

## 'Have you read the small print?' Challenges and ethics of Technology Enhanced Learning in Higher Education

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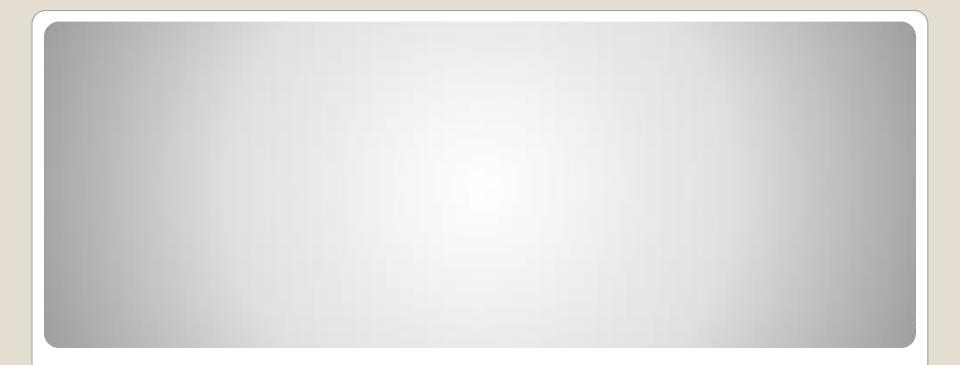
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**'Have you read the small print?'** Challenges and ethics of Technology Enhanced Learning in Higher Education

> Hilary Cunliffe-Charlesworth and Chris Hall Department of Media Arts and Communications Sheffield Hallam University

- The UK government has promoted the use of social media in education: Changing the Learning Landscape
- A project led by two SHU staff High Noon looked at the use of social media for induction of first year students at university
- The promotion of the use of Technology Enhanced Learning in Higher Education continues to grow.



 Today we are in Court to resolve a dispute between two sides

- The petitioner Christopher Hall represents academics who are being asked to use social media in their teaching
- The respondent is Hilary Cunliffe-Charlesworth who represents the university position





'Christopher you have brought this petition because you consider that unreasonable pressure is being placed on staff to use social media in their teaching?'

# **Mail**Online



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## Kate Winslet bans her children from using social media because 'it leaves girls' self esteem in tatters and leads to eating disorders'

- Actress says that any form of social media is banned in her home
- . She worries about the pressure it puts on young women
- · Says parents are losing control and need to be more hands-on

#### By MARTHA CLIFF FOR MAILONLINE

PUBLISHED: 12:00, 1 November 2015 | UPDATED: 21:06, 1 November 2015



For the majority of celebrities a mark of success can be measured by their number of follows and a ittle blue tick on a Twitter profile.

However, this isn't so for actress Kate Winslet who shuns Instagram, Twitter or any other site that requires gives anyone a glimpse of her private life.

n fact, the 40-year-old actress told the Sunday Times that social media makes her 'blood boil' and nas pulled the plug on it for her children too.

Scroll down for video

## Mental Health



'So to what extent do you use social media in your home life? Do you find it useful? '



'Do I take from what you say you have considerable experience in using social media and have read a considerable literature around the topic?' Technology Social Media Facebook Mark Zuckerberg

# How the Billion-Member Social Network is Making Us Lonely



## Facebook

Tech Talk: Facebook Celebrates its 10th Birthday (IBTimes UK)

Mark Zuckerberg's character played by Jesse Eisenberg in 2010's The Social Network described Facebook as the online equivalent of college students' social lives.

"People wanna go on the internet and check out their friends, so why not build a website that offers that? Friends, pictures, profiles...I'm talking about taking the entire social experience of



## 'Hmm the commodification of students'



## 'What are these environmental concerns?'



Recycleble materials in percentages intole	the typical cell phone.	
Prestres: In case and chout based (~40%) Class K cerawick: In LCD solver, (Mos (~210%) Choose bands, write, connectors (~10%) Nickel: Nickel: Nickel: Nickel: Nickel: Nickel: Constitutions (~210%) Constitutions (~210%)	Store a case Sector of the sector Sector of the sector of the sector Sector of the sector of the sector of the sector of the sector Sector of the sector of the sector of the sector of the sector Sector of the sector	What hazardous metals are in mobile phones?         • Cadmium         • Nickel (NiCd rechargable batteries)         • Lead (circuit soder)         • Manganese         • Lithium (batteries)         • Zinc         • Antimony         • Beryllium         • Copper
Saurus United Nations (19	Granmontal Program, 2009.	

