Social Media for Teaching

How-To Guide

By

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Foreword

Having conducted research on academics' professional social media use over the last three years, I came across a myriad of research that explains the benefits and challenges of academics' social media use. However, how specific platforms may practically be integrated within the teaching and learning practices is something that is seldomly mentioned.

In this guide, I define social media tools as any web-based service or website comprising web 2.0 characteristics that enable users to engage with content and information as consumers, producers, or prosumers (consumer and producer).

Social media may be used by academics to promote positive relationships between educators and students and enhance collaborative learning environments ([Tay and Allan, 2011](#)). Further, using social media may enhance the communication between students and teachers ([Vandeyar, 2020](#)). Additionally, scholars (like [Alshalawi, 2022](#)) mention the immediacy and geographical independence of social media as benefitting the acquisition of global knowledge.

However, using social networking sites for teaching and learning practices is also associated with various challenges. Several scholars (like [Purvis, Rodger and Beckingham, 2020](#) or [Manca and Ranieri, 2017](#)) indicate academics may have concerns such as difficulties to distinguish between personal and professional identities, cyber-crimes, or insecurity about how to use social media tools for their teaching and learning practices.

I developed this guide focusing on the practical integration of specific social media tools and emphasising their practical application. The selected platforms represent the key platforms that – based on the literature I reviewed during my postgraduate studies - appear to be used most frequently by academics for their teaching and learning practices. Social media are developing on an ongoing basis and so is this guide. I aim to keep the guide updated and include new social media if applicable.

Below you will find key information about general features, main concerns, questions before you start, case studies, and useful links to various platform-specific resources. At the end of the guide, you will also find an online safety and planning checklist and self-help section. I hope you find it a useful contribution toward the practical integration of social media into your teaching and learning practices.

Feel free to contact me for questions and suggestions.

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1 Blog

A [blog](#) is a type of website that enables users to share and update content and information via posts. [Various types of blogs](#) distinctively use specific content and the way content is shared and written.

If you are an academic you may find the following post useful: [Social media in Academia (7): Blogging (harzing.com)](#).

For teaching and learning the most useful type of [blogging platforms are free](#). Some of the most popular free blogging sites are: [Wix](#), [WordPress](#), [Weebly](#), [Blogger](#)

1.1 General features

- Authors can interact with the audience by replying and commenting on posts.
- Blogs may be accessed and led by multiple users.
- Blog interfaces can be changed depending on the template.
- Posts can be archived chronologically and function as an online journal.
- Content may be filtered according to keywords or categories.
- Blogs allow the integration of multiple plugins such as social media.

1.2 Main teaching features

- **Feedback and comments:** Lecturers and students can comment on module topics and themes.
- **Creative writing:** Develop students' creative writing skills.
- **Digital marketing skills:** Let students design, develop, and market their free blogs. This allows the teaching of metrics and social media analytics. Blogs may increase and build students' online presence because they can be linked to professional networks and communities on other social media platforms.

- **Connection and interaction:** Engage students in topic-specific online discussions.
- **Reflective activities:** The creation of class blogs may enhance students' reflective and critical discussion outside the sessions.
- **Starter activities:** Blogs are a good option to engage students to acquire knowledge before seminars and lectures.
- **Exploration:** Blogs provide students with a way to explore the topic areas creatively.
- **Individual learning spaces:** Blogs may also be used as individual learning spaces where students can store notes, sources, and references.
- **CV promotion:** Blogs may be used to teach students to set up their online CVs and develop their professional online presence.
- **E-book conversion:** Blogs can be converted into eBooks (using converters like Anthologize that works with WordPress).
- **Public engagement:** Blogs can be used to teach students how to engage with the public and engage with others across disciplines.

1.3 Main concerns

- **Time and emotional investment:** Setting up and maintaining of blog requires enthusiasm, time investment, and energy.
- **Intellectual property and copyright:** Acquiring knowledge about intellectual property and the copyright of resources used for blogs is crucial.
- **Sources:** Using blogs for educational purposes requires careful selection and evaluation of the legitimacy of the sources and references.
- **Large classes:** If the blog is used within a larger class and students interact with comments and reflections, it may be time-consuming to assess and review students' works.
- **Spam:** Enabling public commenting on blogs may result in spam messages and potential online harassment.

Read more about how to stay safe online go to:

Online Safety and Planning Checklist

Online safety and wellbeing: Self-Help

1.4 Questions before you start

- Do you have clear goals and objectives for the blog's purpose?
- Do the students have the necessary skills to blog? If not, what kind of training are you providing?
- Have you considered using an RSS newsreader to combine and monitor multiple classroom blogs?
- Have you considered forming student blogging groups or buddies that limit the risk of students not receiving comments?
- Do you delegate monitoring and comment collection tasks to students to reduce your time investment?
- Have you prepared a set of simple blogging themes for students? Keeping blogs simply makes it easier for students to engage and acquire new skills.

1.5 Case study

A good practice case study is presented by Dr. Debra Zahay-Blatz provides a summary of her talk, about the use of blogs for teaching Google Analytics, at the Marketing Management Association Conference in Kansas City. Her blogging project allowed students to create a blog of their choice and then promoted it and performed tracking using various social media.

The blog required to be linked to Google Analytics which was the introduced tool. Linking the blog with Google Analytics allowed students to see where their traffic is derived from, the time people spent on the blog and the blog bounce rate which shows the percentage of visitors who immediately left after visiting one page.

WordPress and Blogger allowed students to set up a blog for free and allowed the integration of Google Analytics. Students could also follow a walkthrough on a computer on how to set up their blog as well as Linking Google Analytics. Students not only learned to use Google Analytics but also learned how to design and develop their own unique blog that promoted their personal brand and their online persona.

Link to case study: https://zahayteachesdigital.blogspot.com/2018/09/secrets-to-teaching-google-analytics.html

1.6 Useful links

- Blogger – Tutorial for Beginners:
  https://www.youtube.com/watch?v=oF5j342uTYg
- How to start a successful blog: https://www.theminimalists.com/blog/
- How to start a WordPress blog:
  https://www.wpbeginner.com/start-a-wordpress-blog/
- How to free blog WordPress:
  https://www.thoughtco.com/start-free-blog-at-wordpress-3476412
- Social media in Academia – Blogging:
  https://harzing.com/blog/2020/04/social-media-in-academia-blogging

2 Facebook

Facebook, one of the global largest social networks (more than 1 billion users), was founded in 2004 by Mark Zuckerberg at Harvard University. Facebook is a social networking platform that enables engagement between individuals and groups that may exchange and consume shared content and information online.

