of being associated with a particular individual.  Examples include name, home address, home telephone number, date of birth.  It may include visual information, such as photographs.  The name, position title, and work address of employees is in the public domain, whereas all student information is personal information.

Guidelines on publishing personal information are available on the department's intranet.

## 4. Guidance on how to deal with online defamatory or offensive comments

Department of Education (DoE) employees are increasingly seeking advice about comments and/or material made/found online on sites such as Facebook, YouTube, Twitter, MySpace and LinkedIn.

### 4.1. Determine the risk

A starting point is to determine whether or not the material constitutes a threat to safety.  If so immediately refer the matter to the police and seek their advice.  Contact your Manager/Principal/Learning Service and Legal Services so all are aware of the situation.  It is vital that a copy of the posted material is kept as it may need to be used as evidence by police.

Choose the appropriate action to take.

A flowchart for responding to inappropriate posts is available on the social media support web-app (see site map).

In the event the material is not a threat to safety, the options are as follows:

- In most cases it is better to seek out the individual who has knowledge of the material and situation, and request its removal.
- Most forums have policies around contacting the site direct, following a process to lodge a complaint and requesting the removal of the material.  Results will vary and depend on the site and the nature of the content.
- If a student has posted the material it is doubtful that disciplinary action can be taken unless the activity took place during school hours and using a school computer.

- If a DoE employee posted the material it may be a conduct matter. Advice can be sought from the Conduct and Investigations Unit.

- If the posting was made by a parent or other member of the school community, it is suggested that in certain circumstances meeting with them to discuss the appropriateness or otherwise of communicating in this way may resolve the issue.

- If the comments were made by a random stranger it is difficult to see how we could engage with them and seek their cooperation.

## 4.2. Support services available

A social media support web-app is available for use on mobile devices and desktops.

Defamatory or offensive comments can be enormously distressing for people and so it is important to seek support and counselling if needed. See the Legal Issues Handbook section on defamatory material. DoE employees have free access to Employee Assistance Program (EAP) which is a counselling service. EAP can be contacted on telephone 1300 687 327 (1300 OUR EAP).

For further information contact Legal Services (Legal.Services@education.tas.gov.au )

## 5. Copyright and Creative Commons media

Users of social media should be aware of any copyright or data ownership provisions within the Terms of Service (ToS) of any social media being considered. Services that are based in another other country will come under the jurisdiction of copyright laws for that country.

Staff and students should use Creative Commons (CC) Media when sourcing rich media for posting. When using a search engine such as Google image look for media labelled for reuse or creative commons (eg Google image search → Search tools → Usage rights → labelled for reuse).

When uploading digital media staff and students are encouraged to consider using Creative Commons Licensing when available.

## 6. The 24/7 nature of social media

Social media and particularly social media on mobile devices is available 24 hours a day 7 days a week. This means that students can be active at any time of the day or night.

Consideration should be given to age-appropriate monitoring and the development of a charter of shared expectations with students, school associations and parents/carers.

## 7. Guidelines for using some common social media services

Below are some guidelines for specific social media services. In addition there are general procedures to be followed that are listed in the department's Social Media Procedures document.

A social media support web-app is available for use on mobile devices and desktops.

## 7.1. Microsoft Office, the Outlook Social Connector and Yammer

Staff should be aware that since Outlook 2010 a 'social connector' add-in has been available that allows users to view some social network public profiles of email contacts. In particular if employees

have used their education email address to sign up to Facebook or LinkedIn then anyone with the social connector add-in can view public profile pictures and any public posts.

It is recommended that employees use a private non-education email for social media services (eg a Gmail account) or ensure their public profile photo and information is always professional and responsible.

An exception to this advice occurs when using the department's **Yammer social media service**. This service uses department education email addresses and is a private within the department for communication between employees.

### 7.2. Facebook

Facebook has over 1 billion users and Australia is a high use country across all age groups. It offers a simple and well known interface for sharing, 'liking' and discussing a range of media. It is accessible through mobile devices such as smart phones and tablets.

