SHENANDOAH ™
U N I V E R S I T Y
Center for Teaching, Learning & Technology

Guidelines for Faculty using Video and Social Media in Instruction

In this age of posting videos and images, instant messaging, and social media, students may need faculty guidance to avoid creating problems for themselves and for the university while completing class assignments. Further, we need to help students understand the importance of establishing and protecting their online reputations since work they do publically online may be forever archived.

Course Policy Considerations
Begin by thinking about the nature of the work you are asking students to perform. Is the information being presented of a sensitive nature? Is it being kept private? Could its re-publication elsewhere cause harm or embarrassment? Seemingly simple assignments, such as video interviews, have the potential to result in significant backlash if made public, even inadvertently.

As with all student work, faculty need to consider FERPA implications of coursework that utilizes social media or public forums. Here is an Educause article on the subject. Faculty in health related disciplines will also want to consider whether content is HIPAA sensitive.

Also, do be aware that work that can be considered research falls under the purview of the university Institutional Review Board. Such projects will require an application for IRB approval well in advance.

These considerations don't mean that we avoid assignments that could be controversial or that tackle complex social or political issues, it just means that we prepare students for the potential legal and social consequences of making such work public and educate them about research involving human subjects.

Additionally, it is now more important than ever to be aware of intellectual property rights: copyrights, and use of trademarks and service marks in particular. Both the CTLT and the Library can help with Copyright questions.

Recommendations
If faculty or students conduct interviews or take photos of human subjects, they should obtain the permission of the person in writing. **Release forms** may be found here.

Making digital information private should be the default. Making assignments or projects public should only be done with due consideration. Students need to understand the difference between offering an opinion in a blog versus making statements that cannot be justified that might harm a business or reputation.

Tools and Technical Considerations
Panopto: Panopto is a web service that allows faculty and students to record, post and share videos. Click here for help files. It can be accessed through your Canvas course.   To have students upload video assignments, you create a Panopto "assignment box" which allows students to submit their videos without being able to view or edit other's videos. (There is a way to make them shareable, if you wish to do so.)

Google: As an educational client, Google is now allowing us unlimited storage. So you can have students upload assignments to a folder you share with them providing that you have given them edit privileges to the folder. Note, however, that students will be able to see and edit other student's work.   This is ideal for situations where you want students to work collaboratively on assignments, but problematic for work that is to be done individually and/or kept private. Click here for help with Google folder sharing.

YouTube: YouTube can be used to post videos, but setting up your own private channel and getting the permissions set correctly takes some care. Click here for a help file. Note that students cannot upload to your private channel.

SnapChat/Instagram/Tumblr: These are services that allow the sharing of video and images. One should assume that information sent via these services is public. (See articles on security and privacy in Wikipedia.)   These tools can be used to engage students, but students will need guidelines from faculty to stay focused and on task.

Twitter: Twitter is a method of sending very short messages via web interface, text messaging or mobile device app. Messages should be considered public. It's a great way to contact students regarding things like campus closure plans or when you are available for advising, but not for any information that is sensitive (such as: I am worried about your progress in the class-see me.) It can be used successfully to support class projects, facilitate group meetings, or create a "back-channel" conversation to keep students engaged during class. For ideas, click here.

Facebook: Using Facebook to support teaching and learning is a somewhat slippery slope. On the one hand, students are familiar with it and so utilizing a class Facebook page can be a way to engage students. On the other, Facebook is inherently social, so keeping students focused once logged in and helping them to understand what is public and what should remain private can be a challenge. If you choose to use Facebook, here's a link with helpful ideas. Again, be cognizant of privacy (FERPA) considerations. Facebook is not an appropriate venue for posting student grades, progress, or assignment feedback.

For Support
If you would like assistance in creating assignments, crafting course policy, or with instructional technology, please contact the Center for Teaching, Learning & Technology at ctlt@su.edu.