2.1 General features

- **User Profile:** Users open their personal accounts. It is then possible to customise the profile including, profile picture, wallpaper, and personal information.
- **Timeline**: Each profile and updates appear on the so-called Timeline. The Timeline comprises status updates, friends list, photos, videos, or any other interaction with content and information.
- **Groups:** Likeminded individuals or communities can form groups. The group feature allows sharing of content and information as well as active discussions.
- **Friends:** You can search for friends and connect with them using the search feature or by accepting automated suggestions.
- **Pages:** Businesses can create individual content pages that enable the sharing of content and information, advertising, connection, and engagement with customers.
- **Messenger:** Instant messenger allows friends real-time communication via mobile apps or webchat.
- **Games:** Various games are available that may be played individually or with friends.
- **Video:** Facebook live allows live streaming of videos with the connections and other followers.
- **News Feed:** Enables the viewing, commenting, and liking of the news based on the followed groups and connections.
- **Marketplace:** Users may sell and buy services and goods with other users.

2.2 Main teaching features

- **Groups:** The option to set up public or closed groups may be useful for modules or courses. Potential benefits are sharing of content and information and the active discussion with students.
- **Collaboration:** Groups of any size allow interaction and teamwork among students and staff.
- **Classroom Extension:** Enables assistance with sharing of instant information and content (such as deadlines, timetables, topic information, references, and resources) with students and provides an extended learning space for students to benefit from the integration of multiple learning styles. May be applied for inductions, time management, provision of feedback, or assessments.
- **Networking:** Setting up public pages or groups enables networking and collaboration with international alumni and research groups.
- **Social learning:** Session activities may be held on Facebook within specific groups.
- **Flexibility:** Students may access Facebook on multiple devices and across time zones.

2.3 Main concerns

- **Personal vs Professional:** Decisions about the use of personal or professional Facebook accounts may best be made before use to keep the two identities separate. Students may have concerns about connecting with their educators as 'Friend' on Facebook. It is important to establish what the educator – student relationship entails through proper guidance.
- **Distraction:** There is the potential of distraction during class times if Facebook is used for personal and professional purposes.
- **Communication boundaries:** Clarifying of how you intend to communicate with students (only group chats, one-to-one live chats). Make sure you set boundaries before you use Facebook for learning.

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2.4 Questions before you start

- Groups or pages? What does benefit the fulfilment of your goals and objectives best?
- Do you and the students have the necessary knowledge to use the platform? If not, how do you plan to acquire the knowledge?
- Are there any copy-right issues to consider when posting content? Who has ownership?
- Who is leading the moderation of the groups and pages? Have you set up a time management plan for your interaction? Do you provide a time management guide to the students?
- If you use the site as a teaching platform, how do you intend to store and back up content and information?
- Are the students going to use their profiles? Are they aware of the visibility of their profiles to teaching staff?
- Do you know if and how to assess students' contributions in Facebook groups or general posts?

2.5 Case studies

A practical case study is provided by Rafael Ventura and Maria Jose Quero in: [Ventura, Rafael & Quero, María. (2013). Using Facebook in University Teaching: A Practical Case Study. Procedia - Social and Behavioral Sciences](#).

In their case study, they integrated Facebook groups for new dissertation students in Economics or Business as a supplement to their virtual campus. The Facebook group was set up to communicate with students. Two hypotheses were tested to analyse the improvement of interaction with students and the acquisition of study capabilities and Facebook was found to improve their study capabilities and communication.

2.6 Useful links

- Using Facebook as a teaching tool: https://core.ac.uk/download/pdf/148366556.pdf
- Setting up a Facebook group for your class: https://www.youtube.com/watch?v=QhHDbt1RM4s
- The basics of a Facebook page for educators: http://tinyurl.com/63g8eqm
- Facebook accessibility pages: http://tinyurl.com/6u2xl9x
- Complete Beginner's Guide: https://youtu.be/xu8rh9Ref4Y

3 Instagram

Instagram was founded in 2010 by Kevin Systorm and Mike Krieger. Instagram is a video and photo-sharing social networking platform. The platform can be accessed via an app or a web interface.

3.1 General features

- Up to 2000 text characters per post.
- Private messaging
- Tagging of content
- Hashtags
- Option to incorporate multiple videos and images in one post.
- Enabled story feature that allows users to share and post content (over 24 hours) to a visible feed.

3.2 Main teaching features

- **Classroom accounts:** Setting up of classroom (module specific) account enables the sharing of works, information, and other content with students.
- **Hosting of live streams**: Enables delivering sessions to mass cohorts. In-built features allow students so to interact with the teacher through for example real-time comments. It is also possible to make other educators or students co-hosts that enable the dual participation of the session delivery.
- **Sources:** Searching for and sharing sources that can be shared with students.

- **Sharing of work:** Work may be shared and presented by lecturers and students as part of in-class activities or for example virtual exhibitions.
- **Analysis tasks:** Using the platform to conduct in-class analysis activities of for example art visuals.
- **Hashtags:** Exploration of a subject or topic-specific Hashtags.
- **Interactivity:** Post interactive information and mini-games for the students.
- **Instagram stories:** Enables users to capture photographs that can be edited and enhanced with multiple effects and layers. After 24 hours, in the primary feed, the uploaded picture, or video expires, and the post will appear in the secondary feed.
- **Instagram direct:** Allows private messaging with students and colleagues.
- **Carousel**: Enables the adding and uploading of multiple sources in one post.
- **Boomerang effects:** Enable the speeding up of photos and then play them forth and back as a looping video.
- **Filters and effects:** You can choose between different filters and effects (like brightness and contrast) to edit your videos and photographs.

3.3 Main concerns

- **Inappropriate content:** Using Instagram in the classroom risks students accessing and being exposed to inappropriate content during sessions. Students may be distracted, and it may negatively impact their mental health.
- **Virality:** If Instagram is used for activities and tasks you may want to consider approving students' posts and comments as part of the class activity. This will limit the chance of inappropriate content going viral.
- **Peer pressure:** When using Instagram students may be exposed to peer pressure that may result in anxiety and impact students' well-being. You may need to consider providing alternative learning methods if students do not feel comfortable using Instagram.

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3.4 Questions before you start

- Do you consider keeping Instagram accounts private? If so, do you have sufficient knowledge about the management of privacy settings on Instagram?
- Do you have a system in place that enables you to check the appropriateness of students' posts and comments?
- Do you have a clear plan and structure for the content that you want students to engage with?
- Do you analyse potential Hashtags before sessions?
- Do you analyse and observe what credible Instagram sources and users are that students may follow?

3.5 Case studies

Maria Angel Ferrero (2019) showcases how she used [Instagram for teaching and learning](). She used Instagram as follows.

