



Using Digital Dilemmas to Explore BC Educators' Digital Professionalism: Design &
Development of Free Training Resources

by

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We accept the Process Paper as conforming to the
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Abstract

This research project and process paper examines teacher digital professionalism and online safety in a K-12 context. It explores an approach integrating continued professional development on digital citizenship with attention to professional standards, codes of ethics, guidelines, and policies and includes the development of a set of digital dilemmas and an accompanying resource website that can be used in staff orientations and/or in-service and professional development opportunities. Educators will be able to explore the following topics through digital dilemmas: codes of ethics, cyber incidents, cyber safety, digital citizenship, digital footprints, digital professionalism, online safety, professional boundaries, and professional standards. This project offers a response to the essential question, *‘How could digital dilemmas be designed to educate teachers about digital professionalism and online safety?’*

Major Project URL: <http://digitalprofessionalism.weebly.com/>

Keywords: codes of ethics, cyber incidents, cyber safety, digital citizenship, digital dilemmas, digital footprints, digital professionalism, online safety, professional development, social media, staff development, professional boundaries, professional standards

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Glossary of Terms

Term	Definition
active digital footprint	information made accessible online through deliberate posting or sharing of data by the user (Madden, Fox, Smith, & Vitak, 2007)
administrative procedures	a set of rules formulated by an organization to establish efficiency, consistency, responsibility, and accountability (Grimsley, 2019)
boundaries	parameters for appropriate interactions between professionals and others (students, guardians, employee groups, the community, etc.) (National Association of State Directors of Teacher Education and Certification, 2015)
code of ethics	general rules based on an organization's core values that dictate expected practice for conduct and behaviour (British Columbia Teachers' Federation, 2016)
Creative Commons licenses	public copyright licenses that allow copyright owners to indicate what others are allowed to do with their work; Creative Commons licenses encourage sharing and reuse of creativity and knowledge, as long as the terms for distribution are met (Creative Commons, 2019)
cyber incident	any threat, attack, or potentially harmful situation that takes place online; includes online distress, online social aggression, cyberthreats, and cyberbullying (Willard, 2007)
digital citizenship	behaviour, thoughts, and actions that demonstrate understanding of the human, cultural, and societal issues related to technology and practice legal and ethical behavior (BC Ministry of Education, 2019)
digital dilemmas	hypothetical situations consciously designed to encourage individuals to carefully examine and discuss possible strategies for dealing with cyber incidents (Common Sense Media, 2014)
digital footprint	information that we leave behind us as we use the Internet (Madden et al., 2007)
digital immigrants	individuals who have known a world without digital technology, typically those born before 1980 (Prensky, 2001)

digital literacy	the interest, attitude and ability of individuals to use digital technology and communication tools appropriately to access, manage, integrate, analyze and evaluate information, construct new knowledge, and create and communicate with others (BC Ministry of Education, 2019)
digital natives	individuals who have not known a world without digital technology, typically those born after 1980 (Prensky, 2001)
digital professionalism	the attitudes, behaviours, and values expected of a profession when engaged with digital activities (Poth, McCallum, & Tang, 2016)
digital reputation	an opinion about an individual, organization, or group that is formed by a judgement of their digital footprints (Hengstler, 2012)
fitness to practice	the personal attributes and capabilities of an individual to carry out his or her professional responsibilities (Province of British Columbia, 2019).
networked footprint	judgements about an individual's reputation and character based on what others in their network are saying and doing, whether they are aware of it or not (Hengstler, personal communication, 2019)
online safety	the practice of maximizing desirable digital experiences while minimizing those tied to illegal, inappropriate, or illegitimate content, contact, conduct or commerce (Microsoft, 2014)
passive digital footprint	information made accessible online with no deliberate intervention from an individual (Madden et al., 2007)
policies	the guidelines and structures proposed by an organization to reach its long-term goals (Grimsley, 2019)
professional standards	ideals and reasonable behavioural expectations for which individuals in a profession should strive to embody and achieve (BC Teachers' Council, 2019)
responsibility	an obligation or duty you have to yourself or others (Common Sense Media, 2019)
second-hand digital footprint data	Information (positive, neutral, or negative) that others publish about us online, with or without our consent (Hengstler, 2012)

social media	platforms and sites that allow for the creation and sharing of media and content in virtual spaces (Hengstler, 2011); many social media sites have started to use social networking features and vice versa making it harder to distinguish social media and social networking in some virtual spaces
social networking	platforms and sites that allow for the building of community and connections in virtual spaces (Hengstler, 2011); many social media sites have started to use social networking features and vice versa making it harder to distinguish social media and social networking in some virtual spaces
Web 2.0	the second generation of the World Wide Web, characterized by more interactive, dynamic, and user-generated content and activities (Hengstler, 2011)

Chapter 1 – Introduction

“Everything you put on social media impacts your personal brand.

How do you want to be known?” – Lisa Horn

Call to Action

Lisa Horn (2019), a well-known publicist, believes that every piece of content we create and contribute on social media significantly impacts how others view us. Whether it is a blog post that we have written, a website we have visited, a picture we have uploaded or been tagged in, or groups that we join and participate in, in the digital age, we are not just findable, we are knowable (Madden et al, 2007). Never has this been truer for educators.

The line between educators’ personal and professional lives is becoming increasingly blurred with the use of Web 2.0 and social media (Barbour & Marshall, 2012; Ellaway, Coral, Topps, & Topps, 2015; Hengstler, 2011; Kimmons & Veletsianos, 2015; Kirwan & McGuckin, 2014), and while there are many benefits of using social media and social media networking sites, both inside and outside of the classroom (Barbour & Marshall, 2012; Ellaway et al., 2015; Fullan & Donnelly, 2013; Kirwan & McGuckin, 2014), many teachers are either uninformed, blasé, or resigned when it comes to their digital footprints and how their digital activity could be used or viewed by students, parents, employers, and the wider community (Hengstler, 2011; Kimmons & Veletsianos, 2015; Kirwan & McGuckin, 2014).

Take, for example, a recent incident in British Columbia of a Teacher Teaching On-Call (TTOC) who posted a tweet on Twitter exclaiming her frustration in witnessing students fill in work packages while working at a local high school. She did not realize that other teachers in the community would interpret the tweet as an insult to the school and to the teacher she replaced. She quickly deleted her post after it was brought to her attention, but the damage to her

reputation had been done. Another teacher in the United States recently resigned from her job as an elementary teacher after community backlash from an Instagram video she made of herself complaining about a student in a wheelchair and venting that she had to stay behind on a class field trip because of her (Edwards, 2019). Yet another teacher was reprimanded for posts she made on Twitter, including the statement: “I already wanna stab some kids. Is that bad? 19 more days” (Matyszczyk, 2014). These are just a handful of examples happening around North America of educators presenting an online persona at odds with their professional role expectations and employment responsibilities.

Complicating matters, teachers and their students may find themselves in a variety of online situations that call for caution or intervention, but unless teachers can recognize and mitigate the risks, they may be putting themselves or their students in harm’s way (Hengstler, 2011; Kirwan & McGuckin, 2014; Poth et al., 2016). For example, students can be exposed to inappropriate material (including hateful or sexual content), unwanted contact while using the Internet, and online scammers (Microsoft, 2014). Ensuring that teachers and students know what to do in these instances, as well as how to think critically about the content they are consuming can improve their digital literacy skills and prepare them for recognizing and mitigating the risks while online.

From loss of privacy to cyberbullying and damage to online reputations, the risks that accompany online activities for both teachers and students are varied and complex (Kimmons & Veletsianos, 2015; Kirwan & McGuckin, 2014; Microsoft, 2014). However, these risks should not be used to dissuade educators (administrators, counsellors, teachers, support staff, etc.) from using Web 2.0 tools and social media in the classroom or their personal lives. Educators, nevertheless, should exercise “...caution in relation to the obvious (and not so obvious) issues”

that impact upon digital professionalism, ethical decision making, and online safety (Kirwan & McGuckin, 2014, p. 119). In an ideal world, both teachers and students have the appropriate skills, knowledge, and experience to use Web 2.0 tools and social media effectively and safely, so they can enjoy the benefits that come with using digital technology. Professional organizations and bodies, as well as employers play an important role in ensuring that we are preparing both teachers and students for this reality.

It's Strange to Think About Living Without Technology

Technology has become an integral component of our students' lives. As digital natives, typically defined as individuals born after 1980, they have not known a world without digital technology (Prensky, 2001). This in contrast to digital immigrants or those of "...us who were not born into the digital world but have, at some later point in our lives...adopted many or most aspects of the new technology (Prensky, 2001, pp. 1-2). Indeed, as a cohort, digital natives have enthusiastically embraced technology and spend a considerable amount of time using it every day. For most digital natives, new teachers included, it seems strange to contemplate living without technology (Lei, 2009).

The amount of time individuals, both digital natives and digital immigrants, are spending online continues to increase. Statistics from Media Technology Monitor (as cited in Thomson, 2017) estimate that Canadians spend approximately 24.5 hours online per week, while young Canadians, individuals between the ages of 18 to 34, spend approximately 34 hours per week online. Both estimates are up significantly from the year before. There have also been increases in technology adoption among older generations, including Boomers (individuals born between 1946-1964) and Silents (individuals born 1945 and earlier). Both of these groups have shown increases in owning smartphones, tablet computers, and using social media (Vogels, 2019).

According to a US survey conducted in 2018, all generations have increased in their use of social media since 2012: 85% of Millennials, 75% of Gen Xers, 57% of Boomers, and 23% of Silents now use social media (Vogels, 2019). Bearing in mind this information, it is not surprising that social-communication activities, such as social networking and sending and receiving emails, and accessing social media continue to comprise the vast majority of internet activities (Canadian Internet Registration Authority, 2019; Lei, 2009).

Considering the amount of time individuals are engaged in social-communication activities online, it is no wonder then that the inappropriate use of online social networking sites has been identified as a leading cause of teacher professional misconduct cases (Poth et al., 2016). Unfortunately, while most teachers agree that they need to appear professional to the public in their use of social media and social networking sites because of their role with children, they are not entirely clear on what is appropriate and what is not (Kimmons & Veletsianos, 2015). This confusion stems from the fact that "...we are a diverse society with various cultural expectations and norms" and different communities and school boards have various interpretations of commonly accepted standards of behaviour (sometimes referred to as *moral turpitude*) (Kimmons & Veletsianos, 2015, p. 496). Educators need to figure out how moral turpitude is defined in their community in order to recognize what online behaviour would be considered appropriate.

The complications do not stop there. Many educators either avoid technology in the classroom or implement it without full knowledge of the safety risks (Hengstler, 2011). Like ostriches with their heads in the sand, educators that take a passive or fear-based approach to digital technologies leave themselves exposed to risk (Hengstler, 2011). As a result, these

teachers and their students could miss out on valuable learning experiences and opportunities to build 21st century skills.

Clearer guidelines about appropriate online behaviour for teachers from teacher education programs, employers, and professional bodies involved in pre-service and in-service could help remedy this gap (Kirwan & McGuckin, 2014; Poth et al., 2016). These groups could also support educators to safely and meaningfully go beyond basic technologies, such as social networking, emails, and surfing the Internet, to fully utilize more advanced technologies that can transform teaching and learning (Lei, 2009).

As an educator with over twenty years in the K-12 education system I have come across many instances where educators' understanding of how to protect themselves and their students while online have been lacking and inadequate. One has only to look at current news headlines or take a quick glance at discipline databases to see that this is a pervasive problem. Many teachers damage their digital reputations or are uninformed when it comes to online safety, putting themselves and their students at risk.

For example, a teacher from Delta, British Columbia was recently disciplined for using social media platforms with some of her students for non-school related activities (Commissioner v. Vieira, 2017). In her exchanges with these students, she disclosed inappropriate and personal information about herself and used overly familiar in her language in the content of her messages with them, calling her students "sweetheart," "love," "girlll," and "sweetie." The teacher lost her job, was reprimanded by the BC Teachers' Council, and was required to take a professional boundaries course to keep her teaching certificate. Another situation disclosed to me involved a teacher who posted pictures of several members of his class on Twitter, excited to show the learning that was happening in an experiential outdoor activity, not realizing that one of the

students in the photo was in-care¹. The school and the teacher did not have permission to post pictures of this student online; in fact, the Ministry of Children and Family Development (MCFD) never would have given permission for photos of this student to be shared on social media. After it was brought to the teacher's attention, he quickly deleted the tweet.

Unfortunately, these are just two of many examples of teachers crossing professional boundaries and jeopardizing students' online safety and privacy.