Facebook is used in education to

- reach audiences using a widely used and understood platform
- engage and build relationships with school communities and business partners
- communicate with learners who don't use email for communication
- engage learners through commonly used media and devices
- create new or participate in existing learning or professional communities
- educate students in the safe and effective use of social media
- bridge formal and informal learning

### 7.2.1. Before starting

- Be clear about your purpose and audience - and options other than Facebook (wiki, blog, Twitter, LinkedIn, YouTube...)
- If students are involved carefully consider privacy, security and safety issues. Use Fronter, SharePoint or other department services if they meet your needs.
- Use Facebook as an individual before using it with students or the community - understand Facebook security, privacy and culture.
- Be aware of the relevant DoE policies and procedures - particularly with respect to student names, pictures and 'friends'. Ensure that any students pictured in close-up have specifically agreed to be published on Facebook.

### 7.2.2. Planning

- Be aware of Facebook's Terms of Service (TOS) with respect to minimum age (currently 13), user identity and ownership of media.
- Understand the difference between friends, groups (open and closed) and pages.
- Understand Facebook's personal privacy and page/group moderation options.

- Develop an agreed response and risk mitigation strategy for posts and comments with students and school associations.

### 7.2.3. Implementation

- Register public groups and pages with Marketing Services, 'like' the DoE Facebook page and contact Marketing Services if you require assistance with the quality branding of your Facebook presence.

- Include text to make it clear that any public page or group

  - officially represents the department/school/college/project/business unit

  - conveys clear expectation of user behaviour in posting and commenting

  - describes any moderation processes that may be in place.

    (See the DoE Facebook page for an example.)

- Include a CyberSafety button (or at a minimum text) that links to the department's public Cyber Safety page. A help video is available.

- Organise at least two administrators with at least one connected to Facebook via a mobile app to monitor the page. A closed group is available on Facebook for department Facebook administrations to join for mutual support.

- Induction training for students needs to include discussion of maintaining the security of one's online identity – this can be an issue at home when siblings may assume a student's identity. Where appropriate, schools should consider providing opportunities for parents to participate in induction training.

- Decide on user post defaults (eg posts hidden until approved)

- Understand copyright issues and the use of Creative Commons media

### 7.2.4. Ongoing use

- Consider 'unpublishing' a page if it can't be regularly monitored for a period of time.

- If using Facebook paid advertising set up the correct business details for invoicing, set budget limits and monitor progress.

- Understand Facebook Term of Service (TOS) for competitions.

- Archive a Facebook page at least once a year by saving the year's posts to .mht and/or .pdf formats.

### 7.2.5. Exit Strategy

If you intend to cease using Facebook or a defined project has ended then consider

- Notifying all members/subscribers of the reason for closure

- Removing members of Facebook groups – remove admins last

- Archiving posts to .mht and/or .pdf formats

- Migrating Facebook pages to a new owner if applicable (eg school merger)

### 7.3. Blogs

Blog services such as [EduBlogs](), [Blogger]() or [WordPress]() are used in education to

- reach and engage with users outside the DoE online network

- provide collaborative online learning spaces with national and international partners

- host supplementary content that is hyperlinked from online services such as Facebook

- provide access to media via mobile devices

- provide a mature platform with high quality digital media integration and professional and customisable themes

- encourage (older) students to build a professional online presence or portfolio - particularly in student-directed learning

- facilitate external mentor access to student work

- create new or participate in existing learning or professional communities

- educate students in the safe and effective use of social media (consider inviting parents/carers to participate)

- bridge formal and informal learning

#### 7.3.1. Before starting

- If students are involved carefully consider privacy, security and safety issues. Use Fronter, SharePoint or other department services if they meet your needs.

- Use a blog as an individual before using it with students or the community - understand blog security, privacy and culture. Comment on existing blogs of interest.

- Be aware of the relevant DoE policies and procedures - particularly w.r.t. student names, pictures and 'friends'. Ensure that any students pictured in close-up have specifically agreed to be published on the blog.

#### 7.3.2. Planning

- Be aware of external 'Terms of Service' (TOS) agreements with respect to content ownership.

- Ensure there are age appropriate privacy and security options.

- consider the availability of additional educational services linked to the blog service ( eg Google Education Services with Blogger, closed class blogs with EduBlogs).

