



**Social Networking CPD**  
**for Teachers of**  
**Visually Impaired Students**

**2009 – 2010**

# Social Networking CPD for Teachers of Visually Impaired Students

## Contents

Introduction.....	2
Background .....	2
Benefits of the Project.....	3
Social Networking.....	5
Why Is Web 2.0 Of Interest To Education?.....	6
E-Safety.....	7
Teaching Social Networking .....	8
Available Support.....	9
Supporting Visually Impaired Students Using Social Networks .....	9
Accessibility .....	10
Mobile Social Networking .....	10
Privacy Settings .....	11
Photographs .....	11
Pages and Groups.....	12
Forums/Discussions .....	14
Summary .....	14
Appendices .....	16
Appendix A - Safety Advice When Using Social Networks .....	17
Appendix B - E-Safety Information When Using Mobile Technology .....	18
Appendix C - Netiquette.....	21
Appendix D - Using Facebook with JAWS.....	22
Appendix E – Using Facebook Mobile.....	27
Appendix F - Privacy Settings.....	28
Appendix G - Photographs .....	30
Appendix H - Creating a Group .....	32

## **Introduction**

The Royal National College for the Blind (RNC) was engaged in a project funded by the West Midlands Lifelong Learning Network (LLN) – Social Networking CPD for Teachers of Visually Impaired Students.

RNC is the United Kingdom's leading Further Education specialist residential college for students who have a visual impairment. Our mission statement is: "To lead, innovate, develop, promote and deliver world class learning, products and services, driving standards for excellence".

There are approximately 150 students at RNC made up of younger students between the ages of 16 and 19 and adult students aged 18 years and over from the UK and abroad. RNC offers a range of academic, vocational and independence programmes.

RNC was awarded 'Beacon Status' in December 2005. RNC is the only specialist college for blind and visually impaired students to have received this prestigious award. One of the responsibilities involved in obtaining and maintaining this status is dissemination of good practice. This project is one example of RNC's dissemination of activity throughout the sector and the wider educational community

## **Background**

At the Royal National College for the Blind it has been recognised that e-learning is an important tool for education which should offer greater opportunities to people with a visual impairment.

Social networks have established themselves in the business world being used as an advertising medium, for gauging public opinion, for recruitment and for providing real time customer support.

Social networking is now being used as a teaching resource and is being integrated into education and e-learning. For example Facebook is being used for on-line tutorials in some university settings and Wikis and Blogs used for peer support.

Social Networking was previously seen as inaccessible, Abilitynet in their State of the eNation Reports state that "these sites are inadvertently imposing a 'technological lock-out' on those who have most to gain from social networking - arguably the most socially excluded members of the community."

The RNC has previously investigated the inaccessibility of Social Networking and found that blind and visually impaired students are desperately finding ways to use what was previously seen as inaccessible so as not to be excluded from the world of Web 2.0 technologies.

However, there are still blind and visually impaired students who have not had the support necessary to learn to use this resource. In addition, due to lack of real life experiences visually impaired users are less likely to understand the dangers

involved with giving out too much personal information and education on e-safety is essential. As BECTA has previously stated, the internet and new technologies offer great benefits and learning opportunities but it is important that skill in the use of new technologies is not confused with an ability to perceive and avoid risk; therefore education on e-safety issues is essential.

By teaching social networking blind and visually impaired further education students can be better prepared for entering into higher education, mainstream further education and employment.

Teachers of the visually impaired are constantly looking at ways to level the playing field and the most effective way to reinforce taught skills is to use them in everyday contexts. Following discussions with teaching staff and students many areas of possible usage have been identified for social networks in education.

Although the staff are interested in the concept of using social networking as a teaching resource and have suggested many areas of possible usage, barriers were identified that prevented them from moving forward. The barriers included a lack of staff knowledge and experience with the use of social networking sites and the time and support perceived as necessary to gain the knowledge and experience necessary to create an effective resource.

## **Benefits of the Project**

Teachers of the visually impaired could receive sufficient support to learn to use social networking as a teaching resource. By teaching social networking blind and visually impaired further education students can be better prepared for entering into higher education, mainstream further education and employment.