While it may seem strange to think about living without technology given today's demands for technology use in society, it is even stranger for teachers not to think about online safety and digital reputations while participating in online activities. Similar to those in other professions, teachers should "...embrace the positive aspects of digital media use while being mindful and deliberate in its use to avoid or minimize any negative consequences" (Ellaway et al., 2015, p. 844). This can be accomplished by teachers staying current in emerging pedagogies and technologies, managing their digital footprints, and regularly reviewing safety issues. Teacher education programs, professional bodies, and employers can support educators in these efforts by offering curriculum and staff development opportunities that regularly address digital citizenship and best practices for both teachers and students. This could go a long way to ensure that all teachers understand the benefits of Web 2.0 tools and social media, in addition to the risks and how to mitigate them.

Technology in Today's Teaching Context

Benefits to teaching and learning. More and more teachers have been embracing technology as a means to transform their pedagogy and classrooms (Fullan & Donnelly, 2013;

¹ Children who are in-care refer to children who are in the care of Ministry of Children and Family Development (MCFD) or a designated representative of the minister, including children and youth who are in care by agreement (*Child, Family and Community Service Act*, RSBC 1996, c. 46).

Fullan & Langworthy, 2014; Tucker, Wycroff, & Green, 2017). Conversations about 21st century learning, personalized learning, and deep learning often include recommendations to use technology as a tool to help “...today’s learners learn, create, and connect on their own terms, with their own interests, and by their own design” (Tucker et al., 2017, p. 10). Indeed, the pedagogical impacts that technology can make on student engagement and achievement have been widely explored (Kirwan & McGuckin, 2014; Lei, 2009; Tucker et al., 2017). Technology, when paired with effective pedagogy, can assist and accelerate learning, leading to what Fullan and Langworthy (2014) call *deep learning*: learning that gives students opportunities to “...gain the competencies and dispositions that will prepare them to be creative, connected, and collaborative life-long problem solvers and to be healthy, holistic human beings who not only contribute to but also create the common good in today’s knowledge-based, creative, interdependent world” (p. 2). Technology has allowed students to find, construct, and create knowledge faster than ever before and has given teachers opportunities to differentiate and personalize for their students in ways that were not possible before.

However, while more and more teachers are exploring technology in their pedagogy and classrooms, we have yet to reach the tipping point. As Barber (2013) notes, technology’s promise to transform our education systems “...remains stubbornly five or ten years in the future but somehow never arrives” (p. 6). More instruction and support is needed in teacher education programs and through employer in-service and professional development to help teachers leverage technology to improve teaching and learning (Foulger, Graziano, Schmidt-Crawford, & Slykhuis, 2017; Lei, 2009). Moving beyond basic technologies, “cool” tools, and surface exploration of digital media is essential for today’s learners to successfully meet the realities of the 21st century and beyond. Indeed, the British Columbia Teachers’ Federation (2019)

recognizes that digital technology has the potential to be used as tools to enhance pedagogy, learning, and the relationship between teacher and student and list several recommendations in the *Members' Guide to the BCTF* (British Columbia Teachers' Federation, 2019) to support this belief. They further stress the importance of in-service and professional development at both the provincial and school district levels to make this happen.

British Columbia's redesigned curriculum and graduation program. It is clear that today's students are learning in a world that is changing at an unprecedented rate—thanks in large part to technology. Once students graduate from high school and start their adult lives they will continue to need the skills to cope and adapt to these rapid changes. The K-12 education system needs to give students the skills and mindsets to survive and thrive in this rapidly changing world, which is why the British Columbia Ministry of Education underwent such a significant redesign of K-12 curriculum and the Graduation Program beginning in the 2016/2017 school year. The emphasis throughout the redesign has been "...to teach [students] to never stop learning, to embrace technology, and to develop skills that are valuable to every career—communication, collaboration, and critical thinking" (BC Ministry of Education, 2018, p.2). Knowing how to consume and create with technology is vital for students since they "...are growing up in a world that is increasingly connected and reliant on technology. Communication is instantaneous and information is available from anywhere at any time" (BC Ministry of Education, 2013, p. 8). This is the new reality and world that our students will live and work in as citizens.

In order to help students navigate that world, teachers must first be able to navigate that world for themselves. It would be an error to assume that just because our current students are digital natives, they are digitally savvy when it comes to using technology for their learning or

understanding the potential risks of a given technology (Foulger et al., 2017; Lei, 2009).

Teachers are in an ideal position to teach and model digital skills, citizenship, and responsibility, if they have the capacity. They can "...guide their students to be good 'digital citizens' by upholding certain standards of online behavior" (Poth et al., 2016, p. 43). In addition, they can model and create the conditions for the effective use of technology for deep learning (Foulger et al., 2017; Lei, 2009). Attention to digital citizenship in the K-12 education system could give students the skills and mindsets to survive and thrive in today's technology-rich world (British Columbia Ministry of Education, 2019).

Ethical and safety issues. Web 2.0 tools and social media provide many opportunities for teachers to learn, teach, and communicate with students, parents and colleagues. Although these opportunities can improve communication between stakeholders and improve teaching and learning, unfortunately, some teachers do not understand the potential risks and harm that can come from personal and professional uses of online communication and activities. This can lead to unintentional mistakes and possible misconduct investigations and discipline (Kirwan & McGuckin, 2014; Ontario College of Teachers, 2017; Poth et al., 2016). Moreover, awkward or ethical issues may arise from teachers using online communication and social media with students and parents, such as sharing personal information in a professional relationship, risking confidentiality and privacy, "friending" without parental permission, and presenting personal identities not entirely congruent to their professional identities (Kimmons & Veletsianos, 2015; Kirwan & McGuckin, 2014).

Undoubtedly, teachers must consider the ethical and safety issues that can arise from online communications and activities for both themselves and their students. From bullying and harassment to infection by malicious software and identity theft, the Internet has many risks

(Microsoft, 2014). Teachers and students need to have the skills and the confidence to manage the risks inherent in online experiences so they can “...leverage the educational and professional benefits of today’s technologies” while keeping themselves and their students safe (Hengstler, 2011, p.129).

Justification of the Major Project

Professionally, digital technology can improve teaching and learning tremendously, giving students ongoing opportunities to think critically about information, collaborate, and create as they master content knowledge and build skills (Fullan & Langworthy, 2014; Lei, 2009; Tucker et al., 2017). It allows teachers opportunities to design more meaningful learning experiences, build their own professional learning networks, and communicate with other stakeholders in ways that can improve teaching and relationships (British Columbia Ministry of Education, 2018; British Columbia Teachers’ Federation, 2019; Connected Learning Alliance, 2012; Foulger et al., 2017). However, without a skillset or knowledge base in regards to digital professionalism and online safety, teachers may negatively impact their reputations or jeopardize their or their students’ safety and well-being with their use of technology. At a minimum, educators need to “...understand the concepts of digital footprints and digital professionalism, the nature of social media, and social media use within [their] Canadian employment context” in order to protect themselves and their students while online (Hengstler, 2012, p. 2).

Regrettably, it has been my experience that educators have minimal training or professional development in these areas. Even though social media guidelines, reports, policies, and procedures are often published, if teachers are not exposed to them, or do not get to practice implementing and problem solving with them, unintentional mistakes can happen. Pre-service training and continued staff development on these topics could lead to safer and more confident teacher’s role modeling for students.

Providing a training resource that can be used in pre-service or staff development can help educators understand their professional boundaries and responsibilities when using technology in their personal and professional lives and build their capacity to use technology safely and meaningfully for themselves and their students. Continued professional development and attention to guidelines, resources, and structures can scaffold educators' understanding of best practices and provide students with learning experiences that embrace technology for deep learning. This Major Project could provide an entry point for educators to start learning about best practices when using technology and social media inside and outside of the classroom.

Critical Challenge Question

This Process Paper and associated Major Project seek to answer the Critical Challenge Question, *'How could digital dilemmas be designed to help educate teachers about digital professionalism and online safety?'* Offering educators a training program using digital dilemmas could allow educators to carefully examine and discuss possible strategies for dealing with tricky or potentially unsafe cyber incidents, so they could be better equipped and more confident to handle these situations in real life. The implementation of professional development based on intentionally constructed digital dilemmas will provide teachers opportunities to work with professional standards, codes of ethics, legislation, and local policies and procedures to explore and determine best practices when it comes to ethical decision making and online safety in regard to professional technology use.

Major Project Overview

The focus of this work is to design training and professional development materials that could help school districts and educators understand how to protect their digital reputations and their students' privacy and safety while utilizing social media and Web 2.0 tools. The creation of

these training materials could assist school districts in their attempts to improve employees' appropriate skills and navigation of online environments while maximizing digital teaching and learning experiences and minimizing risks. These training materials could also be used with pre-service teachers as a way to explore their new professional role in the context of visiting and participating in online environments, helping them learn about professional boundaries and responsibilities as educators.

Key Deliverables

This Major Project produced a set of three digital dilemmas that educators can use to examine and discuss possible strategies for dealing with tricky or potentially unsafe cyber situations. The digital dilemmas and training materials are based on elements from real-life scenarios I have experienced, news headlines, and discipline cases. They are designed to help educators reflect, problem solve, and think critically about potential scenarios and their professional responsibilities to self, students, the profession, and the community. Each dilemma will be accompanied by a set of guiding questions, key considerations (sections from professional standards, code of ethics, or legislation, etc.), as well as a debriefing section with discussion points and possible strategies for effectively handling a similar situation. A companion website for this project is hosted on Weebly at the URL <http://digitalprofessionalism.weebly.com/>. This site provides a portal for digital professionalism training including potential training plans (options for implementing digital dilemmas as part of a staff development program), glossary of key terms, and links to relevant resources for further exploration. The aim of this project is to provide digital dilemmas and professional development resources to allow educators to explore and test hypothetical digital situations and problems, as well as to avoid known issues and better solve similar situations in real life.

Project Timeline

Table 1

Project Timeline

Dates	Deliverables
May 3, 2019—June 15, 2019	Critical Challenge Question and Major Project Proposal submitted and approved; Literature Review completed.
July 5, 2019—August 31, 2019	Project and Website Development v.1; Chapter One completed; Chapter 2 additions and revisions, as required.
September 14, 2019—September 30, 2019	Project and Website v.1 continued; Chapter 3 completed.
October 1, 2019—October 31, 2019	Process Paper additions and revisions, as required; Project and Website v.1 completed.
November 1, 2019—November 14, 2019	Feedback Form for future use completed; Chapter 4 completed; Project and Website additions and revisions, as required.
November 15, 2019—November 30, 2019	Chapter 5 completed; Process Paper additions and revisions, as required; Project and Website additions and revisions, as required; Process Paper submitted for final review and sign-off.
December 6, 2019	Dean's final sign off of Process Paper.

Chapter 2 – Literature Review

Before designing training materials for teachers on digital professionalism and online safety, it is important to understand the key issues and research in this area. This chapter synthesizes the research that discusses best practices for Web 2.0 and social media use for educators, including adherence to professional standards, legislation, and district policies. It also examines the research that analyzes best practices for school and district responses to cyber incidents, such as online bullying, grooming, hate speech, suicide ideation disclosures, and privacy violations, whether they take place during curricular experiences or elsewhere.

Digital Professionalism

Digital professionalism refers to the attitudes, behaviours, and values expected of a professional when engaged with digital activities (Poth et al, 2016). This also includes adherence to relevant professional standards (University of Edinburgh, 2016), as well as professional codes of ethics. These standards and codes of ethics often outline both competencies and personal attributes, and display to the public at large that the members of a particular profession may be trusted to carry out their work to the highest standards (Kirwan & McGuckin, 2014). It is important to note that for teachers these standards are even higher than those expected of the general public (Hengstler, 2011; Kimmons & Veletsianos, 2015; Kirwan & McGuckin, 2014) and pertain to both on duty and off duty conduct (BC Teachers' Council, 2019).

The case most often referred to in British Columbia when discussing whether or not teachers could be held accountable for behaviour while off-duty is the *Shewan v. Abbotsford School District #34*, 1987 BC Court of Appeals case. John and Ilze Shewan, both teachers in the Abbotsford School District, submitted a partially nude photo of Ilze Shewan to a photo contest in *Gallery*, an adult sex magazine. The photo was taken by John Shewan, Ilze Shewan's husband.