# Environmental costs

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### December 4, 2015 6:12 am

# Rare earth metals: Objects of power and risk

Paul McClean



Rare earth metals bags are checked at a mine in Nancheng county, China

In September 2010, a longstanding territorial dispute between Japan and China turned nasty. A Japanese coastguard vessel caught sight of a Chinese trawler off the coast of the uninhabited, Japanese-controlled Senkaku Islands in the East China Sea. The coastguard ordered the trawler to leave. But, within moments of the order, the two boats collided. A second collision followed 40 minutes later, leading the coastguard to seize and arrest the captain of the Chinese ship: in retrospect, not a wise move.

China's response was furious and immediate. The government moved to cut off

## **Global Wars**



## If we all use the same social media how is this educational?



'Hilary you also and academic – what roles have you held at the university?



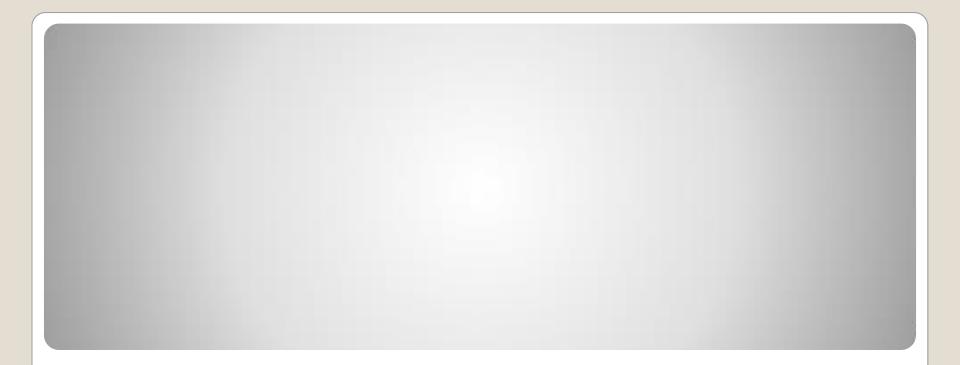
## 'So what does LTA and Quality mean?'



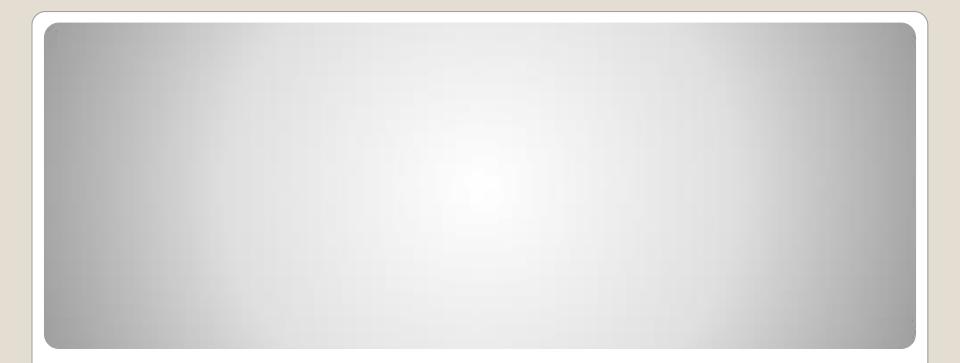
'Why does the university recommend social media for teaching? I thought you had problems stopping your students using social media in class!'



'How do you know that students (or staff) are aware of these social media policy?'



'So do you use social media?'



'So you encourage students to use social media to get jobs....I have looked at your LinkedIn site and to be quite frank it is pathetic. '



# 'So what advice do you give to students regarding the use of social media?'

### HRD > Policies, Procedures and Guidance > Social Media

## **Social Media Policy**

### 1. Introduction

The growth in social media, particularly social networking sites, has created increased likelihood for media communications that have an impact upon the University.

Many organisations do not allow their employees to access social networking sites at work. The University is not obliged to offer such access, however trusts employees to use these sites appropriately within the parameters of this policy.

The term 'social media' is used to describe dynamic and socially-interactive, networked information and communication technologies, for example Web 2.0 sites, SMS text messaging and social networking sites.