- Develop an agreed response and risk mitigation strategy for posts and comments.

#### 7.3.3. Implementation

- Organise any necessary training and induction sessions focusing on
    - privacy/security/safety settings and behaviour expectations for project participants
    - copyright issues and the use of Creative Commons media
    - risk management procedures for external posts and uploads

- necessary ICT skills
- the use of mobile devices or applications.
- Include text to make it clear that any public facing blog
  - is an official blog for the department/school/college/business unit
  - conveys clear expectation of user behaviour in posting, commenting and uploads
  - describes any moderation processes that may be in place.
- Include a CyberSafety button (or at a minimum text) that links to the department's public Cyber Safety page.
- Contact Marketing Services if you require assistance with the quality branding of your blog.

### 7.3.4. Ongoing use

- Archive a blog at least once a year by saving the year's posts to **.mht** and/or **.pdf** formats.
- Consider 'unpublishing' or locking down commenting on a blog if it can't be regularly monitored for a period of time.

### 7.3.5. Exit Strategy

- Archive posts to **.mht** and/or **.pdf** formats.
- Consider sites that link to the blog(s).

## 7.4. ME Online

Many employers now shortlist applicants based on search results in Google and social media. There are significant advantages for students when their online presence or digital footprint is professional, responsible and respectful. In addition a digital folio allows students to showcase their interests, skills and achievements using a range of digital media and online services.

It's important that students are comfortable with any social media service they use, and that they understand and agree to the Terms of Service. Students should not be pressured into using a social media service.

ME Online is an online service provided by Kuder for MY Education which includes

- a space to upload a few documents to publish and share with teachers, parents and potential employers ('**My Documents**' - Years 7-12)
- tools to collate and organise selected ME Online assessment results and content ('**My ePortfolio**' - Years 7-12)
- links to external social media services (**LinkedIn, YouTube, Flickr, Vimeo, Tumblr** - Years 7-12) (Note that Tumblr is not currently accessible within the Department network – June 2016.)
- the ability to publish and share a professional online profile ('**My Profile**' - Years 7-12)
- the ability to publish a link to an external website/blog/journal which may include links to documents stored on external cloud storage services ('**My Website**' - Years 7-12)
- the ability to embed some code to display external content and customise the look of the 'My eFolio' ('**About Me**' - Years 7-12)

### 7.4.1. Before starting

- 'My ePortfolio' can be integrated with several external social media and cloud services. This provides students with opportunities to showcase their evidences or achievements using a wide range of digital media. It also allows students to customise the look of their 'My eFolio'. These opportunities may better suit year 9-12 students. Consider which of the above service components meet student needs and are age/ability appropriate.

- Carefully consider privacy, security and safety issues when students link to social media and cloud storage services.

- Note that the ME Online 'My Documents' folder is restricted to a small number of files, file formats and file sizes. Supplementary storage will be required. For year 7-8 students this storage is best provided through the school. Year 9-12 students should be encouraged to use recommended external cloud services when required to complement their 'My ePortfolio'.

- **It is highly recommended that teachers set up their own ME Online** 'My Portfolio' using their Training Account and publish their 'My profile' before using these components with students.

- Consider how well prepared your students are to integrate their social media and external cloud services with ME Online.

### 7.4.2. Planning

- Check that students are aware of external 'Terms of Service' (TOS) agreements with respect to content ownership for any social media and cloud services they use. Encourage students in years 9-12 to label their work with a Creative Commons Licence.

- Ensure that students understand privacy and security options and are using them to present a professional, responsible and respectful digital identity. Encourage students to search for themselves in Google, Facebook, Instagram, SnapChat as a public user. Many employers now shortlist applicants based on these search results. ("Get Hired – Not Fired!") **It is highly recommended that teachers check their social media public profiles.**

- Consider the need for students to create folders on their school networked storage or in Fronter to safely store content for and results from Me Online. It is not recommended that students save on their own devices since valuable data may be lost if the device is lost or damaged. Older students may wish to share evidence of work they have saved on private online portfolios and cloud services – particularly those involved in creating audio-visual content, online 3D assets and layered graphics. (eg Deviant Art, Google 3D Warehouse).