1. She posted pictures to engage with students and to support their learning through visual stimulation of taught content. She also created study cards in form of Instagram posts where she summarised lectures, in form of bullet points, and invited students to the posts. What she mentions to be the 'best' was the use of 60-second videos to explain concepts through talk or animations.
2. She used the live stream option for a question-and-answer session. Her idea was formed around reducing the number of emails with questions and answers that followed the hours or days after the lectures. She scheduled an Instagram question-and-answer lives session and communicated the date and time with students. One day before the session she set up an invitation post with a reminder for students to prepare questions and answers before the session.
3. She used Instagram stickers to announce short quizzes applied as a starter or preliminary lecture activities.
4. She also used Instagram to showcase students' stories about their achievements and praise their academic efforts.
5. She used Instagram video stories to conduct short assignments (after lecture hours). Students were asked to complete lecture reviews of a specific topic or article via 15-second videos. The short time frame teaches students to be concise, and direct during presentations.
6. Further, in my own (ongoing) PhD research academics in Humanities and Arts faculties used Instagram to assess virtual student exhibitions, teach students how to develop online campaigns, help students to conduct research using hashtags, and to share visual material.

3.6 Useful links

- Instagram Help Centre: https://help.instagram.com/116024195217477
- Using Instagram Teaching & Research Tool: https://medium.com/@aiaddysonzhang/using-instagram-as-a-teaching-research-tool-tips-resources-best-practices-8f1e2ae7bc20
- How Instagram improves students' learning experience: https://medium.com/the-faculty/post-follow-like-learn-how-instagram-improves-students-learning-experience-7d3b3e85e3dd
- Instagram supporting tool learning in higher education: https://library.iated.org/view/OBESO2021INS

4 LinkedIn

LinkedIn, founded in 2003 by Reid Hoffman and Eric Ly, is a social networking platform that focuses on professional networking and career development.

4.1 General features

- **Networking:** Users can search and connect with specific people that suit their professional network. Users may also follow people, groups, institutions, influencers, and hashtags.
- **Creator Mode:** Users may showcase their preferred hashtags with the audience to enable quick access to posted content.
- **Reactions**: Users may react to posts by choosing a reaction like love, support or thumb up to express an opinion.
- **Name Pronunciation:** Users may use the feature to enable the correct pronunciation of their name and display it on their profile.
- **Video meetings:** It is possible to network via video meetings.
- **Edit posts:** Users can edit their posts after they have posted them. However, pictures cannot be changed.
- **Featuring posts:** Users may feature their favourite posts on their profile.
- **Event tabs and event creation**: LinkedIn events enable users to host events. Logos, banners, and schedules may be attached.
- **Photo frames:** To enhance their personal marketing, users may add #hiring, #opentowork to their profile pictures.

4.2 Main teaching features

- **LinkedIn Learning:** LinkedIn learning is provided to students by many institutions and can provide an extended social learning space. You can consider leading students to subject-specific courses that enhance classroom learning and that enable the students' professional development.
- **Group formation:** You can form subject-specific, courses specific or module-specific groups for students to join. You can engage the students in those groups through the provision of learning content and links to learning resources or course announcements.
- **Hashtags:** You can create your subject-specific hashtag if you work with students on LinkedIn. You may also consider identifying suitable hashtags for students to join to acquire knowledge.
- **Development of online presence:** You can teach students how to develop their online presence, professional profiles, and the best ways to connect with potential professional networks and institutions.
- **Assignments using LinkedIn for research:** You can prepare assignments for students to use LinkedIn as a research tool to search and explore topic-specific information.
- **Networking:** You can encourage students to develop a professional network based on their career plans. You may provide instructions and guidance about best practices.
- **Skills showcasing:** You can endorse your students for specific skills or provide LinkedIn recommendations.

4.3 Main concerns

- **Offer overload:** LinkedIn learning may be overwhelming due to its broad range of course offers and resources. There are over 16,000 courses in 7 languages (German, French, Spanish, Japanese, Chinese, English, and Portuguese).
- **Lack of inclusion:** The learning courses may appear standardised and may not suit all students.
- **Time:** Building a professional network is time-consuming.
- **Third-party advertising:** LinkedIn uses the user's data and information, that they own, to allow third parties to conduct targeted advertising.
- **Spam:** LinkedIn feed is often associated with spam ads and messages.

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4.4 Questions before you start

- Do you know what your students' potential career paths are? Knowing this you may support them to find the right audience and connections on LinkedIn.
- Does your institution support LinkedIn learning?
- Do you plan to tailor your activities and choose subject-specific LinkedIn Learning courses that extend the students' knowledge?
- Do you intend to set up LinkedIn learning groups to encourage engagement and social learning interaction?
- Do you provide endorsements and LinkedIn recommendations to support your students' professional development?
- Do you know what major groups, hashtags, and communities are in your field?

4.5 Case study

This case derives from my application on LinkedIn for teaching Digital Advertising to third-year undergraduate students. I have used LinkedIn in two ways.

1. I have introduced basic concepts as an extension to classroom teaching via LinkedIn learning. I have split specific courses into rations across the term and linked the specific section, weekly, in the virtual learning platform. The students benefited learning from different perspectives, and it encouraged them to obtain the certificate at the end of the course.

2. I have promoted and engaged students in well-being activities as part of my module (see [Student Wellbeing | Christa Sathish](#)) and in agreement with the students sharing the acquired knowledge with the LinkedIn network using appropriate hashtags. This motivated students to contribute to the sessions as they saw the positivity of their contributions published and it created general awareness of the importance of such activities in the classroom.

4.6 Useful links

- Live videos:
  https://www.linkedin.com/help/linkedin/answer/100224/linkedin-live-video?lang=en
- Cover story:
  https://www.linkedin.com/help/linkedin/answer/129999/linkedin-cover-story?lang=en
- LinkedIn Learning guide:
  https://learning.linkedin.com/content/dam/me/learning/en-us/pdfs/lil-guide-how-to-use-linkedin-learning.pdf
- Social Media in Academia: https://harzing.com/blog/2020/02/social-media-in-academia-linkedin
- LinkedIn to promote research:
  https://harzing.com/blog/2021/04/social-media-in-academia-using-linkedin-to-promote-your-research
- How to digitally market yourself:
  https://harzing.com/blog/2021/11/how-to-digitally-market-yourself-a-beginners-guide-for-students-and-academics
- LinkedIn Profile tips: https://www.youtube.com/watch?v=BcfGWi8Qywk
- How to get started on LinkedIn:
  https://www.youtube.com/watch?v=qG4NF-2tt4c

5 Pinterest

Pinterest, founded in 2010 by Evan Sharp, Paul Sciarra, and Ben Silbermann, is a social media platform that enables users to bookmark (pin), curate, and share images and videos.