The photo won and was subsequently printed in *Gallery* magazine. The focus of the appeal was whether or not their off-duty behaviour violated community standards and expectations for teacher behaviour. The ruling concluded that teachers hold positions of trust and responsibility; therefore, they must lead by example. As such,

The behaviour of the teacher must satisfy the expectations which the British Columbia community holds *for* the educational system. *Teachers* must maintain the confidence and respect of their superiors, their peers, and in particular, the students, and those who send their children to our public schools....any loss of confidence or respect will impair the system, and have an adverse effect upon those who participate in or rely upon it. That is why a teacher must maintain a standard of behaviour which most other citizens need not observe because they do not have such public responsibilities to fulfil. (Shewan v.

Abbotsford School District #34, BCCA 1987, p. 6)

In addition to the damage done to their professional reputations, the ruling concluded that what teachers do in their private lives impacts the confidence, respect, and trust of the public and can be used in misconduct investigations and discipline. Granted this position regarding social expectations of professional behaviour in teachers' off-duty time has been contested and more positive outcomes for teachers have occurred since this ruling, it is still entrenched in the common law and in the professional standards for educators (Hengstler, 2017; Hengstler, personal communication, October 6, 2019). Teachers must be mindful of the moral standards of the communities in which they work in order to maintain professionalism or risk discipline or dismissal.

The realization that teachers cannot afford to lead the same lives as others in society is part of the progression that Kimmons and Veletsianos (2015) refer to as the process of

professionalization. The restrictions and expectations that educators must accept as members of the teaching profession continues to be debated in the media and in the courts (Hengstler, 2017); however, the belief that educators are role models in a community will continue to influence expectations of appropriate behaviour for teachers and impact professional reputations and, in some cases, employment.

Poth et al. (2016) also focus on the unique relationship that teachers have with the public, arguing that the public sees teachers as role models of appropriate behavior for students.

Teachers are expected to guide students in how to use and navigate online activities and serve as models of digital citizenship for their students and the community (Poth et al., 2016). Teachers, too, when discussing whether or not to have online relationships with students emphasize the ability of teachers to serve as role models for proper online behavior and netiquette for students (Kirwan & McGuckin, 2014).

Even though current teacher professional standards and codes of ethics in British Columbia do not list online communications and activities explicitly, the position in society that teachers have in regard to trust, confidence, and responsibility suggest that their online behaviour and activities also should meet the standards and codes of ethics of their profession. Ultimately, teachers' online presences and the online experiences they create for their students must align with professional standards, district policies, and legislation; however, the widespread use and rapid advancements of Web 2.0 tools and social media have made this more challenging to carry out (Poth et al., 2016). Teachers are in the precarious positions of trying to keep up with changes when it comes to the use of evolving technology and legislation, as well as evolving professional standards, policies, and procedures. As Poth et al. (2016) note, "...the nature of the fast-paced evolution of technology within the current digital age has placed new and ever-pressing demands

on professional bodies and workplaces to adapt at an unprecedented speed” (p. 40). Training teachers for this digital reality is a key consideration identified by many researchers (Kimmons & Veletsianos, 2015; Kirwan & McGuckin, 2014; Lei, 2009; Poth et al., 2016). Training should ensure that, at a minimum, teachers understand digital footprints, the generally agreed expectations of behavior and standards for their profession, the legislation in their province, as well as the policies laid out in their districts.

Digital footprints. First, teachers need to understand the mechanics of the Internet and how digital footprints are created and used. An individual’s digital footprint “...refers to the aggregation of all [their] digital activities in all the digital environments [they] navigate” (Hengstler, April 2012, p. 2). Everyone who uses the Internet has a digital footprint, which is not in itself problematic. However, teachers need to recognize how digital footprints work and how their digital footprint contributes to their reputation as professionals.

Types of digital footprints. Digital footprint data can be active or passive. Active digital footprints include information that we voluntarily share on the Internet: emails, posts, comments, Tweets, likes, etc. (Madden et al., 2007; Christensson, 2014). Passive digital footprints include information that is made accessible online unintentionally or unknowingly, such as IP addresses and search history (Madden et al., 2007; Christensson, 2014). Hengstler (2012) further delineates digital footprints to include second-hand data: “...the information others publish about you in various digital environments—with or without your consent” (p. 2). This second-hand information can be positive, neutral, or negative. Second-hand data could be a LinkedIn recommendation or information shared about an individual on Rate My Teachers, for example. Hengstler (personal communication, November 20, 2019) also adds an aspect to digital footprints

called the “networked footprint,” which she also describes as the “birds of a feather effect.”

Lewis (2014) defines this networked footprint:

I may be judged based on the friends I have or groups to which I belong. Hengstler (2012) calls this the “birds of a feather effect” (slide 32), in which the character of my friends is seen to be a reflection of my own character. What I write may be perfectly acceptable, but what my on-line community says may not. People could then form an opinion about my character based on comments or images of which I am unaware.

Teachers, as members of a professional body whose reputations and actions are closely scrutinized by the public and their employers, must be aware of how digital footprints are created and how they can be used to judge them, both positively and negatively. As Hengstler (2012) duly notes, teachers must vigilantly protect their reputations, both online and offline.

Digital footprints and employer/employee relations. It is prudent for teachers to think of their digital footprints as an extension of their professional identity, and to safeguard it from possible negative interpretations and online behavior that is not congruent with who they are as professionals. While many researchers note that reconciling one’s personal and professional online identities can be incredibly difficult, the truth of the matter is that the public and employers are using the digital footprints of professionals to form opinions, make decisions, and assess the abilities of a teacher’s fitness to practice (Ellaway et al., 2015; Hengstler, 2011, 2012; Kirwan & McGuckin 2014). From hiring and promotions to discipline and firing, employers are increasingly turning to digital footprints for information, and while there are some limitations to what information can be used in employment relations (Office of the Information and Privacy Commissioner for British Columbia, 2017), when it comes to the court of public opinion very little is off limits. Teachers should do their best to control the narrative of their professional

identity and protect their digital reputations while leveraging the benefits of online interactions and experiences, keeping in mind some of the tensions that exist in digital participation (Kimmons & Veletsianos, 2015). Adhering to professional standards, codes of ethics, and relevant district policies—where they exist—can help teachers maintain a positive digital reputation and uphold professionalism. Continuing conversations about the dilemmas for teachers to participate fully online and in social media networks should also be a priority (Kimmons & Veletsianos, 2015).

Professional standards. Teachers in British Columbia adhere to the *Professional Standards for British Columbia Educators* (BC Teachers' Council, 2019) (see Appendix A). These professional standards guide teacher preparation, practice, and growth. The BC Teachers' Council and school boards also use the *Professional Standards for BC Educators* to judge fitness to practice and discipline. The *Professional Standards for BC Educators* give an overview of what teachers do and how they behave. Their purpose is to "...articulate the knowledge, skills and attitudes that educators shall possess as well as the responsibilities that accrue to them as certified educators who hold the public trust" (Ministry of Education Teacher Regulation Branch, 2012, p.2). Recently having undergone revisions, the *Professional Standards for BC Educators* guide and advance the work of educators while ensuring that they are acting in the public interest.

Ultimately, the *Professional Standards for BC Educators* operate as required benchmarks for teachers to maintain and provide reasonable expectations for behaviour. Both employers and the BC Teachers' Council use them in circumstances that require judgement of a teacher's ability to do their job (BC Teachers' Council, 2019), and they can be used in a court of law (Hengstler, 2017). Teachers, too, can use them as guidelines for how to conduct themselves and to improve

their practice in both online and offline environments. For example, when making decisions about using Web 2.0 tools and social media, teachers can ask themselves whether their activities and actions are aligned with the *Professional Standards for BC Educators* (BC Teachers' Council, 2019). The standards emphasize a view of teachers as role models while at work and elsewhere, as well as the important role that teachers have in caring for and protecting student safety. They are important considerations for teachers' responsibilities when using Web 2.0 tools and social media.

Code of ethics. In addition to the *Professional Standards for BC Educators* (BC Teachers' Council, 2019), teachers in British Columbia also use the British Columbia Teachers' Federation's *Code of Ethics* (BCTF, 2016) for guidance on behaviour toward students, colleagues, and the professional union. The *Code of Ethics* (BCTF, 2016) is a set of general rules intended to supplement the *Professional Standards for BC Educators* (BC Teachers' Council, 2019) from a union perspective (see Appendix B). Similar to the *Professional Standards for BC Educators* (BC Teachers' Council, 2019) the *Code of Ethics* places emphasis on the safety of students and the important relationship of trust between teachers and students and their families.

Other policies and guidelines. In addition to the *Professional Standards for BC Educators* (BC Teachers' Council, 2019) and the *BCTF (2016) Code of Ethics*, employers, schools, or other stakeholder groups may also have other policies and guidelines that educators are required to follow in order to keep themselves, their students, and their colleagues safe. For example, technology policies, acceptable use policies, and social media policies typically "...contain practical and useful advice on how to make your online presence suitable for your specific profession" (University of Edinburgh, 2016), and they often include ways to manage digital footprints in positive ways. While the British Columbia Ministry of Education offers a

general resource for educators using social media, surprisingly, not all school districts have an explicit social media policy for their employees to follow. In the absence of a specific policy, teachers rely on provincial resources and schools' *Codes of Conduct* and *Acceptable Use Policies* to help themselves and their students understand responsibilities and conduct when online. Interestingly, not all districts have an *Acceptable Use Policy* for their employees, making decisions about acceptable behaviour even more difficult (Hengstler, personal communication, October 6, 2019).

For now, teachers without specific social media policies in their districts can rely on the BC Ministry of Education's *Social Media Guidelines Resource* (n.d.) (see Appendix C). It is a fairly new document but, unfortunately, many teachers that I have spoken with were unaware of its existence. Very few have had it brought to their attention by administrators or district leaders. Teachers' lack of awareness regarding policies is not out of the ordinary. Poth et al. (2016) reported on a survey of Ontario teachers a year after the release of the *Professional Advisory on the Use of Electronic Communication and Social Media* that revealed that only 60% of the respondents were familiar with the document, and of that 60%, only 45% of them found it useful. Clearly, in addition to professional standards and codes of ethics, more effort needs to be spent in helping teachers become aware of and understand policies and guidelines.

The BC Ministry of Education's (n.d.) *Social Media Guidelines Resource* outlines six parameters that teachers and school staff should consider as they use social media. Similar to the BC Teachers' Council (2019) *Professional Standards for BC Educators* and the BCTF (2016) *Code of Ethics*, these guidelines point to teachers as role models and like the *Professional Standards for BC Educators*, the *Social Media Guidelines Resource* (BC Ministry of Education, n.d.) addresses behaviour and conduct "...inside and outside of school hours, and both on and off

school grounds” (British Columbia Ministry of Education, n.d., p. 3). Although helpful for educators to use in making decisions about Web 2.0 tools and social media the *Social Media Guidelines Resource* (BC Ministry of Education, n.d.) recommends best practice, but teachers are not *required* to follow them. Without a specific district social media policy, implementation structures, and practice, teachers are left to interpret the recommendations for themselves, or ignore them all together, as they make decisions about their online activity.

Online Safety

Helping teachers and students understand digital footprints and how to manage their online presence and reputation is an important part of digital literacy. When participating online, safety considerations for both teachers and students are just as important. Microsoft (2014) defines online safety as “...the practice of maximizing desirable digital experiences and minimizing those tied to illegal, inappropriate, or illegitimate content, contact, conduct, or commerce—‘The 4 Cs’” (p. 3). Teachers should have some understanding of “The 4Cs” so they can both limit students’ potential exposure to inappropriate content, contact, conduct, or commerce and teach students what to do when they do encounter them. Hengstler (2012), too, emphasizes minimizing the risks so teachers and students can reap the benefits of technology and social media. The goal is not to discourage teachers from using Web 2.0 tools and social media: it is to get teachers and students to use them effectively and safely. Teachers play an important role in protecting students from potential risks while online, while also educating them about safety and risk management.

Risks. Risks for teachers and students when engaging in online activities are many: cyberbullying, viruses, stumbling across inappropriate or hateful content, awkward or uncomfortable interactions between students and teachers on social networking, grooming,

privacy breaches, etc. (Hengstler, 2011; Kimmons & Veletsianos, 2015; Kirwan & McGuckin, 2014; Microsoft, 2014; Poth et al., 2016). While teachers and students need to be aware of these concerns, the focus of online safety education should be on reducing the risks of digital experiences for students, teachers, and the institutions they work in, so they can enjoy the benefits of online experiences. There are many frameworks for helping individuals and institutions to do this.