As securing funding for a student to attend a specialist FE establishment is becoming increasingly difficult it is likely that the learning and support needs of an increasing number of learners with disabilities will be attempted to be met within general post-16 provision in their local providers.

The teachers of general post-16 provision could benefit from the CPD programme to understand the additional cognitive load imposed on students attempting to use Social Networks and on the possible approaches that can be adapted.

### **The stakeholders were identified as:**

- Students who are visually impaired and wish to take part in the cultural phenomenon of social networking
- Teachers working with students who are visually impaired.

## **Aims and Objectives of the Project**

To create an effective programme of CPD for teachers of visually impaired students to include:

- what social networking tools are accessible and how they can be relevant to their students
- the suitability of content to students from certain religious and cultural backgrounds
- how to create an account
- how to create a group
- how to invite others into a group
- navigational instructions using assistive technology keystroke commands
- what are the privacy settings and how to access them using assistive technology keystroke commands
- the use of rules governing chat i.e. chatiquette
- adapt innovative ICT based material using appropriate enabling technology to encourage and enable staff to create teaching resources appropriate to their subject area and level.

## **Key Products from the project:**

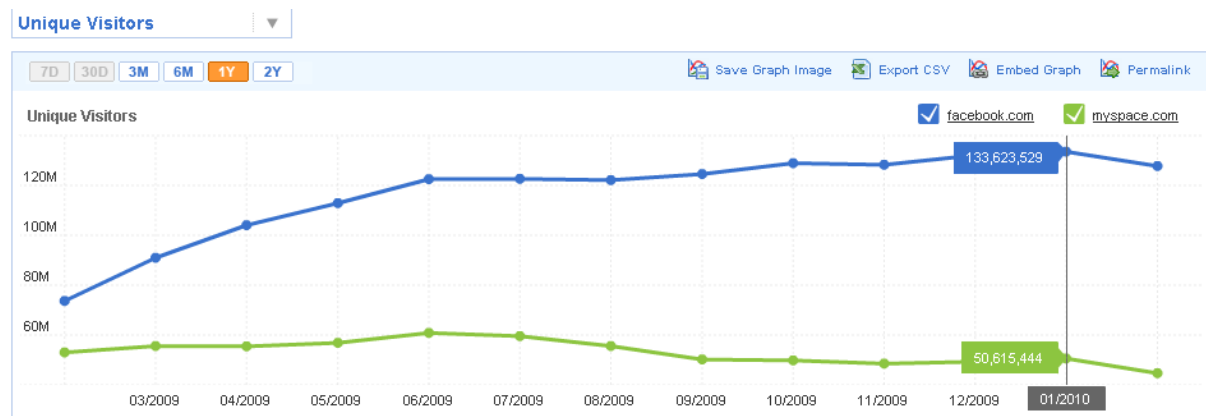
- an effective programme of CPD that could be scaled up and replicated to use in mainstream education and other specialist colleges
- learner support material across subject areas.

## Social Networking

Social networking is part of the Web 2.0 phenomena. According to BECTA, Web 2.0 is characterised as the evolution of internet use from passive consumption to more active participation, creation and sharing – to what is sometimes called the read/write web.

Social networks are now omnipresent providing users with the opportunity to share just about everything from photos, links, videos, virtual gifts and random musings in the form of wall postings. Social networking is a worldwide phenomenon.

The chart below published by Compete.com shows that in January 2010 the social network Facebook had 133,623,529 unique visitors to its site and My Space had 50,615,444.



Facebook has long been the UK's most popular Social Networking site and according to comscore.com, in May 2009 alone Facebook received 23.9 million visitors in the UK. 80% of all the UK's online population visited a social networking site in May 2009, a nine percent growth across the board in a year.

The huge numbers of visitors to these sites are not going unnoticed by governments, law enforcement agencies, businesses, commerce and in turn educators.

The police now regularly use social networking websites to glean information from the public concerning criminal cases and also as a method to reach out and provide safety advice.