- Discourage year 7-8 students from using LinkedIn. It is appropriate for year 10-12 students to complement the limited 'My eFolio' with a considered and slowly evolving LinkedIn presence. Note that LinkedIn is a professional learning network that enables 'skill endorsements' from first degree connections. This means that students must carefully consider who they add to their LinkedIn network. **It is highly recommended that teachers set up their own LinkedIn presence** before using it with students.

- Develop a risk mitigation strategy for inappropriate content or third part comments in 'MyEPortfolio' and 'MY eFolio'.

- Contact the My Education team if you require assistance with the planning or implementation of ME Online. Professional learning is available through the PLI.

### 7.4.3. Implementation

- Organise any necessary training and induction sessions focusing on

  - **the difference between personal and professional online identities and networks** (eg VERY careful choice of who is added to a professional network – trusted and respected contacts)

  - privacy/security/safety settings for social media and cloud services

  - publishing options such as

    - unlisted (only those with the link can see content)

    - private, designated audience and public settings on posts, playlists and albums

    - turning off comments on media shared through 'My eFolio' (eg YouTube video)

  - online behaviour expectations for students

  - copyright issues and the use of Creative Commons media

  - risk management procedures for inappropriate content and clear procedures for students to get help when required

  - any necessary ICT skills

- Contact the My Education team if you require assistance with the planning or implementation of ME Online. Professional learning is available through the PLI.

### 7.4.4. Ongoing use

- Ensure students occasionally archive any valued content including PDFs of 'My eFolio'.

- Ask students to consider 'unpublishing' or locking down commenting on external services if they can't be monitored for a period of time.

- Remind students to maintain a 'My eFolio' that will get them Hired – Not Fired. Their public online presence should remain 'professional, responsible and respectful' building their reputation and positive global digital identity.

### 7.4.5. Exit Strategy

- Archive valued pages (**pdf** format) and media to student storage. For years 10-12 this becomes more important and students should consider recommended cloud storage options. Many students will probably already be using such services to save valued content. Some older students will have well developed private online portfolios on social media and cloud services – particularly those involved in creating audio-visual content, online 3D assets and layered graphics.

- By the time students leave the Department their external ePortfolio should be well established and contain all valued content and results from ME Online. These may then be uploaded or linked to other ePortfolio systems in further education or employment.

**7.5. Micro-Blogging – Twitter**

Micro-blogging services such as Twitter, Tumblr or Yammer are used in education to

- reach and engage with users outside the DoE online network

- establish or participate in existing special interest or professional communities

- educate students in the safe and effective use of social media (consider inviting parents/carers to participate)

- bridge formal and informal learning.

**7.5.1. Before starting**

- If students are involved carefully consider privacy, security and safety issues. Use Fronter, SharePoint or other department services if they meet your needs.

- Use micro-blogging as an individual before using it with students or the community - understand micro-blogging security, privacy and culture.

- Be aware of the relevant DoE policies and procedures - particularly w.r.t. student names, pictures and 'friends'.

**7.5.2. Planning**

- Be aware of external 'Terms of Service' (TOS) agreements with respect to content ownership.

- Ensure there are age appropriate privacy and security options.

- Develop an agreed response and risk mitigation strategy for posts and comments.

**7.5.3. Implementation**

- Organise any necessary training and induction sessions focusing on

  - privacy/security/safety settings and behaviour expectations for project participants

  - copyright issues and the use of Creative Commons media

  - risk management procedures for external posts and uploads

  - necessary ICT skills

  - the use of mobile devices or applications.

- Include text to make it clear that any public facing micro-blogging service

  - is an official micro-blogging site for the department/school/college/business unit

  - conveys clear expectation of user behaviour in posting, commenting and uploads

  - describes any moderation processes that may be in place.

- Include a CyberSafety button (or at a minimum text) that links to the department's public Cyber Safety page.

- Contact Marketing Services if you require assistance with the quality branding of your micro-blogging service.

### 7.5.4. Ongoing use

- Archive a micro-blog at least once a year by saving the year's posts to **.mht** and/or **.pdf** formats.

- Consider 'unpublishing' or locking down commenting on a micro-blogging service if it can't be regularly monitored for a period of time.