5.1 General features

- **Pin interaction:** Pins appear in the home feed, and you can react to pins to show your opinion and feedback. Comments can be added and managed as well as Idea Pins can be created and shared.
- **Secret boards:** Can be kept private and be seen by only invited users.
- **Videos:** It is possible to curate and watch videos.
- **Trials:** There is an option to use and try on products.
- **Live TV:** Pinterest live TV enables users to learn about food, beauty or fashion, and other products that they can shop for.
- **Pinterest Predicts:** Pinterest Predicts are personalised Idea Pins that predict trends of your likes based on your activities.
- **Product Pins:** Product pins present products that are available to buy from the merchant list in the pins.
- **Shopping lists:** You can create and manage shopping lists.

5.2 Main teaching features

- **Collecting ideas:** Pinterest offers a wide range of sources and searches for visuals that support the development of ideas. Ideas may benefit for instance project-based learning, design and creation, and critical thinking.
- **Virtual sharing:** Ideas, examples, and visuals of activities can be shared with students.
- **Presenting student works:** Class boards enable students to become collaborators that can share and present for example project work. They

may also create a board that may be used as professional portfolios to showcase various skills.

- **Feedback:** Showcasing students' work also enables students to learn how to provide constructive feedback. Secret boards are suitable for this purpose as the comments are only visible to invited users.
- **Managing resources and studies:** Using multiple boards organising topic-specific content and sources is possible because Pinterest automatically links back to where the sources came from.
- **Developing inspirational boards:** Students can create their unique boars where they can pin images or quotes as a starter activity or first introduction. This also encourages students to get to know each other.
- **Peer review:** Pinterest provides suitable spaces (secret boards) to teach students how to review and critique each other's works constructively.
- **Reading lists:** Pinterest allows the curation of reading lists that can be suggested to students.
- **Group projects:** Collaborative boards enable multiple students to join and develop ideas and sources in the same place. This may benefits brainstorming and mind mapping activities and provide space to keep track and store information, visuals, and articles within the teams.

5.3 Main concerns

- **Idea overload:** Pinterest's wide array of ideas and Pin may easily lead to an overload of information and data. You may want to consider planning your search specifically and structure the quality and specification of what you are looking for and make use of filtering boards for instance.
- **Distraction:** Idea and information overload may lead to distraction of staff and students, and it is necessary to work with clearly set goals and objectives as well as a timeline.
- **Striving for perfection:** Pinterest ideas are frequently exemplary and showcased to be perfect and interesting. This may lead to stress and doubts, and it may create a wrong sense of reality. It is important to stay realistic in the presence of your teaching and merely use the ideas to suit what fits best for your teaching and activities based on the students' needs. Letting yourself be pressured by the ideas and information showcased may negatively impact your mental health.

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5.4 Questions before you start

- Do you plan to create secret boards to protect the student's identity online?
- Do you have the skills to confidently navigate Idea pins and create class boards?
- Do you curate your personal or professional Pinterest account?
- Do you plan to assess students work and content presentations on Pinterest?
- Do you have access to quality visual materials?

5.5 Case studies

Jane Love (2015), in [Reflective case study. My 'Pinteresting' project: Using Pinterest to increase student engagement, promote inclusivity and develop employability skills Rationale for using social bookmarking sites. Dialogue. 5. 50-58.](), used Pinterest to increase student engagement, promote inclusivity, and develop students' employability skills. She created and used various specific tailored boards to teach concepts, referencing, or presenting as well as she linked the boards to various sources. She also created boards to raise awareness about gender issues that enabled students to engage and explore more sensitive issues at their convenience. Further, she also created boards focusing on employability and general career advice that was linked to good practice CVs.

Another example is provided by Nick Pearce and Sarah Learmont (2013) in [Learning beyond the classroom: evaluating the use of Pinterest in learning and teaching in an introductory anthropology class. Journal of Interactive Media in Education. 2013. 12. 10.5334/2013-12.](). They used Pinterest for an introductory anthropology course. The tool was used to curate resources and to support students' learning. While the resources were used for the classroom, they also reached informal relationships like family and friends. 10 pinboards reflecting 10 weeks of the anthropology course were created. The focus was on reading extension and exam revisions. The pinboards covered weekly topics. The chosen pictures were in the context of the topics and the information was chosen to be relevant and interesting for the students. The sources used derived from academic blogs, Google scholar, museum archives, academic publications, news, and social media sites. Experienced limitations were that not all sources could be pinned such as PDFs and it appeared to be difficult to determine if the sources were matching the difficulty level of the course.

5.6 Useful links

- Pinterest Help:
  https://help.pinterest.com/en-gb/article/your-pinterest-predicts
- Higher Education ideas:
  https://www.pinterest.co.uk/gingerstgermain/higher-education/
- How universities can make the most of Pinterest:
  https://www.fullfabric.com/articles/how-universities-can-make-the-most-of-pinterest
- 14 ways students can use Pinterest:
  https://rossieronline.usc.edu/blog/pinterest-for-students/
- Pinterest:
  https://www.pinterest.co.uk/

6 Slack

Slack, initially released in 2013, is a communication platform co-founded by Stewart Butterfield, Eric Costello, Cal Henderson, and Serguei Mourachov. In the context of academic institutions, slack comprises multiple channels that enable the substitution of email communication.

6.1 General features

Slack is a communication and collaboration platform that was designed to connect people and communities through various features that enable activities such as:

- sharing of information
- search
- sharing of channels
- audio calls
- video chat
- video conferencing
- team chat
- screen sharing
- task management
- surveys and feedback
- third party integrations
- project tracking
- remote support

Due to the size and versatility of Slack, there are many more features and you may want to explore these more by accessing the following link:
https://www.getapp.com/collaboration-software/a/slack/features/

6.2 Main teaching features

Slack allows forming of groups between students, and teaching staff. Channels can function as lecture theatres, classrooms, admin spaces, or social spaces. The following presents a broad overview of channels that may be beneficial for coursework:

- **Office during working hours:** This allows students to drop in and ask questions during business hours.
- **Group work:** Setting up specific instructor-led student groups that enable students to ask questions, develop ideas and support each other.
- **Project-led learning and teaching:** Project-focused channels provide students and teaching staff space for discussions, developing of ideas, and posting of questions and information before sessions. This may equip students with the necessary knowledge to engage efficiently in discussions and collaborative work tasks.
- **Student support:** Setting up of student-specific channels (questions and answers or business hours office channel). Slack allows the connection with Zoom and enables the direct start of Zoom from the platform.
- **General communication:** Forming of general communication channels where students and staff may engage casually.
- **Staff channel:** Staff channels may be used to encourage communication among teaching staff.
- **Live teaching channels:** Enables class discussions, synchronous documentation of information, students may ask questions, and students benefit from note channels that empower them to support and teach each other.
- **After class meeting channel:** Enables students to join the channel after the main teaching sessions to ask questions for instance about assessments or courses works.
- **Announcement and planning channel:** Planning and announcing of task and project plans. Enables students to receive relevant notifications automatically without the need to know how to set it up by themselves.