Commercial organisations understand the need to reach out and engage the customer. Direct mail and one way communication is no longer seen to be enough. Modern sales and marketing include online communities, user generated content and personalisation.

Social networks connect people globally and they are a very cheap way of reaching a potentially very large audience. Instant messaging services occur in real time and as a result some businesses are starting to adopt 'live chat' as one of their options for providing customer support.

Radio and television stations frequently advertise their presence on social networking sites and invite their audience to make contact through this medium.

Employers and recruitment agents may use networks to look up prospective employees stating social networks go a long way to helping to accelerate the process of connecting with the right people and information to get the job done<sup>1</sup>.

## **Why Is Web 2.0 Of Interest To Education?**

A survey of first year students at the University of Leicester found that 55 per cent had joined Facebook to make new friends prior to entering university, while a further 43 per cent joined immediately after starting university. The researchers say: "The survey data illustrate that Facebook is part of the 'social glue' that helps students settle into university life, that keeps the student body together as a community and which aids in communication (especially about social events) between the student body.

BECTA say that young people seem to be particularly attracted to many Web 2.0 developments, often for the social aspects of easy communication, coordination and online expression of personal identities. At the same time, the affordances of Web 2.0 seem to harmonise well with current policy initiatives and modern thinking about educational practice. In particular, they seem to:

- offer new opportunities for learners to take more control of their learning and access their own customised information, resources, tools and services
- encourage a wider range of expressive capability
- facilitate more collaborative ways of working, community creation, dialogue and knowledge sharing
- furnish a setting for learner achievements to attract an authentic audience<sup>2</sup>

Schools and teachers who are innovating in this area have found benefits, such as:

- web 2.0 helps to encourage student engagement and increase participation – particularly among quieter pupils, who can use it to work collaboratively online, without the anxiety of having to raise questions in front of peers in class – or by enabling expression through less traditional media such as video.
- teachers have reported that the use of social networking technology can encourage online discussion amongst students outside school.
- web 2.0 can be available anytime, anywhere, which encourages some individuals to extend their learning through further investigation into topics that interest them.
- pupils feel a sense of ownership and engagement when they publish their work online and this can encourage attention to detail and an overall improved

---

<sup>1</sup> Jessica Dickler from CNNMoney.com May 12, 2009

<sup>2</sup> [http://research.becta.org.uk/index.php?section=rh&catcode=\\_re\\_rp\\_02&rid=14543](http://research.becta.org.uk/index.php?section=rh&catcode=_re_rp_02&rid=14543) 23/03/2010

quality of work. Some teachers reported using publication of work to encourage peer assessment.<sup>3</sup>

## E-Safety

During research recently carried out at the RNC it was established through the use of focus groups that all students were aware of many different social networking sites and most were active users. What became apparent was the 'need' to be included in the cultural phenomenon. To many of these students it was vitally important to them for social acceptance and in order to be included in social events 'the most popular' social networking sites must be used.

A result of the 'need' for social inclusion places students into an area where there are key concerns related to publishing personal information online.

There is clear potential for the misuse of personal information in a context where many teenagers allow intimate information (e.g. photos, addresses, telephone numbers, places they like to spend time) to be available to many casual acquaintances (Barnes, 2006).

How young people present themselves online, their peers and other material for comment; and how young people understand the immediate or long-term impacts of such representations on other individuals or social groups (Jenkins et al, 2007).

This includes the potential for identity theft and other forms of deception, but also the potential for predators to seek out personal information of young people or for bullying. Moreover, personal information available online is now being used by employers and so may have implications for young people's reputations and career prospects in later life, though young people are not necessarily aware that they leave this kind of 'digital footprint' (Hinduga and Patchin, in press).