### 7.5.5. Exit Strategy

- Archive posts to **.mht** and/or **.pdf** formats.

- Consider sites that link to the blog(s).

## 7.6. Cloud Storage

Cloud storage provides users with cheap (often free) online storage from a range of online devices, software and mobile apps.

Cloud storage services such as Dropbox, iCloud, Sky Drive, Google Drive and Amazon Cloud Drive are used by educators to

- transfer very large files - particularly videos, graphic designs, 3D objects and high quality publications

- exchange files between external organisations/partners who use cloud storage for file sharing

- export from or import to mobile applications

- host public access digital media for distribution through services such as Facebook, Twitter, LinkedIn and blogs

- host third party (non-DoE files) for use by the DoE and/or partners

- archive data from external services

- access files when working remotely

- provide increased security and reliability compared with storage on portable hardware devices such as USB memory sticks, laptops or external hard drives that may become damaged, lost or stolen.

### 7.6.1. Before Starting

- **Do not store 'x-in-confidence' DoE data in cloud storage** that has not been listed by the Department as safe for use.

- Be aware of the service's data ownership Terms of Service (TOS).

- Ensure the level of privacy and security features is appropriate. For data that may be sensitive (but not x-in-confidence) look for services that provide data encryption during transfer and at rest.

- Ensure your password management procedures are sufficient. The greatest risk to inappropriate data access is from inadequate or unsecured passwords. Look for services that provide dual authentication for login and consider the use of a password manager such as Last Pass.

- Ensure the range of data backup and retrieval is appropriate.

- Ensure adequate storage capacity and required data sharing features are available.

### 7.6.2. Planning

- Undertake risk mitigation strategies that address reliability and longevity issues for the chosen service.
- Consider the availability of the chosen service across a variety of mobile applications and devices.
- Look for services that provide multi-point authentication.

### 7.6.3. Implementation

- Ensure you implement backup procedures appropriate for the data being stored.
- Be aware of potential data charges if synching online storage with mobile devices through 3G/4G. (Mobile devices should use wireless network connections when available.)

### 7.6.4. Ongoing use

- Periodically review the Terms of Service (TOS) for any changes that affect your use of the service.
- Periodically review your settings on shared files or folders to ensure they are current.


## 7.7. Video Conferencing

Several social media services provide audio and video meeting spaces. These online meeting spaces may have specialist meeting tools such as sharing desktops or applications, file sharing and whiteboards.

Video conferencing services such as [Facebook](#), [Google+ Circles](#), [Skype](#) and [Facetime](#) are used by educators to

- Communicate with participants who may not be in the same physical space
- Collaborate with participants, educational partners and experts locally and globally
- Run or facilitate formal class or project meetings using meeting tools
- Record meetings for later viewing (inform participants if meeting is being recorded).

### 7.7.1. Before Starting

- Be aware of existing DoE video conferencing options – including the availability of the DoE LYNC service.

### 7.7.2. Planning

- Consider the availability of age-appropriate privacy and closed group meeting options.
- Consider the availability of required meeting tools.
- Consider the availability of meeting recording features.

- Consider available bandwidth and the required video resolution and audio quality.

- Be aware of the service's media ownership Terms of Service (TOS).

- Be aware of the service's features for removing advertising.

### 7.7.3. Implementation

- Give participants at home the option of not using video. When considering connecting with students be aware that their camera may be in their bedroom, or anywhere if using a mobile device.

- Student induction should include the development of agreed online behaviour which should extend to a discussion of dress code if using video.

- Organise meeting times – event calendars and world time conversion may be required. For international meetings consider using services such as World Time and Meeting Planner.

### 7.7.4. Ongoing Use

- Copy meeting recordings to a different location for backup and archiving.

## 7.8. Video Hosting and Streaming

Video hosting services such as YouTube, Vimeo, uStream and Blip provide inexpensive (often free) feature rich video storage, sharing and streaming services to a wide range of desktop and mobile applications and devices.