6.3 Main concerns

- **Channels:** The multitude of channels and connections with other platforms can be overwhelming for beginners.
- **Inactivity**: Students may appear in a channel but are inactive and this may lead to less efficient group work.
- **Notification overload:** There is a potential for notification overload and students may miss important information if there are too many notifications.
- **Feedback** and response intensity: Active students may expect instant feedback and response, and this may be overwhelming for teaching staff.

- **Third-party:** Slack is known to connect with third-party platforms and there is an increased risk of privacy issues and identity theft.

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6.4 Questions before you start

- Do you have a consistent system in place to name channels?
- Do you ensure that the information on the channel reaches the correct student group?
- Do you limit the permissions of students to post on specific channels?
- Do you allow students to reply or only to react to threads?
- How do you ensure that the students actively contribute to the group note channels?
- Do you provide notifications with specific aims and goals to not overload and distract the students?
- Do you and the students know how to use Slack? If not, do you consider holding training sessions?

6.5 Case study

Phil Simon (2017) in, How I Use Slack Inside of the Classroom (philsimon.com), provides detailed information and insights about how he uses Slack inside the classroom. He uses general announcements to contact students via Slack without there being a need to send emails. He uses Slack for students to contact him when he is out of the office. For announcements, he creates a channel that is locked down and only he can post in it. Further, he makes use of private channels to communicate course information and data with student groups.

Simon also uses shared channels that allow him to deliver one message in one channel and multiple classes can view them. To acquire quick inputs about different topics and subjects he uses Slack's poll feature that allows anonymous data collection. He also uses Slack for in-class exercises via specific channels where students can interact and engage with various tasks. To develop authenticity, he uploads weekly personalised videos. Additionally, Simon (2019) also provides insights into how he uses Slack to replace traditional lectures using Slack channel calls via Zoom. See Phil Simon: Using Slack in the Classroom: A Case Study.

6.6 Useful links

- How to use Slack in Teaching and Learning:
  https://www.youtube.com/watch?v=UWXbYzG0hLo
- How to use Slack inside the classroom:
  How I Use Slack Inside of the Classroom (philsimon.com) (2019)
  How I Use Slack Inside of the Classroom (philsimon.com) (2017)

7 TikTok

[TikTok](#) is an app that is owned by a Chinese company called ByteDance and [was founded in 2016](#). TikTok is a social networking service that focuses on video recordings.
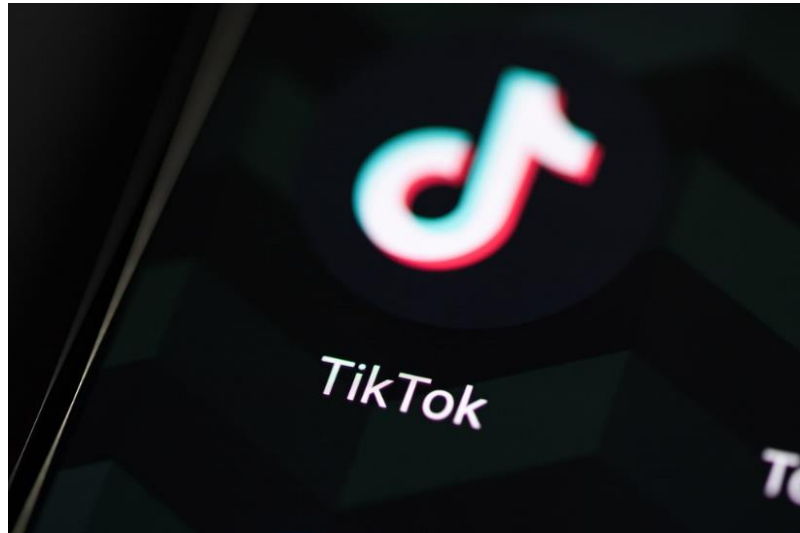
7.1 General features

- **Video uploads:** Users can upload their own recorded videos.
- **Video editing:** Videos can be cropped, flipped, and rotated and the playback speed can be adjusted. Videos can be recorded in the app that supports functions like lip-syncing and dancing. Further, users have the option to choose background music for their recorded videos.
- **Live Video Streaming:** Live streaming of recordings can be used to seek direct interactions with users and enables the earning of money from virtual gifts.
- **Social sharing:** TikTok videos can be shared and linked, via sharing buttons, across multiple social media platforms.
- **Likes and comments:** Users can like and comment on others' videos.
- **Notifications:** Push notifications that keep users up to date about likes and comments are available.
- **Duets:** Users can join up with others and lip-sync or dance to their chosen music virtually while they appear side-by-side on the same screen.
- **Reactions:** Users can capture/record their reactions while they are watching somebody's video. The recorded reaction can also be edited and posted as a comment.
- **QR Code Scanner:** Users can subscribe to others via scanning of QR codes.
- **Effects:** In the video editor, users can choose from multiple filters and effects.

- **Geolocation:** Graphs enable users to observe other live broadcasting users who live in the same proximity.
- **Real-time analytics:** Data about comments, likes, and live broadcasts can be retrieved.

7.2 Main teaching features

- **Digital video assignments:** Create digital assignments specifically tailored for students to learn about specific concepts and scenarios. Assignments may be group-based and encourage peer-to-peer teaching.
- **Module-based accounts:** Setting up module-specific accounts may enable you and students to engage and interact with video content.
- **Videos and hashtags:** Topic-specific videos and suggestions for hashtags may increase students' development of creativity, abstraction, and critical thinking.
- **Group work:** Project work presentation via TikTok may be conducted in groups or individually and enables the showcasing of students' digital skills, creativity, and ability to integrate multiple media.
- **Content summaries:** TikTok videos are suitable to provide summarised lectures and seminar content to students as well as the videos may be used as starter activities and ice breakers for discussions.
- **Simplification of complex topics:** Complex topics may be recorded and be used as part of any session to facilitate a simplified way of understanding and learning.
- **Embedding of videos:** Subject-specific TikTok videos may be embedded as part of blogs, Virtual Learning Environments, or web pages to support students' understanding of topics and concepts.

7.3 Main concerns

- **Hashtag challenges:** TikTok Hashtags may invite and encourage participation in inappropriate challenges.
- **Risk of inappropriate video content:** Inappropriate content on video may cause harm to students' mental health.
- **The virality of videos:** The virality of videos may cause unwanted and inappropriate content and interaction with other users.
- **Distraction:** Active engagement with TikTok during sessions may have a distracting effect on students.

Read more about how to stay safe online go to:

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7.4 Questions before you start

- Do you integrate TikTok embedded videos as part of presentations to reduce the potential distraction during sessions?
- Do you consider switching the dual-mode off to reduce distraction?
- Do you assess if students have access to necessary recording devices?
- Do you provide training to those students who need help with the recording of videos?