In March 2010, the Byron Review, in response to the Secretary of State for Children, Schools and Families request for a report on the progress made on improving children's digital safety stated the following:

It is essential that children and young people tap into the potential of the digital world if they are to enjoy their childhood and succeed in life. In educating children and young people we should empower them to learn how to use digital technology responsibly, not simply block what they can access. We must give them the information and skills they need to be digitally literate and savvy users. This enables them to take advantage of the opportunities that new technologies can offer, as well as being able to deal with any risks that arise.<sup>4</sup>

---

<sup>3</sup> [http://www2.le.ac.uk/departments/beyond-distance-research-alliance/projects/elks\\_project/ELKSblog/teachers-divided-over-merits-of-facebook-and-youtube-in-the-classroom?searchterm=facebook](http://www2.le.ac.uk/departments/beyond-distance-research-alliance/projects/elks_project/ELKSblog/teachers-divided-over-merits-of-facebook-and-youtube-in-the-classroom?searchterm=facebook) 23/03/2010

<sup>4</sup> <http://www.dcsf.gov.uk/byronreview/pdfs/Final%20Report%20Bookmarked.pdf>

By recognising the need to incorporate formal skills training, etiquette and knowledge of the risks involved students can be better prepared for inclusion in mainstream education and employment. The most effective way to reinforce taught skills is to use them in everyday contexts.

## **Teaching Social Networking**

Teachers working with the visually impaired are constantly looking at ways to level the playing field. During research recently carried out at the RNC discussions with teaching staff identified possible areas of usage for social networks in education. The following areas were suggested:

- networking with other colleges with International/ESOL students to share good practice, and provide support for both teachers and students
- while delivering the units, effective people, communication and information and also exploring team development
- functional skills
- encourage learner engagement
- create an interest in developing Internet skills
- encouraging group work and peer support. Could be used as a transferable skill – the teaching resource is pushed back onto the student for ownership
- a themed group could be setup by a professionally qualified person to teach about emotional intelligence, understanding friendships, emotions and the difference between online and face-to-face contact.
- as some students here can be limited in possible conversation topics due to their lack of real life experiences, for example not going clubbing or some other form of social interaction, social networking could be used as a tool to bring physically and or mentally isolated students into a social situation to talk about what they have in common – Facebook or Twitter!

There were concerns by some RNC teachers who recommended that each teacher should study the individual learner records and evaluate whether that learner is mature enough and would benefit from the use of this resource. Social networking should be viewed as just another teaching tool and as a result not suitable for all.

It was also recognised that staff require further professional development in the use of social networking in order to support students, specifically though not exclusively, who go on to Higher and Further education.

Support to include:

- e-safety information and guidance
- the use of netiquette
- how to access Facebook using screen reading software
- using mobile social networking.
- photographs
- privacy settings
- pages v groups
- open forums/discussions

## Available Support

There are many examples of high quality support available online for independent social network users who use a mouse, for example Facebook<sup>5</sup>. Facebook includes a Help Centre which can be searched to answer concerns.

Other websites with useful information on social networking include:

- Blipper - free and designed to help you discuss, discover, and organize media with your friends. <http://www.blippr.com/apps/336650-Facebook>
- OpenID, which is a standard that lets sites such as Google(=D), Twitter(=D) or Facebook(=I) share the same login credentials.  
<http://mashable.com/2010/03/03/google-paypal-oix/>

However, there appears to be very little aimed at teachers or at users who are reliant on screen reading software.

## Supporting Visually Impaired Students Using Social Networks

During the recent discussions with RNC teaching staff it was considered by many to be important that a teacher should create a separate teacher registration in order to maintain professional boundaries. For others this was unimportant as most social networking accounts include the facilities to provide sufficient privacy.

There were also concerns over what facilities were available if a group was setup and things became abusive, could a group be withdrawn or shutdown?

Throughout the investigation into the social networking facilities Facebook was chosen because it is proven to be 'the most popular' social networking site. The form of assistive technology chosen to access the site was JAWS version 10 as it appears to be most widely used screen reading software by non-sighted students.

Before beginning it is always worth considering e-safety including e-safety when using mobile technology. **Appendix A** contains safety advice when using social networks and **Appendix B** contains information on e-safety when using mobile technology.