The purpose of this policy and associated guidelines are as follows:

- · to encourage good practice;
- to protect the University, its employees and students;
- · to clarify where and how existing policies and guidelines apply to social media; and
- · to promote effective and innovative use of social media as part of the University's activities.

### <u>A Back to top</u>

### 2. Definition of social media

For the purposes of this policy, social media is a type of interactive online media that allows parties to communicate instantly with each other or to share data in a public forum. This includes online social forums such as Twitter, Facebook and LinkedIn. Social media also covers blogs, video and image sharing websites such as YouTube and Flickr.

Employees should be aware that there are many more examples of social media than can be listed here and this is a constantly changing area. Employees should follow these guidelines in relation to any social media that they use.

### ^ Back to top

### 3. Use of social media at work

Employees are allowed to make reasonable and appropriate use of social media websites from the University's computers or devices. The University understands that employees may wish to use their own computers or devices, such as laptops and palm-top and hand-held devices, to access social media websites while they are at work.

Employees may contribute to the University's social media activities, for example by running an official Twitter account, as part of their role at the University. Such accounts will be clearly designated as belonging to and representing Sheffield Hallam University.

Employees must be aware at all times that, while contributing to the University's social media activities, they are representing the University. Employees who use social media as part of their job must adhere to the following rules.

Employees should use the same safeguards as they would with any other form of communication about the University in the public sphere. These safeguards include:

### Contents

 Introduction
 Definition of social media
 Use of social media at work
 Excessive use of social media at work
 Monitoring use of social media during work time
 Authority for Monitoring
 Social media in your personal life
 Use of social media in the recruitment process
 Disciplinary action over social media use

### Useful Links



Netiquette - Good practice guidelines for the use of email and related services

Cood Practice Guidelines for using Social Media

Regulations for the Use of IT Facilities and Learning Resources

Code of Behaviour

Dignity at Work Policy

Problem Resolution
Framework

University Monitoring Policy

making sure that the communication has a purpose and a benefit for the University;



## 'And have YOU read all the terms and conditions for Facebook?'

### Using Social Media

Build Content V Create Assessment V

Discover Content 11

#### Legal Dangers of Social Media

Enabled: Statistics Tracking Attached Files: 🗋 Legal Dangers.pptx 📀 (3.759 MB)

This takes the position from the British Legal system, under which UK universities operate

Add Interactive Tool ~



### Advice on Facebook

Enabled: Statistics Tracking Attached Files: 🗋 Facebook for journalists.pdf 📀 (498.821 KB)

While this PDF discusses the issues of social media regarding Journalists - much of it is true for anyone working with social media.

Social Media SHU Information

#### Enabled: Statistics Tracking

One the SHUSpace you should find a button 'Learning Essentials' where you will find a button headed 'Social Media'. These resources are designed to help you take control of social media and your digital identity, and to find out how to use it to support your studies and make you more employable. They cover:

How to use social media responsibly - how Social media relates to the University's rules and regulations; about what is inappropriate, and the associated consequences

- Staying safe online a guide to IT security advice on avoiding identity theft and online fraud, staying safe and protecting your equipment and information
- Managing your digital footprint four ways to stop your social media past damaging your real-life future

Using Social media for learning - make social media work for you and stand out from the crowd by identifying and harnessing opportunities

'And I see you also produce information for students... and Using social media for learning asks about what you want to achieve and to be strategic..these area apply equally to staff and students?"



'Now Christopher, you by bringing this case before us would indicate that you have evidence to support your claim'

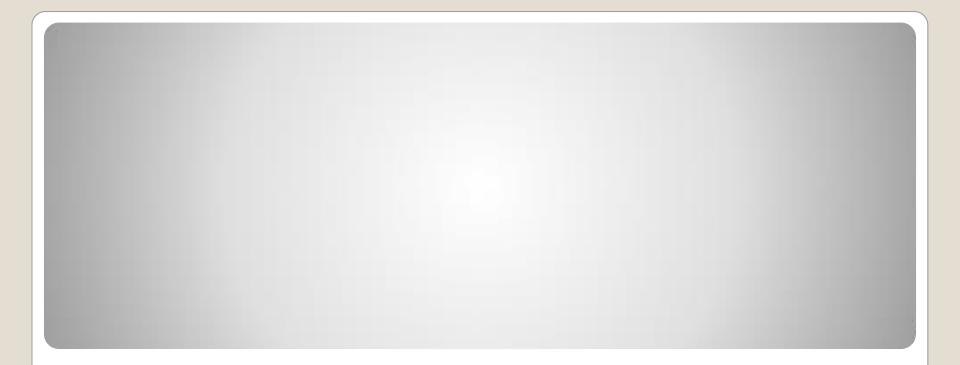


## 'Baroness Susan Greenfield- who is she?'

# **Greenfield's thesis**

Digital natives have grown up with no alternatives to social networks, digital lives and gaming