7.5 Case study

While there is currently limited literature about how academics applied TikTok in their teaching and learning practices, Escamilla-Fajardo et al. (2021) in [Incorporating TikTok in higher education: Pedagogical perspectives from a corporal expression sport sciences course](#) conducted mixed-method research on how TikTok may be integrated as part of higher education sport sciences course. They used qualitative (NVivo) and quantitative (SPSS) tools to analyse students' questionnaire answers based on their practical application of TikTok during three face-to-face lectures.

Students produced creative stories including various effects, expressions, and costumes that they uploaded as videos to the university's virtual learning platform. The findings of the study suggest, TikTok to be a suitable social media platform for sports science courses. The platform appears particularly suitable for such courses because it enables the exploration of movements from a virtual perspective.

Further, they found that TikTok positively contributed to the development of students, creativity, imagination, and innovation. TikTok also enriched the broad acquisition of subject-specific knowledge. While TikTok appears to benefit pedagogical practices, it is suggested educators be aware of the tendency that students to use the tool for interaction with friends and family. Therefore, the integration of the tool requires focused integration with an educational purpose, and it is recommended to train students on how to use the platform over two weeks.

7.6 Useful links

- How can TikTok be used in the classroom: https://www.techlearning.com/how-to/how-can-tiktok-be-used-in-the-classroom
- How universities can use TikTok: https://www.timeshighereducation.com/hub/tiktok/p/how-universities-can-use-tiktok-your-questions-answered-part-one#:~:text=TikTok%20recommends%20that%20universities%20use,long%2Dterm%20engagement%20with%20students.
- LearnonTikTok: https://newsroom.tiktok.com/en-gb/introducing-times-higher-education-to-learnontiktok
- TikTok for Higher Education – case studies: https://www.terminalfour.com/blog/posts/tiktok-for-higher-education-the-latest-case-studies-and-stats.html

8 Twitter

Twitter was founded in 2006 by Jack Dorsey, Biz Stone, Evan Williams, and Noah Glass. Twitter is a social networking platform that enables users to share content and information in 280 characters posts.

8.1 General features

- **Tweets:** 280-character post (including punctuation). Tweets are short posts that constitute the Twitter feed. Tweets are short broadcasts or may be part of discussions between users or groups that may have a common interest. Tweets can be shared and re-shared (re-tweeted) by you and others.
- **Users:** Users can choose to follow others and in return, they will see the feed of those who they follow.
- **Hashtags (#):** Hashtags can be created or used from existing lists to extend the range of the feed.
- **Access:** Twitter can be accessed on multiple mobile and smart devices and desktop clients. Further, monitoring of multiple posts may be conducted using software like Tweetdeck, Seesmic, or Twitpic.

8.2   Main teaching features

- **Blended teaching:** Twitter can be used to complement and extend the classroom. Despite the constraint of 280 characters, the messages can be rich, and activities may stimulate active student engagement.
- **Hashtags:** Hashtags are popularly used for teaching because they may be incorporated as part of Virtual Learning Environment (VLE) content and activities. You may set up an individual Hashtag for your sessions. You will then be able to share information and content as well as potential activities during sessions with the students (who follow the Hashtag). You may also use Twitter Hashtags as a backchannel to ask questions or feedback during sessions (like lectures, conferences, or seminars).
- **Research and learning:** You may ask students to research on Twitter using Hashtags or they may need to obtain and gather certain knowledge that they present as part of classroom activity.
- **Social learning:** You may ask students to form a social learning community using the set-up Hashtags.
- **Skills development:** Teaching of networking and collaboration through social learning.
- **Developing of professional network:** Teaching students how to develop and form a professional network of followers.
- **Keeping up to date with the topic area:** Teach students which Hashtags to follow that deliver topic news.
- **Learning on the go:** Twitter can easily be accessed on the go due to the short feeds.
- **Direct feed:** Twitter's direct feed is functioning as a direct message.
- **Asking questions:** This may enable a student to ask questions that were not asked during the classroom sessions.
- **Extra tools:** Twitter can be combined and monitored with extra tools like Twitterfall which monitors words.
- **Brainstorming:** You may use Hashtags for brainstorming ideas with students.
- **Including the introvert:** The short messaging mode may enable introverted students to contribute and engage with staff and peers alike.

8.3   Main concerns

- **Public sphere:** While Twitter accounts can be kept private, the best value derives from public use. You may want to check if the students feel comfortable in the public sphere.
- **Text limit:** 280 characters leave details absent.
- **Speed:** Twitter streams are fast, and it might be difficult for students to keep up with important information.
- **Direct messages:** Direct messages cannot be sent to groups.

- **Visual content:** You can only post one picture at the time and the platform focuses on short text.
- **Archiving of content:** Twitter does not archive content and conversations and you may have to provide follow-up summaries to students separately.

Read more about how to stay safe online go to:

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8.4 Questions before you start

- Are the students having the skillset to summarise information and content within 280 characters? If not, have you planned a preliminary activity to teach and let the students practice?
- Do you consider making use of for example Tweetdeck to pull multiple feeds in one place?
- Do you make use of private messaging to protect students?
- Do you structure your content as logical Tweet flow that enables students to follow the information quickly?

8.5 Case studies

Malik et al. (2019) in Use of Twitter across educational settings: a review of the literature analysed descriptive case studies about Twitter use in higher education settings across North America and Europe. Their analysis shows Twitter positively contributes to the communication with students, teachers, and stakeholders. Educators appear to use Twitter to obtain information, participate in communities, and share information about specific issues. Twitter also appears to develop students learning skills, engagement, and study motivation.

Further, Jenny Lewin-Jones (2018) in Connecting With Twitter for Learning and Teaching: A Personal Perspective highlights the benefits of the Learning and Teaching in Higher Education (#LTHEchat) that she found useful to obtain up-to-date knowledge about teaching and learning issues such as accessing of information and recourses of teaching topics, information about cohort identities, lecturing or general curriculum questions.

In my ongoing research, I found academics also used Twitter; to teach students how to conduct online campaigns, to conduct topic-specific online research, for example to identify and analyse specific drama personalities and to explore context-specific hashtags.

8.6 Useful links

- How to use Twitter for Social Learning:
  http://tinyurl.com/3nsuyug
- Using Twitter in university research, teaching, and impact activities:
  http://tinyurl.com/6zo5hxy
- Twitter in plain English:
  http://youtu.be/ddO9idmax0o
- Getting started with Twitter:
  http://www.teachertrainingvideos.com/twitter1/index.html
- Tweetdeck:
  http://www.tweetdeck.com/
- Twitpic:
  http://twitpic.com/
- Seesmic:
  https://seesmic.com/
- Twitterfall:
  http://twitterfall.com/
- Social media in Academia – Twitter:
  https://harzing.com/blog/2020/03/social-media-in-academia-twitter

9 WhatsApp

[WhatsApp](#) was [founded in 2009 by Brian Acton and Jan Koum](#) and is one of the largest social networks.