Educators use video hosting and streaming services to

- engage users with high quality video and audio – which may be interactive

- host videos on services that deliver according to user connectivity speeds and device specifications

- share videos with partners and national/global audiences

- take advantage of additional services such as multiple channels, open content, video format conversion, captioning, language translation and post-production video editing and audio swapping

- access embed codes for a wide range of other services such as blogs, wikis and immersive 3D worlds

- broadcast or narrowcast video of live events.

### 7.8.1. Before Starting

- Be aware of existing DoE video hosting options – including the availability of a DoE YouTube service (contact Marketing Services for more information).

### 7.8.2. Planning

- Be aware of privacy and copyright options provided by services such as public, private, unlisted and Creative Commons.

- Be aware of the service's media ownership Terms of Service (TOS).

- Be aware of the service's features for removing advertising and making revenue.

### 7.8.3. Implementation

- Decide if 'liking' and commenting are permitted and if so arrange for these to be monitored.

- Organise multiple videos into channels and/or playlists.

- Contact Marketing Services if you require assistance with the quality branding of your service.

### 7.8.4. Ongoing Use

- Copy and archive videos to a different location for backup and archiving.

## 7.9. Immersive Games and Worlds

Immersive games and worlds such as Minecraft, Atlantis Remixed, Active Worlds, Second Life, Kitely, World of Warcraft and OpenSim are used by educators to

- engage learners in a 3 dimensional single or multi-user environment through which they navigate with 2D or 3D avatars and often use voice communication

- develop 3 dimensional designs including landscapes, buildings, transport and clothing

- engage learners in simulations that may be inaccessible, too dangerous or too costly in real life

- create learning environments that are familiar to users who have played online games built in virtual worlds

- develop highly engaging learning and social environments for regional or remote learners

- collaborate with educators, students and business partners who use these environments.

### 7.9.1. Before Starting

- Be clear about purpose and audience.

- Check the classification of games to ensure they are age appropriate.

- Check the computing requirements to access immersive games and worlds

    • Will the client software run on department devices?

    • Can the service be accessed from within the department?

    • Is bandwidth fast enough for an acceptable user experience?

### 7.9.2. Planning

- Be aware of privacy and copyright options provided by services such as public, private, unlisted and Creative Commons.

- Be aware of the service's media ownership Terms of Service (TOS).

- Consider the availability of logs that monitor conversation and activity 24/7.

- Determine if there are existing, partially or fully built learning environments that you can share, import and customise. See Virtual Worlds as Reliable, Sustainable Learning Environments for more information on using existing resources.

### 7.9.3. Implementing

- Organise any necessary training and induction sessions focusing on
    - accessing and navigating the 3D environment
    - privacy/security/safety/ settings and behaviour expectations for users. For students this needs to include discussion of maintaining the security of one's online identity – this can be an issue at home when siblings may assume a student's identity 'in-world'
    - automatic logging (recording) of conversation and activity – developing an agreed charter of use
    - behaviour expectations for avatars including dress codes
    - copyright issues and the use of Creative Commons media
    - necessary ICT skills.

- Maintain a focus on desired outcomes and learning objectives.

- See Virtual Worlds as Reliable, Sustainable Learning Environments for more information on implementation.

- Include a CyberSafety button (or at a minimum text) that links to the department's public Cyber Safety page.

### 7.9.4. Ongoing

- Ensure you implement backup procedures appropriate for the assets being created.

## 8. Related Documents

The following documents are available from www.education.tas.gov.au (Search for the Doc ID)

- Learner Wellbeing and Behaviour Policy (Doc ID: TASED-4-1734)

- Conditions of Use Policy for All Users of Information and Communication Technology (Doc ID: TASED-4-1778) (See also Acceptable Use of Information Technology intranet page.)