Managing risks. Hengstler (2012) in her conceptual framework *5 Pillars of Risk Perception* outlines five areas that can influence one's thoughts and behaviour toward risk: knowledge; skills and training; practice and experience; guidelines and policy; and confidence. "Positively affect any one of these pillars, and you affect how risk is perceived" (Hengstler, 2012, p. 5). For example, a teacher who has some knowledge about social media, coupled with skills and training in Web 2.0 tools and online safety is going to feel and act differently using Web 2.0 tools and social media than a teacher who has limited knowledge and no guidance. The latter might completely avoid online experiences out of fear or stumble into unsafe territory out of ignorance. *The 5 Pillars of Risk Perception* framework (Hengstler, 2012) could be used by professional bodies and employers as an approach to address online safety education for both teachers and students.

Alternatively, Ellaway et al. (2015) offer a framework for healthcare professionals that could easily be adapted to educators that addresses a professional's proficiency, reputation, and responsibility in using digital media. According to the authors, professionals should be competent in selecting and using technology that also avoid risks and inappropriate use of time and resources. This includes being mindful of "...security, confidentiality, accuracy and clarity" of information they create and use (Ellaway et al., p. 846). Professionals should think of their

reputations when using digital media and maintain a professional online presence that meets the standards of their profession. Third, professionals are role models and are responsible for their actions. They need to model appropriate behaviour and boundaries congruent with their profession. Ellaway et al. (2015) suggest using their framework to guide multiple coordinated activities for training and intervention with professionals.

Legislation

In addition to risk management, there are several legal obligations that teachers need to be aware of when using Web 2.0 tools and social media. This can be overwhelming for teachers who have limited online experience. Professional bodies, institutions, and employers can help support teachers by providing them with the information about their legal obligations, as well as on-going reminders and training on these issues. This can provide clarity and increase teachers' confidence so they can meet their legal obligations while also creating meaningful digital experiences for their students. While some obligations are stated in professional standards and codes of ethics, others relate to general legislation, including the *Child, Family, and Community Service Act* (RSBC 1996, c 46), *Freedom of Information and Protection of Privacy Act* (RSBC 1996, c 165) *School Act* (RSBC 1996, c 412), and *Criminal Code of Canada* (RSC 1985, c C-46).

For example, teachers have a duty to report information to a child welfare worker if they have reason to believe that a child or youth needs protection from child abuse and neglect (Province of British Columbia, June 2017). Educators do not need to investigate or confirm claims before reporting them, nor does the child need to be in immediate danger. They just need to report their concerns to a child welfare worker and the child welfare worker will do the investigation and plan for the child's safety. Concerns may include sexual exploitation, physical

and emotional abuse, and neglect. Additionally, they pertain to both online and offline interactions. Ultimately, the act is intended to place the safety and well-being of children at the forefront. The *Criminal Code* (RSC 1985, c C-46), too, is used to protect children and youth. For example, in cases of harassment, sexual exploitation, or child pornography, law enforcement and the legal system can step in to investigate and support.

In addition to any legislation and social media policies, teachers also need to be informed of and follow school district policies regarding responding and reporting bullying, harassment, discrimination, suicide ideation, violence, and other inappropriate or concerning behaviour whether they occur online or offline.

Teaching Training

Currently, there is no common curriculum when it comes to digital professionalism and online safety education in teacher education programs in British Columbia. Efforts have been made in the United States by educational organizations like the Society for Information Technology and Teacher Education (SITE) to prepare all teachers to "...model and integrate technology in their teaching" through the development of a common set of technology competencies (Foulger et al, 2017). The Teacher Educator Technology Competencies (TETCs) (Foulger et al., 2017) are a set of twelve proficiencies developed to help teacher preparation programs start the process of reform for technology integration (see Appendix D). The TETCs can be used by teacher preparation programs to improve teacher proficiencies in technology use for teaching and learning and raise the profile of education as a technology-using profession. The TETCs offer teacher preparation programs with a framework to prepare educators to teach with technology; however, these kinds of teacher preparation efforts have not extended to Canada as of yet. Similar to the training of physicians, individual institutions and instructors are left to

incorporate lessons or develop curriculum on these issues, or not. This is complicated by the lack of clarity and concrete guidelines from professional bodies which has left many teachers, new and practicing, unsure of how to act and respond when it comes to online situations (Kirwan & McGuckin, 2014).

One argument that has been made is that as digital natives become teachers many of the issues and concerns would disappear since teacher professionals who are also digital natives are more comfortable with using technology, have more skills and knowledge using technology, learn differently, and use technology differently from their parents and previous teachers and instructors (Lei, 2009). This assumption has been proven to be mostly false in both medicine and education (Ellaway et al., 2015; Foulger et al., 2017; Lei, 2009). While teachers who are also digital natives use technology extensively, they are no more apt to understand or use technology to leverage pedagogical changes than their digital immigrant colleagues (Foulger et al., 2017; Lei, 2009).

Lei (2009) in a study of preservice teachers in a large northeastern university in the United States found few differences between digital natives and digital immigrants when it comes to knowing how to "...use technology critically, wisely, or meaningfully" (p. 88). While digital native preservice teachers may be more comfortable than digital immigrant teachers using simple technologies and engaging in online social-communication activities, they did not necessarily have the skills or experience to use technology for teaching (Lei, 2009).

Poth et al. (2016) in their study of 113 pre-service teachers in Canada, found that preservice teachers were unsure of what online activities and behaviours should be restricted in order to maintain professionalism. Many struggled with trying to merge their personal and

professional identities in ways that maintained their professional obligations as teachers, but also allowed them to participate in social media networks in ways that they wanted.

There is a similar disconnect happening in other professions. Ellaway et al. (2015) argue that training for those going into medicine provide little instruction on how to “...help students to learn how to appropriately and securely engage with digital media as a healthcare provider” (p. 845.). Similar to other researchers, Ellaway et al. (2015) conclude that professionals need information and modeling of how to use digital media for positive purposes while maintaining reputation and responsibility to their patients and the community. Poth et al. (2016) also draw on studies in the medical literature that point to professionals’ lack of understanding of how to maintain professionalism and the policies that guide them. Ultimately, teacher training, in-service, and professional development for all professionals must be improved in order to meet the digital reality of our systems.

Conclusions

Current literature in regard to teacher digital professionalism is lacking. Many studies exploring teacher digital professionalism rely on the literature within the health fields to show some of the themes that professionals need to consider when making decisions related to their online behaviour (Poth et al, 2016). The research that does exist points to several key themes and implications.

First, more information is needed on how teachers manage and reconcile their personal and professional lives across Web 2.0 tools and social media (Kimmons & Veletsianos, 2015; Kirwan & McGuckin, 2014; Poth et al., 2016). The lack of research makes it difficult to ascertain what the main tensions and issues are and how to help support teachers to reconcile their identities in online and offline environments.

Second, teachers need clear and explicit guidance from professional bodies and their employers on what behaviour is appropriate online and what information is appropriate to share and communicate online. While most teachers agree that they need to appear professional to the public because of their role with children, they are not entirely clear on what is appropriate and what is not (Kimmons & Veletsianos, 2015). Clearer guidelines and opportunities to develop understandings of professional roles and responsibilities and the potential consequences of breaching these responsibilities, even in personal environments, could be beneficial (Poth et al., 2016).

Third, teachers need training on how to recognize and mitigate online risks. Teacher education programs and professional bodies need to update their curriculum, standards, and guidelines to include risk management and digital professionalism so teachers can fully use technology to improve teaching and learning. The British Columbia Teachers' Federation (2019) regularly updates their members' guide and calls for the BCTF, the Ministry of Education, and faculties of education to "...work together on an ongoing basis to conduct and disseminate research...on information and communications technology" (p. 153). Committed efforts by all organizations to make this a reality could prove beneficial.

Finally, using a framework similar to the one proposed by Hengstler (2012) or Ellaway et al. (2015) could be a place for organizations and institutions to start scaffolding educators' use of social media and Web 2.0 tools. While the BC Ministry of Education has outlined social media guidelines and teachers adhere to a set of professional standards set out by the BC Teachers' Council, explicit online communication and social media policies in each district would be helpful for teachers and school staff, as well as ongoing in-service training to support the evolving local policies and guidelines. In order to enjoy the many positive aspects to Web 2.0

tools and social media in the teaching profession, teachers need practice in risk avoidance and risk minimization by contemplating potential or reasonably anticipated negative consequences.

While there is more research and resources regarding online safety for students in K-12 contexts, equipping staff and students to deal with unsafe or tricky cyber situations is not yet mainstream. Hengstler, in her OLTD 506 course, (Vancouver Island University, 2019) lists the best practices involved in managing risks of social media use citing the works of Phillips & Sianjina, 2013, Williamson & Johnston, 2012, Willard, 2012, Kent County Council 2010, and a personal communication from Darren Laur:

- Clear explicit definitions-spelled out in policies, handbooks, websites, etc., and communicated to all stakeholders in language they can understand
- Consequences, penalties, and charges-spelled out in policies, handbooks, websites, etc., developed in consultation with and communicated to all stakeholders
- Prevention & awareness program for all stakeholders
 - Peer support & normative modelling for students
 - Educational & awareness campaigns for teachers, administrators, caregivers and the local community
- Process for reporting incidents if they occur
- Procedure for investigating and responding to incidents if they occur
 - obtaining reports or evidence
 - chain of reporting & custody for evidence
 - determination of nexus--connection--between the school and the incident
- Recording incidents & severity for reporting, analysis & to adapt approaches (Vancouver Island University, 2019)

Institutions and employers that follow this approach or one that was similar could equip teachers and their students with the knowledge, policies, tools, practice, and confidence to meet these challenges effectively and safely.

It is clear from the research that both new and practicing teachers need more training in how to use Web 2.0 tools and social media safely and effectively. Ideally, teacher education programs should take the lead and provide digital professional education for teachers as part of their programs, so all teacher candidates enter the profession with "...equitable, high-quality technology experiences" (Foulger et al., 2017, p. 436). For teachers already practicing throughout the province, employers have a duty to ensure that all of their employees understand their social media policies and best practices for participating in and encouraging online communications and experiences, as well as how to respond in unsafe or tricky cyber situations.

Chapter 3 – Procedures and Methods

Major Project Development

Beginning seeds. The seeds of this project started in OLTD 506: Special Topics—Social Media when I realized that online safety training for educators, pre-service and in-service, was lacking not only in my district, but also other school districts in British Columbia. One of our group assignments in OLTD 506 was to explore a duty-to-report case study and article published in *Adminfo*, the member magazine for the British Columbia Principals' and Vice-Principals' Association (Hengstler, Krivel-Zacks, & Kroeker, 2014). Having been a school counsellor for over ten years, I was very familiar with the legal obligations and protocols surrounding concerns pertaining to student safety, even in digital contexts. However, my classmates were not as confident about the steps that should be taken. This made me realize that educators, even outside of my district, do not always have the knowledge, skills, or experience to identify potential risks or take the necessary steps needed to protect students. While educators are getting better at recognizing the ways in which social media and Web 2.0 tools can support teaching and learning, unfortunately, the ability to identify risks and act to minimize them in digital situations is not as well understood (Hengstler, 2011). Indeed, most provinces lack coordinated training in this area (Hengstler, personal communication, March 2019).

Clearly, professional bodies and employers should play a role in providing training to educators in identifying online safety issues and the appropriate actions educators need to take to protect students. Similar to a school district's obligation to provide training when it comes to suicide intervention protocols, duty-to-report, anaphylaxis awareness, etc., information and training around keeping students safe while online should be integrated into regular and ongoing practices. The OLTD 506 assignment I completed with colleagues demonstrated that training

around online safety and protocols is not always being done consistently or effectively across districts. With this in mind and further reflecting on my own experiences in School District 47 (Powell River) as a school counsellor and as a district coordinator helping students and educators navigate social media privacy and safety concerns, I knew that I wanted to do more to help my district give specified training to educators in this area. The seeds for this Major Project were planted.

Social media policy. Around the same time I was taking OLTD 506, I was approached by the Powell River District Teachers' Association (PRDTA) and asked to work with SD 47's Director of Technology to write a social media policy that would provide teachers with best practice information and guidance regarding the appropriate use of social media and social networking. Considering my recent epiphany in OLTD 506 and sincerely wanting to help my colleagues navigate the highs and lows of social media in education, I accepted. The Director of Technology, Matthew Hull, and I started discussing social media use with various stakeholders and adding content and resource leads to an Office 365 collaborative document that we will eventually use to make policy recommendations to our school board for approval. Although our original target date to make recommendations to the school board was in late October 2019, this has since shifted to the end of February 2020 due to other priorities in both of our portfolios.