9.1 General features

- Messaging
- Group chats
- Linkage with desktop possible
- Voice recordings and video calls
- Document sharing
- End-to-end encryption (security by default)

9.2 Main teaching features

- **Collaboration:** Student groups or projects can team up outside of the classroom in a WhatsApp group where they can organise resources, and information and develop ideas for their tasks. WhatsApp groups can be accessed anytime and anywhere, and it is particularly useful when students work from home.
- **Learning time extension:** If there is not enough time to complete or work through certain activities during sessions, the WhatsApp group may be used as a space to provide extended tasks and activities for the students to work on certain skills. They may send you their documents and completed tasks via private messaging as this will retain their privacy.

- **Management of large classes:** In the case of large classes, WhatsApp groups enable the dividing of the class into smaller groups that have their specific communications. This enables to work in smaller teams and students may develop more focused communication. Also, it is easier to keep track of questions as each group will send notifications of new messages.
- **Flipped classroom:** WhatsApp groups enable flipped classroom approaches. You may share videos before sessions and ask students to answer and prepare questions about the video.

9.3   Main concerns

- **Message and notification overload:** Providing class access to WhatsApp groups may lead to an overload of message notifications and messages. Keeping an overview of who posts what when can be challenging.
- **Overload of learning material:** It may be distractive and stressful if you post multiple sources and information about module content in the WhatsApp groups.
- **Inappropriate content:** Some students may decide to share inappropriate content and distract the flow and purpose of the groups.
- **Inappropriate language:** Students may use inappropriate language due to the rather informal chat setting that can be accessed anytime and anywhere.
- **Access:** If WhatsApp groups are used and some students do not have access to the platforms this may lead to inequality in the classroom and inequal provision of information and knowledge.

Read more about how to stay safe online go to:

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9.4   Questions before you start

- Do you provide students with WhatsApp specific guide about the code of conduct when using group chats?
- Do you use WhatsApp groups for specific tasks or general discussions?
- Do you collect and store students' resources and works that they submit and send through WhatsApp?
- Do you have sufficient skills to manage WhatsApp features and if not, how are you attempting to acquire such knowledge?
- If you use flipped classroom features, how do you intend to record the videos and where do you store them (YouTube?).

9.5   Case studies

Al-Omary (2016) in [The Impact of SNS in Higher Education: A Case Study of using WhatsApp in the University of Bahrain](#) conducted an experimental study to explore the impact of WhatsApp on teaching and learning activities at the University of Bahrain. As part of the experiment, the educators set up two WhatsApp Groups (undergraduate and graduates) that complement in-class teaching activities.

The study shows WhatsApp may positively impact students learning attitudes, and achievements. Students appeared to improve their learning outcomes and experienced WhatsApp as a helpful learning tool. The students benefitted from the sharing of lesson-specific material and information. Further, they appeared to improve their teamwork skills as well as their lecture attendance and overall engagement during classes.

WhatsApp was also applied during classes to enhance and develop the understanding of concepts. Despite the resulting benefits, WhatsApp increased the educator's workload, and careful management to deal with comments and discussions on WhatsApp during and after working hours was required.

9.6   Useful links

- WhatsApp:
  https://www.whatsapp.com/
- Five reasons to use WhatsApp in higher education:
  https://www.linkedin.com/pulse/five-reasons-why-you-should-use-whatsapp-higher-education-de-wit/
- WhatsApp as an assessment tool:
  https://journals.sagepub.com/doi/abs/10.1177/0735633116667359?journalCode=jeca
- WhatsApp for teaching online:
  https://www.youtube.com/watch?v=qW5LV1dU1xM
- 6 ways to use WhatsApp in education:
  https://www.youtube.com/watch?v=N0Qe51_4n9k

10 Wikis

A [Wiki](#) is a website that enables users to contribute to and edit content. Wikis may also enable the editing of figures, tables, graphics, and other interactive elements.

10.1 General features

- Easy to set up ([Fandom](#))
- Useful to add content on the internet.
- Collaboration among users.
- Developing learning communities.

10.2 Main teaching features

- **Knowledge repositories:** Wikis can be used as knowledge repositories based on students' work, knowledge, and reflections.
- **Communicative support**: Support international students to overcome communication barriers through active engagement and interaction with others and the Wiki content.
- **Creativity:** Wikis provide creative options to engage students in collaborative tasks and for example writing activities.
- **Editing of content:** Information and content can sustainably be edited and updated.
- **Organising web pages:** Ability to maintain, design, and structure web pages.
- **Historicity or revisions:** Can comprise a history of revisions to a document which can be useful for reflection and further development.

10.3 Main concerns

- **One person at a time:** Only one person at a time can edit the Wiki page.
- **Modelling of writing:** Sharing of written content and knowledge in Wikis may need modelling and cannot be assumed that students automatically can do it.
- **Time:** Developing and maintaining Wikis may be time-consuming.

Read more about how to stay safe online go to:

➡ Online Safety and Planning Checklist

➡ Online safety and wellbeing: Self-Help

10.4 Questions before you start

- Do you consider multiple wikis? What is the best fit for the purpose?
- Do you provide practices and learning tutorials for students to learn how to develop and maintain wikis?
- Do you design a policy about the conduct of collaborative wiki tasks for students to maintain fairness and equality of participation?
- Do you demonstrate how a collaborative wiki works to students?
- Do you set clear deadlines for students' wiki tasks?
- Do you provide clear how-to guides for students to use and develop the wikis?
- Do you consider using the wiki publicly? If so, how do you ensure there are copyright and intellectual property rights issues?

10.5 Case study

Rui Gomes and Ligia Sousa (2013) in [Teaching and Learning through Wikis in Higher Education](#) present a case study to validate Wiki outcomes in teaching and learning practices in an Information System Management class in a Portuguese Higher Education Institution. The students were required to develop a Wiki during the teaching and learning process. The activity took place during one semester. The students worked in groups and the educator provided them with a starting structure on the Enterprise Information System (EIS) that included support material on content creation, functionalities, and definitions. This was a mandatory activity followed by a formal assessment of the outcomes as objective learning outcomes, metacognitive outcomes, and collaboration outcomes. The study concludes that teaching and learning through Wikis may contribute to the skill development of group work, independent work attitude, integrity as well as openness. Those mentioned skills would supersede the development of web skills and it suggested Wikis, therefore, to be useful for pedagogical purposes.