- Conduct in the Workplace (Doc ID: TASED-4-2177) [Staff access only]

- Conduct and Behaviour Standards (Doc ID: TASED-4-3091) [Staff access only]

- Legal Issues Handbook (Doc ID: TASED-4-2645) [Staff access only]

- Social Media Procedures (Doc ID: TASED-4-4793)

- Social Media Policy (Doc ID: TASED-4-4792)

- Social Media Mobile Support uqr.me/tased/qr/social

- Department's Cyber-Safety public webpage

- Protective Practices for Staff in their interactions with students (Doc ID: TASED-4-3113) [Staff access only]

- [Publication of photographs and student work samples](#) [Staff access only]

- [Copyright Guidelines](#) [Staff access only]

- [Personal Information Protection and Your Right to Information – Policy](#) (Doc ID: TASED-4-1239)

- LINC Tasmania - social media guiding principles (1724602)

**9. APPENDIX 1: Examples**

**9.1. Facebook Pages - Purpose, Audience and Risk Mitigation Strategy**

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# Example 1: DoE Facebook Page

## Purpose and Audience

The creation of a DoE Facebook page will

- Provide a strategic DoE presence and official voice in Facebook
- Create the means to publish and celebrate DoE good news stories with wider audiences
- Model and promote best practice in the use of social media
- Facilitate the sourcing of good news stories from school communities
- Engage students and parents with their school communities
- Connect the DoE with its numerous partners and supporters who use Facebook
- Make the DoE visible to schools, colleges and business units with Facebook pages
- Build organisational capacity in the effective use of social media to achieve desired goals
- Encourage schools to engage with social media according to DoE policy and guidelines
- Promote participation through online polls and advertising events
- Provide opportunities to promote staff expertise

# Example 2: Huonville High School SWAP Project Facebook Page

## Purpose and Audience

The creation of a SWAP Facebook page will

- Connect SWAP Project partners and supporters who already use Facebook
- Enable Huonville High to tell its own stories and comment on others
- Provide the project with a quality international online presence
- Model and promote best practice in the use of social media for project communication and development
- Build school capacity in the effective use of social media to achieve desired goals
- Encourage teachers to engage with social media according to DoE policy and guidelines

## Example 3: Risk Mitigation Strategy

| Risk | Risk Level | Risk Impact | Mitigation |
|------|-----------|-------------|------------|
| 1. Negative or inappropriate posts. | Medium | Low | Posts are hidden by default until approved. |
| 2. Negative or inappropriate comments. | Medium | Low | Marketing team monitors comments and hides anything deemed inappropriate. |
| 3. User frustration when comments are not published or have not been responded to. | Medium | Low | Publish information on Facebook to clarify response processes. |
| 4. No comments. | Medium | Low | Encourage staff Facebook users to comment occasionally. |
| 5. Too many comments and insufficient time to process them. | Low | Low | Respond to groups of comments in summary.<br><br>Have multiple administrators. |
| 6. Lack of staff experience in responding to feedback or posting stories. | Low | High | Use NSW Education & Training Social Media Guidelines<br><br>Use Facebook page administrators who are familiar with Facebook technology and culture.<br><br>Use EDINA comment response flowchart. |
| 7. DoE Facebook presence encourages schools or staff to create pages without a considered implementation plan. | Medium | Medium | Remind schools of existing DoE guidelines and Policy.<br><br>Encourage schools to contact Marketing for advice.<br><br>Link to existing 'official' school Facebook pages. |
| 8. Community concern that DoE is encouraging the use of social media in spite of its problems. | Medium | Medium | Describe the developing DoE social media strategy.<br><br>Describe DoE online safety programs. Provide online safety information on Facebook. |

| 9. | Some schools can't access Facebook. | High | Low | This is a school decision. Provide advice when requested. |
|---|---|---|---|---|
| 10. | DoE Facebook page management not sustainable. | Medium | Medium | Set realistic expectations for the level of posting and response to users.<br><br>Engage multiple Facebook administrators.<br><br>Facilitate staff professional learning in the use of social media.<br><br>Hide (unpublish) the Facebook page until sufficient resources are available to manage it. |
| 11. | Other gov. agencies unaware of DoE Facebook page. | Low | Low | Keep **DPAC Social Media Facebook Group** informed of project progress. |
| 12. | Political bias in the pages that are linked | Low | Medium | Don't link with politicians. |
| 13. | DoE business units unaware of DoE Facebook page. | Low | Low | Provide regular project updates to the **DoE Social Media Working Group** and the Executive. |
| 14. | Copyright infringement or loss | Medium | Low | Use media that is already in the public domain or has Creative Commons attribution. Reaffirm permission to publish faces for Facebook.<br><br>Do not publish media where the IP owner wants to retain copyright. |