Next, Matthew Hull and I will be writing a draft policy for the school board and the PRDTA to review and provide feedback. In preparation for the school board proposal and writing the first draft, we have also been reviewing related policies, procedures, and processes in School District 47. These activities and documents have heavily influenced my development of ideas when designing training resources for educators related to teaching about appropriate

online behaviour for educators, recognizing and mitigating online risks, and what actions to take when digital situations arise.

Initial project design concept. Originally, I had proposed creating an asynchronous online course as my key deliverable for this project. After a review of the literature I began outlining potential modules and sequencing of the course. This included modules on benefits of using technology and social media for teaching and learning, digital footprints, digital professionalism, professional bodies' guidelines and legislation, and protocols for mitigating risks and reacting to digital situations. As I started to make plans for module-specific content and activities for educators, I realized that learner engagement and teacher implementation of learning into practice would prove to be difficult in an asynchronous online course. While I knew that the information was valuable and teachers would benefit from the course, honoring adult learners and best practices in teacher professional development had me considering abandoning the idea of an online course altogether. Transmission-based approaches to learning, like some online courses or "sit and get" workshops, may be an efficient way to share knowledge and skills with a large group of teachers, but they do not always create meaningful and lasting change in the classroom (Dana & Yendol-Hoppey, 2009). Collaborative models of professional learning where educators can "...work together to situate emerging knowledge and beliefs while also challenging the sources and consequences of assumptions..." have proven promising for teachers to establish a community of inquiry for changes in the classroom (Schnellert, Kozak, & Moore, 2015, p. 217). Ultimately, I wanted to design professional learning activities grounded in inquiry and connectivism.

Project concept evolution. While presenting my portfolio to Avi Luxenburg at the end of OLTD 510: Capstone Learnings, I discussed my Major Project proposal and some of the

concerns I had about my ability to make an engaging asynchronous course. Avi suggested a brainstorming session with him the next evening in Zoom to flesh out my proposal and concerns. Using principles from backward design (beginning with the end in mind), Avi pushed me to consider the bigger purpose of the project and what service I wanted to provide for my colleagues. We discussed the importance of constructivism and connectivism in learning and how I could use these principles to create a project that would get teachers talking, exploring, and learning from one another.

By the end of the brainstorming session I had concluded that teachers would be able to leave with the same, if not more, knowledge, skills, and experience if they were able to immerse themselves in life-like scenarios that had them grappling with their professional responsibilities and duties when using social media while also considering how to protect their students' digital and their own reputation and safety. My design concept evolved to creating a series of digital dilemmas (tricky or potentially unsafe cyber situations based on real-life stories) ala Common Sense Media (2014), accompanied by suggestions for how to use them with school staff. Now, the plan was to create a set of three digital dilemmas that educators could use to examine and discuss possible strategies for dealing with realistic cyber situations. Each dilemma would be accompanied by a set of guiding questions, key considerations (sections from professional standards, code of ethics, or legislation, etc.), as well as a debriefing section with discussion points and possible strategies for effectively handling a similar situation. This base set of digital dilemmas would establish a framework that could be used for further expansion dilemma sets (see Appendix E for the URL link to the base set of digital dilemmas for K-12 educators). A companion Weebly website at the URL <http://digitalprofessionalism.weebly.com/> would also be developed to contain potential staff training plans (options for implementing digital dilemmas as

part of a staff development program), glossary of key terms, and links to relevant resources for further exploration.

Major Project Design and Considerations

Vision statement. Ultimately, this Major Project was intended to design and develop training materials that can build educators' capacity to make informed decisions in digital situations framed as digital dilemmas. Examining and discussing digital scenarios provides opportunities for educators to more fully understand the knowledge, skills, and experiences that are necessary to keep themselves and their students safe while online and to more confidently handle tricky or potentially unsafe cyber incidents, if they happen.

Selecting an approach: Using digital dilemmas. Teaching with dilemmas, sometimes referred to as critical incidents, is not a new strategy; in fact, it is a commonly used technique in many diverse disciplines, including counselling, nursing, medicine, organizational learning, and education (Shapira-Lishchinsky, 2010). Rooted in problem-based learning (PBL), a constructivist teaching method in which students learn about a topic through the experience of solving a real-world problem or issue, digital dilemmas use the knowledge, skills, and previous experiences of the individuals involved in discussing the dilemmas to co-construct their learning on the topic as they work to solve the problem (Moursund, 1999). When teachers are encouraged to reflect on "...critical incidents, there is an increased orientation towards growth and inquiry" (p.2). Additionally, they provide teachers a safe way to learn from errors without the risk of harming others. Since many teachers tend to "...handle educational mistakes by denial, discounting personal responsibility, and distancing themselves from consequences," examining and reflecting on fictitious digital dilemmas can safely provide teachers with the opportunity to

develop knowledge, skills, and practice to deal better with real-life digital scenarios in the future (Moursund, 1999, pp. 2-3).

By referencing standards, as well as ethical and legal frameworks, this problem-based strategy could not only provide scaffolding for educators in their understanding of social media best practices, but also help them connect more deeply to their professional obligations in relation to their professional standards. Recently experiencing this problem-based strategy firsthand in Julia Hengstler's OLTD 506 course and experiencing the growth in my and my classmates' understanding of key issues that resulted in regards to professional boundaries and online safety, I knew that I wanted to include real or realistic dilemmas or scenarios that educators could grapple with as part of a training resource.

Developing dilemmas: Working through a lens of professional responsibility. The original idea for asking teachers to consider their professional responsibilities and duties in each digital dilemma came from my brainstorming session with Avi Luxenburg. When I stated that I wanted to present real-life scenarios to teachers in a professional development resource or workshop, he proposed that teachers could use the scenarios to discuss their responsibilities to the profession, students, and self. In fact, many professional bodies outline their professional standards in relation to educators' responsibilities to the profession, community, students, and self (BC Teachers' Council, 2019; National Association of State Directors of Teacher Education and Certification, 2015; Regulations of Connecticut State Agencies, 1993; Saskatchewan Professional Teachers Regulatory Board, n.d.).

Furthermore, Common Sense Media's "Rings of Responsibility" framework (James, Weinstein, & Mendoza, 2019) and their "Digital Dilemmas" (Common Sense Media, 2014) provided further inspiration for both the value in using dilemmas to teach about digital

responsibility and how to guide educators to consider the impact of their actions not only on themselves, but also “...alongside broader moral, ethical, and civic considerations” (James et al., 2019, p. 12). In the “Rings of Responsibility” framework (James et al., 2019), students are asked to consider how their digital actions can impact themselves, their communities, and the broader world (see Figure 1). It made sense to use a similar framework when developing guiding questions and key considerations for educators for each digital dilemma in this Major Project.



Figure 1. Rings of responsibility (James, Weinstein, & Mendoza, 2019)

Exploring an existing framework in the field: Connecticut’s teacher education and mentoring program. The Major Project really started to take shape after I viewed a professional development training module for new teachers developed by the Connecticut State Department of Education after an online search for *teacher dilemmas*. The Connecticut Education training module uses ethical scenarios and facilitated conversations to help educators explore professional duties, behaviour, and boundaries (Connecticut State Department of Education, 2015). Each scenario is accompanied by discussion questions, highlighted relevant sections of the *Connecticut Code of Professional Responsibility for Educators* (Regulations of Connecticut State Agencies, 1993) and possible discussion points. At the prompting of my faculty advisor, Julia Hengstler, I reached out by email to request permission to adapt the Connecticut State Department of Education’s discussion questions used in the module, as well as their framework for exploring sections of appropriate British Columbia professional standards, guidelines, and

legislation, etc. and discussing salient points. I was thrilled to receive permission and to be asked to share my work with them when I completed the dilemmas (see Appendix F for email correspondence seeking permission). Once I had one of the digital dilemmas completed and a sample training plan, I sent it to the Connecticut State Department of Education for their review and to seek further clarification for how they would like to be cited and referenced. They were satisfied with the APA citations within the documents (see Appendix G for email correspondence confirming citation preferences).

Defining key features of Major Project. This Major Project is designed to accommodate individual independent self-directed problem-based learning, as well as organized group professional development activities. Along with a base set of three digital dilemmas themselves, each individual dilemma is accompanied by a set of guiding questions and key considerations that highlight relevant sections of professional standards, codes of ethics, or legislation, and focus points for discussion. This approach was designed to reflect aspects of the Connecticut State Department's training module framework. This Major Project extends upon the Connecticut model by including potential training plans, resources for further exploration, and a glossary of key terms.

Training plans. Having opportunities to explore with others the complexities of participating in digital environments as professionals is an important aspect of this Major Project. The training plans meet a wide variety of professional development models and timeframes and are meant to be entry points into using the digital dilemmas. Educators can select a training plan based on their individual or groups' time constraints, interests, or preferred learning activities. The implementation of professional development based on intentionally constructed digital dilemmas will provide teachers opportunities to work with professional standards, codes of

ethics, legislation, and local policies and procedures to explore and determine best practices when it comes to ethical decision making and online safety in regard to professional technology use.

Selecting a platform and other design choices. After considering various website options for sharing the Major Project, I selected the Weebly website platform to post and transmit my content. Originally, School District 47's Director of Technology encouraged me to use the SD 47's Moodle license to host the materials, but I wanted to ensure that I retained ownership and control of the content, as well as the look and feel of the Major Project. Weebly's drag and drop website builder, templates, and graphics facilitate the creation of a user-friendly website that uses the principles of graphic design. The Major Project can be found at the URL <http://digitalprofessionalism.weebly.com/>. See Figure 2 for a screen shot of the website's homepage.



Figure 2. Screen shot of homepage

In addition to Weebly, I used Canva (www.canva.com), a free online graphic design tool, to establish visual and thematic continuity for the Major Project handouts and visuals provided

online. This involved creating elements such as headers and buttons, etc. (see Figure 3 and Figure 4).



Figure 3. Screen shot of website header from project website

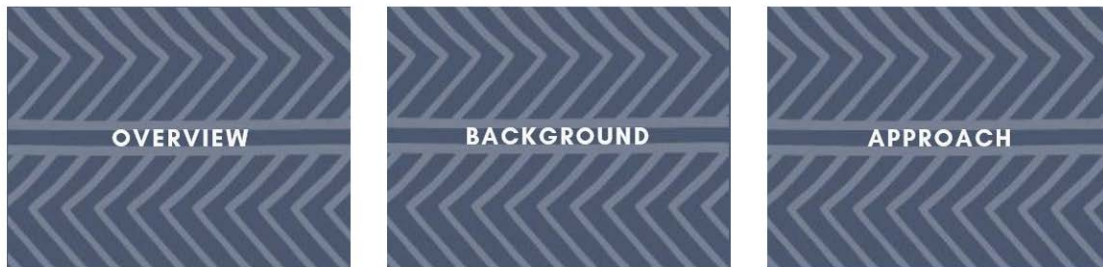


Figure 4. Screen shot of buttons from project website

Copyright licensing. A long-held value I have as an educator is contribution. When educators share their time, knowledge, skills, and experiences with others everyone in the profession benefits, ourselves included. This was modeled to me by key people early on in my career and I was inspired by them to always share and help others educators when I could as a result. When making decisions about the format of the Major Project and how the training resource could be accessed, I wanted to ensure that others could freely use and adapt my work if they found the resource helpful. I learned a lot about digital professionalism and some of the tensions that exist for educators in their use of social media and digital technology in the creation of this Major Project and Process Paper. I wanted to share that learning with others who were interested in the topic, which is why I selected a Creative Commons license for my work.

Creative Commons is a way to provide copyright licenses for creative works on the Internet that allow for users to determine which copyright usage rights they wish to retain and which usage rights they would like to give to others (Creative Commons, 2019). Creative Commons licenses allow for "...collaboration, growth, and generosity in a variety of media (Creative Commons, 2019). I selected a BY-NC-SA licence which allows users to share, adapt, and build on the material provided in my Major Project, as long as I have been given appropriate credit, it has been done for non-commercial purpose, and they use the same licence as the original. The Creative Commons licence icon has been displayed on the home page of the Major Project (see Figure 5).



Please feel free to use and remix the work found in the **Digital Dilemmas** and **Training Plans** sections of this resource as long as you follow the licence conditions. Thank you to all the people who make and release their amazing resources for free, including Weebly, Canva, SlidesCarnival, and Smashicons (for all of the icons used on this website) at www.flaticon.com. Happy learning and sharing!