Identity sharding affects our behaviour - a recognised phenomenon



# 'Hilary what evidence do you have against these claims?'

# **Effects Theory**

Media Effects or hypodermic syringe- transmission theory

That the media (message and mode of transmission) directly impact on the audience. Discredited by Gauntlett (1998) and Cumberpatch (2003)



# 'Cumberpatch - not the actor Cumberbatch. But what is this leading to?'

# **Against Greenfield**

# British Medical Journal 2015

Vaughan Bell, Dorothy VM Bishop and Andrew K Przybyski editorial

## The debate over digital technology and young people

- where is the evidence?



'And how do you respond to Christopher's other concerns, for example the ethical and environmental arguments?

### **BMC Public Health**

#### Research article

### Lung cancer mortality in towns near paper, pulp and board industries in Spain: a point source pollution study

Susana Monge-Corella<sup>1,2</sup>, Javier García-Pérez<sup>1,2</sup>, Nuria Aragonés<sup>1,2</sup>, Marina Pollán<sup>1,2</sup>, Beatriz Pérez-Gómez<sup>1,2</sup> and Gonzalo López-Abente\*<sup>1,2</sup>

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#### Published: 14 August 2008

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This article is available from: http://www.biomedcentral.com/1471-2458/8/288

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#### Abstract

Background: This study sought to ascertain whether there might be excess lung cancer mortality among the population residing in the vicinity of Spanish paper and board industries which report their emissions to the European Pollutant Emission Register (EPER).

Methods: This was an ecological study that modelled the Standardised Mortality Ratio (SMR) for lung cancer in 8073 Spanish towns over the period 1994-2003. Population exposure to industrial pollution was estimated on the basis of distance from town of residence to pollution source. An exploratory, near-versus-far analysis was conducted, using mixed Poisson regression models and an analysis of the effect of municipal proximity within a 50-kilometre radius of each of the 18 installations.

Results: Results varied for the different facilities. In two instances there was an increasing mortality gradient with proximity to the installation, though this was exclusively observed among men.

Conclusion: The study of cancer mortality in areas surrounding pollutant foci is a useful tool for environmental surveillance, and serves to highlight areas of interest susceptible to being investigated by ad hoc studies. Despite present limitations, recognition is therefore due to the advance represented by publication of the EPER and the study of pollutant foci.

#### Background

Lung cancer is the leading cause of cancer-related death among men in Spain, giving rise to 16,614 deaths in 2005, 27.4% of all male cancer-related deaths. In this same year there were 2,459 deaths among women, accounting for 7% of total female deaths and ranking lung cancer as the third leading cause of cancer-related death after breast and colon cancer [1]. The male:female ratio is 7:1. Owing to its

frequency and impact, this tumour is regarded as a serious public health problem. Although the male lung-cancer mortality trend has declined in recent years, in women the trend has been rising, particularly from 1990 onwards, and is currently increasing by 2.4% per annum [2]. Despite diagnostic and therapeutic advances, the disease continues to be highly lethal, with only 12.2% of patients surviving to five years after diagnosis [3].

> Page 1 of 11 (page number not for citation purposes)

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> Paper Mill Air Pollution Standards 25 Years Out of Date. Environmental Groups Sue **EPA**

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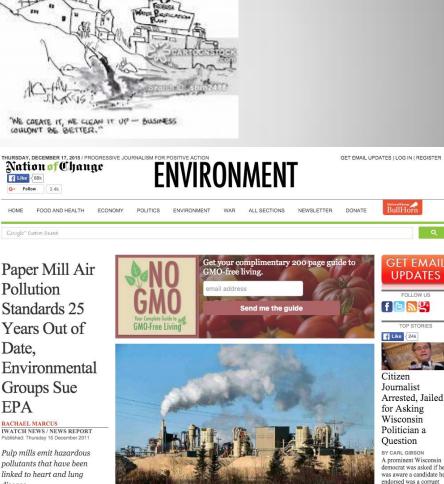
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RACHAEL MARCUS IWATCH NEWS / NEWS REPORT Published: Thursday 15 December 201

Pulp mills emit hazardous pollutants that have been linked to heart and luna disease.