10.6 Useful links

- Wikis in plain English:
  http://youtu.be/-dnL00TdmLY
- Wikispaces and PBWiki are free to use.
- Wikis: a tool for distributive writing:
  http://tinyurl.com/849xc5e
- 7 things you should know about Wikis:
  http://tinyurl.com/r5zbc7
- Do Wikis work? A video case study from Languages:
  http://www.llas.ac.uk/video/6122
- How to create a wiki: https://www.mindtools.com/pages/article/how-to-create-a-wiki.htm
- How to create a wiki:
  Fandom

11 YouTube

YouTube is Google-owned and was founded in 2005, by Steve Chen, Chad Hurley, and Jawed Karim. YouTube is a video-sharing service that allows users to watch, share, like, comment, and upload videos.

11.1 General features

- Watching, searching for videos.
- Creating of own YouTube channel.
- Uploading and editing of videos to own channel.
- Like, comment, and share others' videos.
- Allows subscription and following of channels.
- Allows the creation of playlists and grouping of videos.

11.2 Main teaching features

- **Video recording:** Students may record their videos for class activities.
- **Playlists:** A playlist of topics and themes taught during sessions may be created.
- **Subscriptions**: Students may follow and subscribe to subject-specific channels.
- **Channel creation:** You can create a channel for class purposes and ask students to share and present their works.
- **Screencasting:** Screencasting allows students to capture content on the screen via audio that can be uploaded to YouTube.
- **Feedback:** You may use a YouTube channel to provide feedback.
- **Personal development of students:** YouTube enables students to record a personal introduction to promote themselves professionally when incorporating such a video in their digital CV.

11.3 Main concerns

- **Inclusion:** Recording videos may not be something all students feel comfortable with, and you may need to find alternative ways that allow an inclusive learning approach.
- **Publishing of videos:** Considering that publishing channels and student recordings will impact their digital footprint and online presence is crucial. You may want to quality check students' recordings are published at a professional standard that does not harm their online presence.
- **Simplicity:** Keeping presentations clear and simple is crucial.

Read more about how to stay safe online go to:

Online Safety and Planning Checklist

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11.4 Questions before you start

- Do you and the students have the skills to record and publish YouTube videos to professional standards? If not, how do you plan to acquire and teach such skills?
- Do you have distinctive YouTube channels that have a clear purpose?
- Do you plan trial rounds and trial videos as preparation for the students before activities?

11.5 Case studies

Yousra et al. (2012) in [The impact of YouTube videos on the student's learning](#) using YouTube videos to develop students' learning, the study evaluated students', in a computer course, performance. YouTube was used to introduce various computing concepts. The study shows students may improve their understanding of complex concepts due to the visualisation of the concepts. Further, the use of YouTube motivated students to look up similar videos leading to the extension of knowledge acquisition. Educators may require to be aware and lead students to appropriate content.

I have used YouTube during my teaching and learning practices as part of digital marketing and advertising modules. I used various YouTube videos during classes and integrated them into the virtual learning platform. I used the videos to provide visual and audio learning methods to enhance students learning as well as it was possible to show recorded lectures of famous speakers. I also used the videos for activities during the sessions. Students were required to analyse specific campaigns and present an overview of their

findings that were discussed with the whole class. YouTube was invaluable for my sessions and well-liked by the students.

11.6 Useful links

- Teachers YouTube: https://www.youtube.com/user/teachers
- Science and Education
  YouTube: https://www.youtube.com/channels/science_education
- Google for Education: https://www.youtube.com/user/eduatgoogle
- TED talks: https://www.youtube.com/user/TEDtalksDirector
- TED Education: https://www.youtube.com/user/TEDEducation
- TeacherTube: http://www.teachertube.com/
- Screencasting: http://screencast-o-matic.com/home
- Education YouTube: https://www.youtube.com/education

12 Online Safety and Planning Checklist

The following checklist provides you with some considerations about general planning, online safety, and well-being questions that apply across platforms.

	Planning
☐	I have clearly set goals and objectives that allow me to use the chosen platform efficiently.
☐	I know how much time per day/week I am going to spend on social media tasks and student engagement.
☐	I am providing alternative platforms and inclusive learning styles for students who do not want or can use social media.
☐	I have assessed my own and my students' abilities to use the platforms and provide training to those who need it.
☐	I know where and how to acquire knowledge to develop the skills that enable me to use the specific platform.
☐	I know which platforms are best suitable for my discipline and am aware of the specific teaching features.

	Online Safety and Wellbeing
☐	I protect students' online presence through the provision of ethics guidance and create awareness of the code of conduct when using social media.
☐	I create awareness of online safety and teach students about the potential risks such as online harassment, cyberbullying, or trolling.
☐	I am aware of my institution's social media policy and follow applicable guidelines.
☐	I am aware that not all platforms are permitted in all countries and make sure to work inclusively when providing alternative options where needed.
☐	I know the impact of sensitive topics, posts, and discussions, and I know how to manage potential interruptive situations.
☐	I know how to manage the privacy settings of the platforms and am conscious and specific about how public students work and what tasks will be.
☐	I make sure not to force students to use social media if they are uncomfortable.
☐	I know how and when to set my boundaries between my personal and professional social media use and my interaction with students.
☐	I teach students ways to manage their personal and professional boundaries when using social media.
☐	I am aware of the location services setting when using social media and make sure it is switched off for myself and the students.
☐	I create awareness of the impact social media content can have on mental well-being and avoid students being affected by potential negativities on social media during class time.

13   Online safety and wellbeing: Self-Help

Safe, Secure, Online Resources for Education
A large collection of useful resources and safety advice. Includes checklists for various social media platforms.
[Safe, Secure, Online Resource for Education](#)

Information Security Top 10 Online Safety Tips
The top 10 Information Security Tips provided by the University of Edinburgh
[infosec_toptentips_may17.pdf (ed.ac.uk)](#)

The Guardian – digital safety tips
See the Guardian's top 10 and 20 safety tips when navigating online.
- [Internet security: 10 ways to keep your personal data safe from online snoopers | Data and computer security | The Guardian](#)
- [20 ways to keep your internet identity safe from hackers | Data and computer security | The Guardian](#)

Online Racial Equity Workshops (Eventbrite)
A collection of events and workshops about racial justice and equality online.
[Educate Yourself: Virtual Racial Equity Workshops | Eventbrite](#)

Who owns your data?
YouTube video about ownership and privacy in digital spaces.
[Who owns your data? (Hint: It's not you) - YouTube](#)

LGBTQ+ Online Safety Guide
Guide for LGBTQ+ individuals and allies to navigate online. Includes cyberbullying on social media.
[Most LGBTQ are Cyberbullied. Here's How to Stay Safe Online (vpnmentor.com)](#)

14 Social media for academics

Social media to support your career
A series of eight blogposts on how to use social media in academia provided by Anne-Wil Harzing.
Social media to support your career (harzing.com)

Social media use of academics
A series of blog posts addressing current issues of academics' social media use provided by Christa Sathish.
Harzing.com | Christa Sathish