Figure 5. Screen shot of the Creative Commons licence and other website credits

Goals and Objectives

This Major Project was intended to: 1) build teachers' capacity for using social media and Web 2.0 tools to improve teaching and learning; 2) understand professional responsibilities and duties in regard to social media and Web 2.0 use; and 3) protect educators' and students' digital reputations and safety. This Major Project was consciously designed to allow for individual or group professional development. The associated training plans provided in the resources on the Weebly site have been developed and included to allow application of the project to a wide variety of staff and professional development situations. In addition, a feedback form was developed and provided online for future use. It is my hope that individuals or groups who choose to implement these materials for professional development may be willing to provide their feedback to contribute to the project site's continued development.

Chapter 4 – Providing for Feedback

Major Project Creation

This Major Project was intended to provide a set of resources that could help educators explore their professional boundaries and responsibilities while using Web 2.0 tools and social media, as well as provide opportunities for educators to explore and discuss possible strategies for dealing with tricky or potentially unsafe cyber incidents. The implementation of professional development based on intentionally constructed digital dilemmas will provide teachers opportunities to work with professional standards, codes of ethics, legislation, and local policies and procedures to explore and determine best practices when it comes to ethical decision making and online safety in regard to professional technology use.

Ideally, individuals and small or large groups will use the digital dilemmas and other training materials contained in the Major Project as part of their own professional or staff development. Educators could use the digital dilemmas on their own, with any of the provided training plans, or add to their existing workshops and programs. Educators are free to use and adapt any of the materials to meet their staff development needs and are encouraged to use a flexible implementation approach. They are encouraged to use the materials as is or adapt to the unique facilitation style, goals, and audience.

Providing for Future Feedback

In an effort to provide for future improvements to the project's online training materials, I developed a feedback instrument for data collection using Google Forms. The link to the Google Form is provided directly in various locations in the online training resource (see Figure 6).



Feedback

In an effort to improve the training materials in this resource I am engaging in ongoing evaluation through the collection of feedback.

Educators are encouraged to use the materials as is or to adapt to their unique facilitation style, goals, and audience. After viewing or using the materials or participating in the activities from this training resource, I encourage you to provide feedback. Your feedback will allow me to modify and improve the training materials and this resource for others. Please click [HERE](#) to provide feedback.

Figure 6. Screen shot of feedback request from project website

It is important to note that while I am not requesting names and other identifying data on the feedback form (allowing anonymity from the reviewer for respondents when I analyze feedback), Google does collect data from users that could be used to directly or indirectly identify them (Google, 2019). A statement alerting respondents to data collection has been provided on the feedback form in the introduction and privacy notice sections (see Figure 7).

Feedback Form

* Required

Privacy Notice

Thank you for your interest in providing feedback. Before you provide feedback, you should know that while I am not requesting names and other identifying data on the feedback form (allowing you anonymity from the reviewer analyzing feedback), Google does collect data from users that could be used to directly or indirectly identify you (Google, 2019). Data collected from users includes identifiable data such as IP addresses, "...unique identifiers, browser type and settings, device type and settings, operating system, mobile network information carrier name and phone number, and application version number (Google, 2019).

Should you want further details regarding data collected by Google, please visit Google's Privacy Policy (<https://policies.google.com/privacy?hl=en-US>).

I acknowledge I have read this privacy notice and consent to giving feedback. *

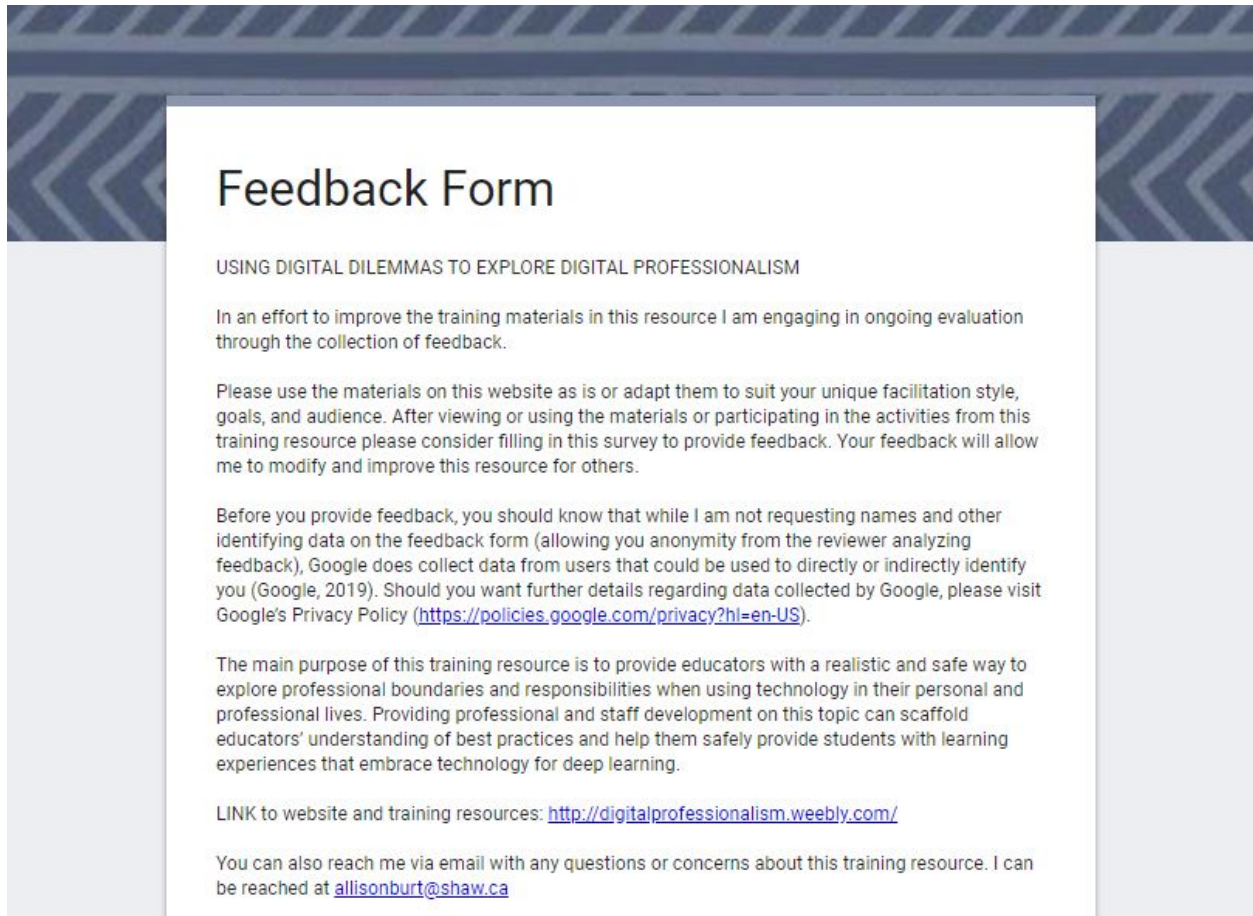
Yes, I consent to giving feedback. (Please proceed to the survey).

No, I do not consent to giving feedback.

Figure 7. Screen shot of Privacy Notice from Google Form

Should respondents want further details regarding data collected by Google, they should visit the Google's Privacy Policy (Google, 2019).

After viewing or using the materials or participating in the activities contained in the training plans, individuals would be encouraged to provide feedback on the content, design, and navigation of the training materials and website (see Figure 8). Should educators implement the training resources I have developed, located at the URL <http://digitalprofessionalism.weebly.com/>, it is hoped they would be amenable to providing feedback that I could then collect, analyze, and use in the future to inform cycles of continual improvement.



Feedback Form

USING DIGITAL DILEMMAS TO EXPLORE DIGITAL PROFESSIONALISM

In an effort to improve the training materials in this resource I am engaging in ongoing evaluation through the collection of feedback.

Please use the materials on this website as is or adapt them to suit your unique facilitation style, goals, and audience. After viewing or using the materials or participating in the activities from this training resource please consider filling in this survey to provide feedback. Your feedback will allow me to modify and improve this resource for others.

Before you provide feedback, you should know that while I am not requesting names and other identifying data on the feedback form (allowing you anonymity from the reviewer analyzing feedback), Google does collect data from users that could be used to directly or indirectly identify you (Google, 2019). Should you want further details regarding data collected by Google, please visit Google's Privacy Policy (<https://policies.google.com/privacy?hl=en-US>).

The main purpose of this training resource is to provide educators with a realistic and safe way to explore professional boundaries and responsibilities when using technology in their personal and professional lives. Providing professional and staff development on this topic can scaffold educators' understanding of best practices and help them safely provide students with learning experiences that embrace technology for deep learning.

LINK to website and training resources: <http://digitalprofessionalism.weebly.com/>

You can also reach me via email with any questions or concerns about this training resource. I can be reached at allisonburt@shaw.ca

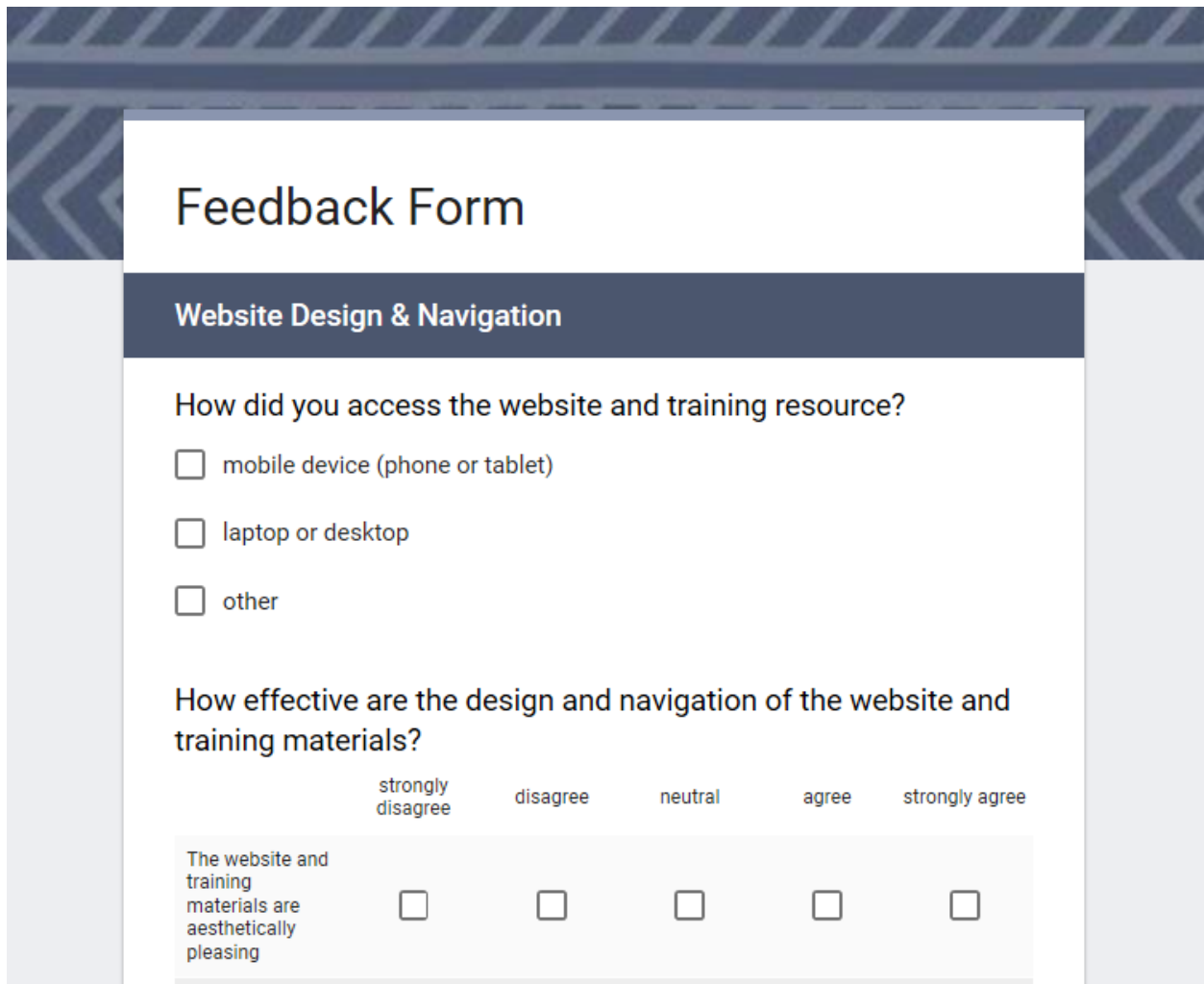
Figure 8. First page of the feedback instrument as a Google Form

Feedback Questions

Many of the questions used in the feedback survey form were adapted from the sample questions provided in Vancouver Island University's MEDL 690 course. The questions were selected to solicit feedback on both content and design. A combination of open ended, multiple choice, and Likert questions were used. The form contains four distinct sections: 1) Background Information; 2) Website Content; 3) Website Design and Navigation; and 4) Final Thoughts.