Arrested, Jailed for Asking Wisconsin

Politician a Ouestion BY CARL GIBSON

A prominent Wisconsin democrat was asked if he was aware a candidate he endorsed was a corrupt republican with ties to Scott Walker. Instead of answering, he called the



## Modernising higher education Changing the Learning Landscape

### Questions that educators may ask themselves

Educators may find it useful to ask themselves certain questions in order to generate ideas and reflect on their practice. They may also find it useful to think about some of the questions that students may want to ask. Some examples of questions educators may ask include the following.

### Debating sustainability/sustainable development

- How does education for sustainable development relate to my subject area or discipline?
- To what extent am I already covering sustainable development issues referred to in this guidance? How can I make those features more explicit?
- What types of sustainable development case studies exist within, and are applicable to, my discipline?
- Where knowledge is contested, or values are involved, what position will I take in a
  presentation or discussion? Should I state my views at the outset?
- How will I handle the provisional and ever changing nature of knowledge about sustainable development?

### Engaging students

- How can I help students develop interdisciplinary thinking and encourage them to take a holistic approach?
- If many of my students perceive sustainable development as solely or primarily an environmental issue, how can I ensure they understand the balance between society, economy and environment?
- The words 'sustainability' and 'sustainable development' do not resonate with the vocabulary commonly used in my discipline. What alternative words and concepts could I use to engage my students?
- What vocabulary might need to be shared in order for us to engage in multidisciplinary discussion?
- How can I make best use of students' prior learning about sustainable development to enhance the curriculum?
- How can I encourage students to understand a range of cultural perspectives on problems relating to sustainable development?
- How can I involve students in the development of the education process?

### Engaging colleagues

How can I engage my colleagues and teaching team in this?

### The learning environment

- How can I provide learning opportunities that have authenticity, enabling students to relate their knowledge and skills to real-life problems, both locally and globally?
- How do I create a learning environment in which the personal views of individual students about sustainable development can be safely shared and evaluated?
- To what extent is cultural diversity reflected in the student body? How can I adapt for similarities and differences?
- Are there ways in which it would be appropriate for me and/or my students to explore and evaluate sustainability practices within our own institution?



Who We Are Take Action News NUS extra Advice Lifestyle Students' Union

### How to use social media for job hunting

BACK TO ADVICE

By Prospects Wednesday 20 May 2015 • Careers and Jobs

Social networks are a useful tool when it comes to the graduate job search. Discover how to use social media accounts to your advantage when looking for new opportunities.



Managing how you're viewed online should be a top priority when it comes to kick-starting your career, after all a welltimed tweet, or a speculative application via LinkedIn, could land you a job.

'Job hunting has evolved, the old method of speaking to a careers adviser is no longer the only option,' says Hitesh Nathu, recruitment manager at Topps Tiles. You really need to sell yourself on social media, especially as employers are more online savvy than ever before.'

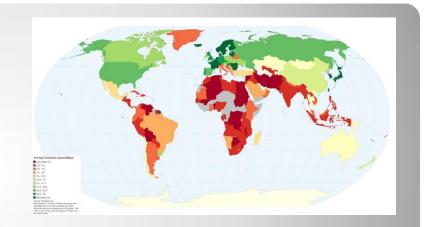
While pouting selfies and random ramblings are great fun between friends, don't let them come between you and the job you want.

# **Students**

## NUS and Graduate Outcomes

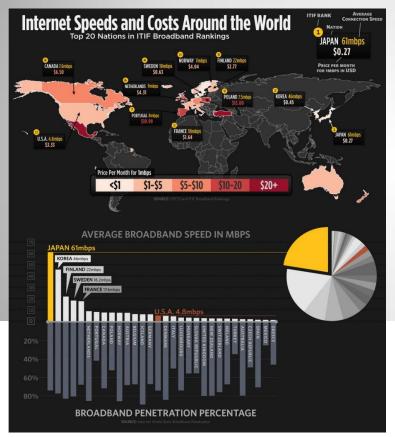


## 'Christopher - can you provide final comments please?'



# **The Cost**

You pay to access social media





### Social Networks and Inequality

How Facebook contributes to economic (and other) inequality.