The first section, "Background Information," includes questions that identify the potential prior knowledge that the user has with the topic. The second section, "Website Content," asks questions about the various sections of the training resource to determine if the purpose of the training resource has been clearly articulated and if there are any gaps in information provided.

The third section, “Website Design and Navigation,” solicits feedback on the aesthetic design of the website and training materials, as well as how easy and intuitive the site is to use and navigate. The final section, “Final Thoughts,” allows users to offer any final comments or suggestions to improve the training resource not previously addressed by the survey. An example of the Google Form questions (see Figure 9), as well as a list of all questions that are used in the Google Form have been provided:



The screenshot shows a Google Form titled "Feedback Form" with a section titled "Website Design & Navigation". The first question is "How did you access the website and training resource?" with three radio button options: "mobile device (phone or tablet)", "laptop or desktop", and "other". The second question is "How effective are the design and navigation of the website and training materials?" with a five-point Likert scale. The scale labels are "strongly disagree", "disagree", "neutral", "agree", and "strongly agree". The first item on the scale is "The website and training materials are aesthetically pleasing".

Figure 9. Screen shot of some of the Google Form questions

Section 1—Background Information

1. In the last three years, have you received training or staff development opportunities regarding digital professionalism or the safety issues (for you and your students) of using social media and digital technology?
2. Where are you in your understanding of digital professionalism and online safety?

Section 2—Website Content

3. Homepage clearly describes purpose of the training resource?
4. Definition of digital dilemmas is clear and concise?
5. Rationale for training resource is convincing and easy to understand?
6. The Overview section clearly describes what is contained in the training resource?
7. How the training resource could be used is clearly described?
8. The major influences on the creation of this training resource are clearly described?
9. How realistic are the digital dilemmas?
10. If you answered “not at all realistic” or “somewhat realistic,” please explain.
11. How helpful are the guiding questions and key considerations for discussion the digital dilemmas?
12. If you answered “not at all helpful” or “somewhat helpful,” please explain.
13. Do the digital dilemmas, guiding questions, and key considerations help you better understand your professional boundaries and responsibilities?
14. If you answered “not really” or “somewhat,” please explain.
15. The training plans met my expectations?
16. The content of the training plans was helpful?
17. The handouts were helpful?
18. The training plans and activities were worth my time?

19. I recommend the training plans to be used with other educators?
20. Please elaborate on what you like most about the training plans.
21. Definitions are straightforward and easy to understand?
22. Are there any other words that should appear in the glossary?
23. The links to other resources are relevant to the topic?
24. The information on the other resources is geared toward educators?
25. The annotations help educators understand the resource/link and what it offers?
26. Are there other resources that you would include in the list of resources?
27. The content is communicated clearly?
28. The language used is appropriate for educators?
29. The content makes sense?
30. I am left with a lot of questions –gaps in content are obvious.
31. This training resource could help educators avoid and solve similar scenarios in real life?
32. This training resource could help educators better understand their professional boundaries and responsibilities when using technology in their personal and professional lives?
33. This training resource is relevant to my current role in education?
34. Overall, to you consider the training resource informative and useful?
35. If you answered "no" or "somewhat," please explain. Are there certain elements that need improvement? Sections missing?
36. How likely are you to use this training resource and website again?
37. Additional comments on website/training resource content?

Section 3—Website Design and Navigation

38. How did you access the website and training resource?
39. The website and training materials are aesthetically pleasing?
40. The images are appropriate?
41. Text and font size are appropriate?
42. There is a good amount of “blank space” (not too crowded)?
43. The site feels balanced?
44. The design of the website is intuitive/it is easy to move through the content and pages of the website?
45. The menu and navigation buttons of the website are easy to follow?
46. The training materials and content are presented in logical manner?
47. Overall, do you consider the website design successful?
48. If you answered “no” or somewhat,” what would you suggest to improve the overall design of the website and training resources?

Section 4—Final Thoughts

49. Can you offer any final comments or suggestion to improve this training resource not previously addressed by the survey?

Chapter 5 – Conclusions and Recommendations

Major Project Overview

My objective with this Major Project was to explore the topic of digital professionalism and online safety to assist teachers in determining best practices when it comes to ethical decision making and online safety in regard to professional technology use. The project considered the Critical Challenge Question, *‘How could digital dilemmas be designed to help educate teachers about digital professionalism and online safety?’* My journey to answer this question culminated with the development of an online training resource containing the following:

- **Digital Dilemmas.** An initial set of three digital dilemmas that educators can use to examine and discuss possible strategies for dealing with tricky or potentially unsafe cyber situations has been provided.
- **Guiding Questions/Key Considerations.** Each dilemma is accompanied by a set of guiding questions and key considerations (sections from professional standards, code of ethics, or legislation, etc.). The discussion is intended to build from one question to the next.
- **Debriefing Section.** Each dilemma offers a debriefing section with discussion points and possible strategies for effectively handling a similar situation.
- **Training Plans.** A set of training plans that outline various options for using the training materials with educators has been provided. Educators are encouraged to use or adapt any of the training plans depending on their goals, time, and audience.

- **Glossary of Key Terms.** Key terms important to the comprehension of the training resource have been defined for future users to make the language more accessible.
- **Other Resources.** Links for further exploration to relevant resources with a brief annotated summary for each resource have been provided.
- **Feedback Form.** A feedback form has been developed and provided online for future use. It is my hope that individuals or groups who choose to implement these materials for professional development may be willing to contribute their feedback to contribute to the project site's continued development.

The training resource was designed to help educators explore professional boundaries and responsibilities when using digital technology inside and outside of the classroom. The implementation of intentionally constructed digital dilemmas provides educators opportunities to work with professional standards, code of ethics, legislation, and local policies and offers a constructivist approach to the topic of digital professionalism for deep learning.

Major Project Deliverables in Relation to Literature Review

Our students are "...growing up in a world that is increasingly connected and reliant on technology" and one that is changing at an unprecedented rate (BC Ministry of Education, 2013, p. 8). Our students need the skills and mindsets to cope and adapt to this new reality. Educators are in an ideal position to teach and model the digital skills, citizenship, and responsibility needed to manage and succeed in today's digital world. However, before they can model for their students, it is essential that they be able to navigate this world for themselves. Part of being a modern educator means knowing how and when to leverage technology to accelerate and improve learning, as well as understanding the legal, ethical, and socially-responsible use of

technology in education (Foulger et al., 2017; Fullan & Donnelly, 2013; Fullan & Langworthy, 2014). This would give both teachers and students the appropriate skills, knowledge, and experience to use Web 2.0 tools and social media effectively and safely so they can enjoy the benefits that come with using digital technology.

Unfortunately, educators have reported feeling ill-prepared to integrate technology meaningfully in their classrooms (Foulger et al., 2017; Lei, 2009). Some teachers even avoid integrating technology into the curriculum because of their perceived or real ignorance, or out of fear that technology is too dangerous (Hengstler, 2011; Hengstler, 2014). Conversely, they do use technology, often very effectively, but are not aware of the risks (Hengstler, 2011). Given the nature of today's technology-rich and technology-reliant world being ill-prepared is no longer an option. *All* educators need the knowledge, skills, and attitudes to use technology meaningfully and safely (Foulger et al., 2017). Teacher education programs, professional bodies, and employers can support educators in becoming modern educators by offering curriculum and staff development opportunities that regularly address digital literacy and best practices for both teachers and students. This could go a long way to ensure that all educators understand the benefits of Web 2.0 tools and social media, in addition to the risks and how to mitigate them.

According to the literature, curriculum and staff development opportunities should focus on how to use technology as a means to improve pedagogy (Foulger et al., 2017; Fullan & Donnelly, 2013; Lei, 2009; Tucker et al., 2017), how to help educators learn how to appropriately engage with digital media as professionals (Ellaway et al., 2015; Hengstler, 2011; Kimmons & Veletsianos, 2015; Kirwan & McGuckin, 2004; Poth et al., 2016;), and how to recognize and mitigate risks in digital situations (Hengstler, 2011; Hengstler 2013; Kimmons & Veletsianos, 2015; Kirwan & McGuckin, 2014). Without a skillset or knowledge base in regard

to these three areas, teachers may miss important opportunities to enhance pedagogy and learning with technology, negatively impact their reputations, or jeopardize their or their students' safety and well-being with their use of technology.

This Major Project was intended to provide educators and employers with an entry point to scaffold educators' understanding of digital professionalism and online safety. The training resource designed around realistic, hypothetical situations (digital dilemmas) provides educators opportunities to work with professional standards, codes of ethics, legislation, and local policies to address educator confusion about what is appropriate online behaviour for an educator (Kirwan & McGuckin, 2014; Poth et al., 2016), as well as how to recognize, mitigate, and respond to unsafe or tricky cyber situations. Professional standards, codes of ethics, and local policies often remain aspirational, but vague documents until teachers have had opportunities to "...apply the values and rules intelligently..." and within the contexts of their personal and professional lives (Shapira-Lishchinsky, 2010, p. 3).

Limitations and Recommendations

Although the topic of digital professionalism and online safety is an important one in education right now, there are some limitations to this Major Project. One is the amount of change happening currently in K-12 education in British Columbia. The implementation of the redesigned curriculum, along with changes to assessment and reporting practices have been overwhelming for some educators and schools to undertake. This has led to change fatigue and decreased organizational commitment, including educator apathy and tiredness. Providing ongoing support, resources, and time for educators to integrate digital citizenship into their curriculum could make learning about digital professionalism and online safety part of a bigger initiative of how districts operate, rather than a single project. Continued and personalized

professional development and continuous attention to standards, guidelines, and resources could go a long way to ensure that all teachers understand how to teach with technology and online safety.

A second limitation of this Major Project is the rapid advancements in technology and technology use. This fast-paced evolution has placed a great deal of pressure on professional bodies and workplaces as they work to adapt to the changes and keep their standards, policies, and procedures current (Poth et al., 2016). Employers and professional bodies should be strategic in their communication of updates and changes to educators, as well as give them time and resources to implement them into the workforce. Clear guidance from professional bodies and ongoing opportunities to understand professional roles and responsibilities could benefit the entire K-12 system trying to keep up with ever-changing technology, guidelines, and legislation.

With a specific and limited focus on the design and development of training materials, this Major Project and Process Paper have been constrained from exploring questions regarding implementation and analysis of the project's professional development resources. As training implementation and research in the field is beyond the scope of the current work, it makes it difficult to judge the potential value of this work for building capacity of educators to make informed decisions in digital situations. Nevertheless, the training resource and the feedback survey are implementation-ready and available online for free to interested individuals and groups. Individuals, schools, and school districts are invited to use these training materials immediately and on their own terms. A request for feedback has been added to the website in several locations. When available, ongoing feedback will be collected to make improvements to all aspects of the training materials: content, design, and navigation. In the near future, I would like to pilot the training resource in collaboration with a volunteer school or district, as well as

provide accompanying background training, if needed, in hopes of collecting their feedback as they work with the training materials. Feedback and continuous improvement go hand in hand. I hope to gather feedback as long as the training materials are offered through the website.

Another limitation is the number of digital dilemmas available to educators to use and explore. Currently, the training resource contains an initial set of three digital dilemmas. Adding more digital dilemmas to the training materials would be valuable for ongoing training. Part of the challenge for creating and maintaining digital dilemmas is ensuring that each digital dilemma portrays a realistic situation that most educators could relate to. The more relatable the dilemma/problem is, the more meaningful and impactful the dialogue and process of working through the dilemma will be. It will also be important to change any of the digital dilemmas that do not stay fresh with current technology use and issues. For example, when Twitter becomes less popular, a digital dilemma centred around Twitter as a social networking site will not seem as up-to-date or relevant. Outdated digital dilemmas could impact the buy in from educators and those using them.

Also on the website are several training plans that give educators staff development options for using the digital dilemmas depending on the knowledge, skills, interests, and time constraints of the group. Currently, only the objectives have been provided for an hour-long workshop and a full day workshop. Both of these training plans should be further developed and detailed so educators have access to a fuller menu of implementation options. More training plans for each time option based on the various topics in digital professionalism and online safety could also be provided to improve the resource. For example, a half-day session on digital footprints or safety protocols and procedures for specific situations could be included. Educators could then start to mix and match their training needs based on the current skills, interests, and

experiences of the group of educators involved in the training. Making digital professionalism and online safety part of an integrated approach to teaching and learning about digital literacy and digital citizenship is more beneficial than one-off workshops.

Another limitation of the training resource is the workshop approach taken in the training plans. Unless school and system leaders use the training resource as part of a wider approach to technology integration and digital citizenship, the training resource may not impact significantly on teacher practice. In traditional models of professional development only 5% - 15% of the learning is transferred into practice (Reiss, 2015). Educators need to continually re-visit professional standards, guidelines, and policies and apply them to their professional contexts to make long-lasting changes to decision making.

One of the last limitations that I have considered pertains to the “Take It Online” training plan provided. The fact that the learning takes place on a social networking site where educators are encouraged to share their thoughts and experiences and make comments on other people’s posts could be viewed as antithetical to the goals and objectives of the project. Using a social networking site to explore emerging pedagogies, technologies, and issues around managing digital footprints and online safety may actually put educators at risk if they are not familiar with the platform and how it works. Posts and comments an educator make during a Twitter chat may actually put their reputations and employment at risk if they do not meet current professional standards, codes of ethics, and policies in their district. Providing an introductory lesson or backgrounder to the platform may remedy this particular issue.

Conclusions

The literature shows that new and existing teachers need support and guidance in how to use Web 2.0 tools and social media safely and effectively (Foulger et al., 2017; Hengstler, 2011;

Kimmons & Veletsianos, 2015; Kirwan & McGuckin, 2014; Lei, 2009). Professional bodies and teacher preparation programs could play an important role in ensuring that *all* educators can create technology infused programs that support teaching and learning in ways that support safe, legal, and ethical behaviour (Foulger et al., 2017). Teachers who have these skills and knowledge would be poised to model digital citizenship and how to use and navigate online activities safely and responsibly. Ultimately, improvements to teacher training, in-service, and professional development for all professionals are needed in order to meet the digital reality of our technology-rich world.

An approach integrating continued professional development on digital citizenship with attention to professional standards, codes of ethics, guidelines, and policies could scaffold educators' understanding and implementation of best practices when using technology and social media both inside and outside of the classroom. Here, the focus on online safety education should be on reducing the risks of digital experiences for students, teachers, and the institutions they work in, so they can enjoy the benefits of online activities. Providing opportunities for educators to address what Hengstler (2012) refers to as the 5 Pillars--knowledge, skills and training, practice and experience, guidelines and policies, and confidence to implement digital literacy activities could be supported by such an approach. Ultimately, the professional development materials for the project site at the URL <http://digitalprofessionalism.weebly.com/> were developed with such an integrated approach in mind. As a result, "Using Digital Dilemmas to Explore Digital Professionalism" has been shared as a free professional development resource under a Creative Commons BY-NC-SA license with the hope that it will offer British Columbia educators an effective form of professional development training to navigate current digital

professionalism issues. I look forward to the future implementation of these materials and receiving user feedback.

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Appendix A

Professional Standards for BC Educators

1. Educators value the success of all students. Educators care for students and act in their best interests.
2. Educators act ethically and maintain the integrity, credibility, and reputation of the profession.
3. Educators understand and apply knowledge of student growth and development.
4. Educators value the involvement and support of parents, guardians, families and communities in schools.
5. Educators implement effective planning, instruction, assessment, and reporting practices to create respectful, inclusive environments for student learning and development.
6. Educators demonstrate a broad knowledge base and understanding of areas they teach.
7. Educators engage in professional learning.
8. Educators contribute to the profession.
9. Educators respect and value the history of First Nations, Inuit, and Metis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation, and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit, and Metis.

Appendix B

BCTF Code of Ethics

1. The member speaks and acts toward students with respect and dignity, and deals judiciously with them, always mindful of their individual rights and sensibilities.
2. The member respects the confidential nature of information concerning students and may give it only to authorized persons or agencies directly concerned with their welfare. *The member follows legal requirements in reporting child protection issues.*
3. A privileged relationship exists between members and students. The member refrains from exploiting that relationship for material, ideological, or other advantage.
4. The member is willing to review with colleagues, students, and their parents/guardians the practices employed in discharging the member's professional duties.
5. The member directs any criticism of the teaching performance and related work of a colleague to that colleague in private. If the member believes that the issue(s) has not been addressed, they may, after privately informing the colleague in writing of their intent to do so, direct the criticism in confidence to appropriate individuals who can offer advice and assistance. **It shall not be considered a breach of the Code of Ethics for a member to follow the legal requirements for reporting child protection issues.*
6. The member acknowledges the authority and responsibilities of the BCTF and its locals and fulfills obligations arising from membership in her or his professional union.
7. The member adheres to the provisions of the collective agreement.
8. The member acts in a manner not prejudicial to job actions or other collective strategies of her or his professional union.

9. The member neither applies for nor accepts a position which is included in a Federation in-dispute declaration.
10. The member, as an individual or as a member of a group of members, does not make unauthorized representations to outside bodies in the name of the Federation or its locals.

Appendix C

General Guidelines for Teachers and School Staff from the *Social Media Guidelines Resource*

- 3.1 Social media, when utilized appropriately, can provide a means to enrich school curriculum and provide an alternative teaching platform.
- 3.2 It is suggested, that at the start of each school year/term, all teachers should outline their specific rules regarding students' use of social media/devices within their classroom, taking into account the specific needs of each student. Teachers should use this opportunity to distribute and encourage students to sign and return the school's media consent forms. Teachers should also outline their plan for using social media as a teaching tool for the duration of their teaching period. It is recommended that this information be shared with parents so both students and parents are aware of what the teacher expects.
- 3.3 Teachers are encouraged not to interact with students in a personal manner on social media; unless it is for educational purposes, such as creating class groups or group activities. Teachers are encouraged to have a school-based account for this purpose and use it exclusively for educational and extracurricular activities. School staff should not be Facebook friends with students on their personal accounts. The exception would be with former students who have graduated, have moved away and/or had previous familial connections with.
- 3.4 Teachers, school staff/administrators should serve as role models for students in their use of social media. All responsibilities that apply to students' appropriate use of social media should also apply to teaching staff. This includes the use of personal social media, cell phones, and communication devices during class time. It is recommended that staff lead by example, and use these devices at appropriate times.

3.5 School staff (just like students), are encouraged to utilize appropriate privacy settings to control access to their personal social media sites. These privacy settings often change, so it is the staff's responsibility to keep their security settings current.

3.6 Teachers and school staff are reminded that (just like students) their online presence is an extension of themselves. They must represent themselves, always, as employees of the school district. This includes not sharing any confidential information regarding other staff or students, as well as any information or photos from their personal lives.

Appendix D

Teacher Educator Technology Competencies

1. Teacher educators will design instruction that utilizes content-specific technologies to enhance teaching and learning.
2. Teacher educators will incorporate pedagogical approaches that prepare teacher candidates to effectively use technology.
3. Teacher educators will support the development of the knowledge, skills, and attitudes of teacher candidates as related to teacher with technology in their content area.
4. Teacher educators will use online tools to enhance teaching and learning.
5. Teacher educators will use technology to differentiate instruction to meet diverse learning needs.
6. Teacher educators will use appropriate technology tools for assessment.
7. Teacher educators will use effective strategies for teaching online and/or blended/hybrid learning environments.
8. Teacher educators will use technology to connect globally with a variety of regions and cultures.
9. Teacher educators will address the legal, ethical, and socially-responsible use of technology in education.
10. Teacher educators will engage in ongoing professional development and networking activities to improve the integration of technology in teaching.
11. Teacher educators will engage in leadership and advocacy for using technology.
12. Teacher educators will apply basic troubleshooting skills to resolve technology issues.

Appendix E

Digital Dilemmas for K-12 Educators

The base set of digital dilemmas, guiding questions and key considerations, and debriefing section can be found at the following URL:

http://digitalprofessionalism.weebly.com/uploads/3/1/5/6/31567571/with_discussion_guides.pdf

Appendix F

Obtaining Permission from Connecticut State Department of Education



Mon 2019-08-12 6:42 AM

Primack, Claudine <Claudine.Primack@ct.gov>

RE: Module 5 (Ethical and Professional Dilemmas for Educators)

To Allison Burt

You replied to this message on 2019-09-29 2:30 PM.

Dear Allison,

Thank you for contacting us. We are quite proud of the Module 5 work as it has been widely praised for raising awareness of ethical issues in education across our state.

I am always happy to share the work with anyone who is interested. You have our permission to use the questions and the framework.

Would you be willing to share the scenarios you create? I am always looking to add new scenarios to our existing collection.

Regards,

Claudine



Claudine Primack
Education Consultant / TEAM Program Manager / TEACH Connecticut Director

Considering a career in teaching? We've got you covered. Leading a classroom is an opportunity to make a real impact, and [TEACH Connecticut](#) will help you get there with confidence.

Connecticut State Department of Education
Talent Office
Bureau of Educator Effectiveness and Professional Learning
860-713-6826

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From: Allison Burt <Allison.Burt@sd47.bc.ca>

Sent: Saturday, August 10, 2019 12:52 PM

To: shannon.marimon@ct.gov; Primack, Claudine <Claudine.Primack@ct.gov>; Weiner, Gady <Gady.Weiner@ct.gov>

Subject: Module 5 (Ethical and Professional Dilemmas for Educators)

Hello CSDE TEAM!!

I'm currently completing my Master of Education in Leadership at [Vancouver Island University](http://www.vancouverislanduniversity.ca) and my final project is the creation of Digital Dilemmas (professional learning activities for staff development) to teach British Columbia educators about how to use Web 2.0 tools and social media safely and effectively. While teaching with dilemmas is a pretty common instructional approach, the framework you have created in Module 5 matches a lot of my initial ideas and goals for part of my final project. Not wanting to reinvent the wheel I'm seeking permission to adapt the discussion questions you use, as well as the framework for debriefing the questions. All dilemmas will be based off of my own experiences as an educator and/or scenarios in the news.

Questions I would like to adapt:

What possible issues/concerns might this scenario raise?

How could this situation become a violation of the law, the "Code" or the other school/district policies? Etc.

My project will be shared online (for any to view and use) and my intent is to produce a set of eight digital dilemmas that educators can use to discuss possible strategies for dealing with tricky or potentially unsafe cyber situations. The digital dilemmas and training program are designed to help educators reflect, problem solve, and think critically about potential scenarios and their professional responsibilities to self, students, the profession, and the community.

I look forward to hearing back from you.

Sincerely,

Allison Burt
School District 47
Powell River, BC
Allison.Burt@sd47.bc.ca

Appendix G

Connecticut State Department of Education's Citations Preferences



Primack, Claudine <Claudine.Primack@ct.gov> | Allison Burt

[SPAM] RE: Module 5 (Ethical and Professional Dilemmas for Educators)

i This message was sent with Low importance.

Allison,

I believe that you have credited us appropriately. You did a nice job of developing this resource.

Regards,

Claudine



Claudine Primack
Education Consultant / TEAM Program Manager / TEACH Connecticut Director

Considering a career in teaching? We've got you covered. Leading a classroom is an opportunity to make a real impact, and [TEACH Connecticut](#) will help you get there with confidence.

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From: Allison Burt <Allison.Burt@sd47.bc.ca>
Sent: Monday, October 7, 2019 9:46 AM
To: Primack, Claudine <Claudine.Primack@ct.gov>
Subject: RE: Module 5 (Ethical and Professional Dilemmas for Educators)

Hi Claudine,

My advisor asked me to check in with you regarding citations and license of Module 5 and the framework. I've attached one of the Digital Dilemmas and one of the Training Plans (both are still DRAFT) the website will eventually have three dilemmas and plans for 15 minutes, 60 minutes, ½ day, etc. I want to make sure it's clear that I've adapted the questions, but how would you like me to reference the framework?

There will be a section on the website that discusses the Module as an influence in the design of the project, too.

I will be using a Creative Common license:

Attribution-NonCommercial-ShareAlike (CC BY-NC-SA)

This license lets others remix, tweak, and build upon your work non-commercially, as long as they credit you and license their new creations under the identical terms.



While I am posting everything for free for others to use and adapt, there may be future circumstances where I'm asked to give a workshop using the materials which I would be paid for.

Thanks,

Allison