Posted Mar 07, 2012



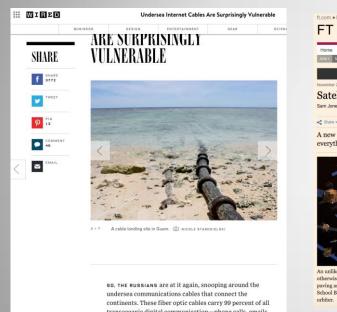
f Like < 35

Americans are discovering that despite their ideology of opportunity for all, our society is becoming more and more unequal. "We are the 90," the Occupy Wall Street movement's slogan, is based on this realization. In a recent talk on inequality, Alan Krueger, chairman of the White House Council of Economic Advisors, observed that while the median income in the United States has declined since 1999, the income of the top 1% has increased by 13.5 percentage points since 1979. Further, a recent report by a team of international scholars shows Americans enjoy less economic and occupational mobility than Canadians and most Western Europeans. According to a Pew Charitable Trusts poll, the public at large is more likely today than two years ago to believe that there are conflicts between the rich and poor in America.

There are many systemic reasons for this growing inequality, but one factor may have been overlooked. Social networking, which claims to make connections and bring people together, paradoxically exacerbates social divisions and inequalities. Social networks are inherently unfair and exclusionary. They operate on the principle of homophily—a Greek derived word that means "love of same," or, more colloquially, "birds of a feather flock together. "Three things characterize friendship networks: the same kinds of people come together, they influence one another to think alike, and, once they are in the same place, that very location influences them to become more alike. If people have lower prestige, socio-economic status, or are the targets of discrimination, then their networks will be

# Discriminates

Social media increases social division



continents. These fiber optic cables carry 99 percent of all transoceanic digital communication—phone calls, emails, web pages, you name it. They're the reason you can Skype

### ft.com > life&arts >



An unlikely memorial runs across the middle of the marketplace in Kettering – ar otherwise unremarkable English market town. This slab of granite, set into the paving as part of a timeline of local history, reads "Russian Satellites: Grammar School Beats Nasa". Etched into the stone is the distinctive outline of a sputnik orbiter.

### PERTH & KINROSS

The farce is strong — Perth Star Wars fans left on the dark side after film freezes

By RICHARD ROONEY, 17 December 2015 8.11am. Updated: 9.45am.



ar Wars: The Force Awakens opened with a series of midnight showings

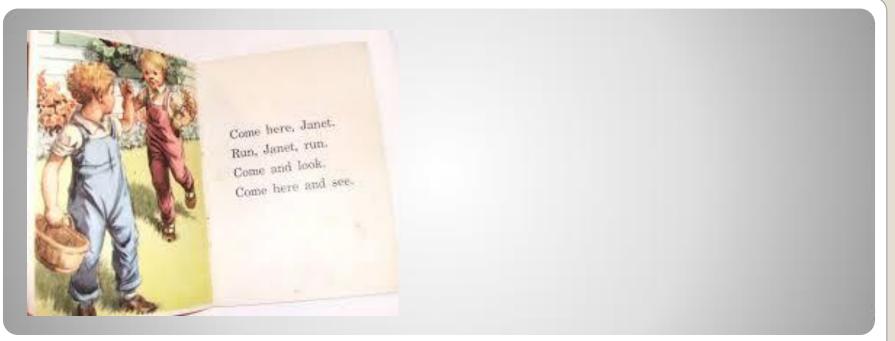
The Force awoke — and then went straight back to sleep for Star Wars fans in Perth early this morning.

Managers at the IMAX in the city felt the full force of customers' compliaints after the midnight showing had to be abandoned when the screen froze around an hour into what is one of the most eagerly anticipated film releases in history.

Fans across the world have been counting down the days until the



Internet cables, satellites, power connections - all vulnerable



janet

# When JANET is poorly....



## 'Christopher thank your for your final evidence Hilary thank you for your contribution'



'Audience I ask you to consider what you have heard, and to take this evidence forward with your own thoughts and discussions' If as we predict, more criticism of social networking continues, will governments start to regulate it?

How does social media contribute to the construction of reality?

What is the purpose of education today?

Who owns social media?