A further area to be considered before using social networking is Netiquette. Despite not having been around for all that long, social network messaging and chat rooms have developed quickly and has its own conventions and formalities known as Netiquette. Netiquette was developed because sometimes it is possible to forget that there is someone with real feelings reading your messages. The use of netiquette helps to create a good impression amongst other people who have been active in cyberspace for a lot longer. **Appendix C** contains information on Netiquette.

---

<sup>5</sup> Support and instructions for mouse users are available from <http://www.facebook.com/help/?search=how%20do%20i%20set%20up%20a%20group%20forum#!/help/?ref=drop>

## Accessibility

Visually impaired students using magnification software will find Social Networking sites fully accessible. These students tend to be mouse users who although they have full access, as a result of magnifying the screen, only have a proportion of the screen displayed at a time. As a result these students have to remember to scan the right hand side of the screen regardless of what appears on the left as the frequent use of columns and frames means that many of the options are displayed on the right and may initially be out of sight.

Students reliant on screen reading software have basic usage of most social networking sites and are able to access their:

- home page
- profile
- settings
- wall
- messages
- live chat.

Navigation is much slower and more complicated for users reliant on screen reading software. They are also reliant on memory skills as the visual prompts are not accessible.

Although access is not always easy the need for social inclusion drives students to discover methods of use. [Appendix D](#) contains information on How to Access Facebook.

## Mobile Social Networking

There are several reasons why students prefer to use the mobile versions including ease of use and flexibility, i.e. there is no need a computer.

Many students who are unable to use a mouse prefer to use the Mobile version of their favourite social network as an alternative or in addition to the website to access their account.

Mobile social networking enables users to send and receive text messages, receive notifications for friend requests, wall posts and status updates from social networking friends to a mobile phone. Users can also update their status, search for phone numbers and upload photos and videos.

Social networks do not normally charge for using Mobile Texts, however, mobile provider's standard rates for sending and receiving text messages still apply. As a result this may not be a concern for a student on contract with spare message facilities but could be a concern to students using pay-as-you-go or if they do not have spare/unused messages.

[Appendix E](#) contains information on How to Access Mobile Facebook

## Privacy Settings

Many young people appear to enjoy sharing every detail of their lives and knowing what someone had for breakfast. This is likely to be harmless and uninteresting whereas giving out too much information in general could put a student in danger.

There can also be a downside for job seekers. A prospective employer may see the prospective candidate's personal information, friends and pictures including drunken photos whilst on holiday.

So how can a Facebook user choose who sees what?

Facebook and all other social networks include security features that enable people to choose what is displayed and to whom.

One of the problems faced by visually impaired users of social networks is finding out what is available. Visual icons are frequently tucked away, usually in the right hand corner of the screen and can be easily missed.

## Segmenting Friends into Lists

Photographs of drunken antics are unlikely to give the right impression to prospective employers. However, by segmenting, or grouping friends into lists, privacy settings can be adjusted so that different views can be created for each segment of a user's life. For example, work colleagues may not be allowed to see what friends have written on the users' wall or their photographs.

Users can create separate groups or lists of Friends. The names or the types of Facebook Friend Lists created will depend on the individuals' use of Facebook and the overall purpose of their Profile.

These can include groups of 'home friends', 'work colleagues', 'online friends', 'family' etc. Once grouped privacy settings can effectively be tweaked to control the level of profile access each group can have and the features to be limited.

**Appendix F** contains information on How to Access Privacy Settings from a Facebook Homepage and How to Segment Friends into Groups/Lists. These instructions concentrate on Facebook although most social networking sites offer the same facilities.

## Photographs

Facebook allows individual users to display photographs on their profile. This is very popular with users as it provides a feeling of identity with their user account.

Students from certain religious and cultural backgrounds on the other hand may have concerns regarding the suitability of displaying photographs.

Restricting the usage of photographs is up to the individual. If the student does not add any photographs of themselves then there will not be any photographs to appear in their profile.

However, photographs can be added by Facebook friends. These will be displayed in the 'Photos of Me' section on the student's profile. A student cannot actually remove photos that they did not upload themselves although they can prevent them from being displayed by using the 'Remove Tag' link next to the students name on the photo.

It is worth noting that if a student tags a user in a photo that they did not upload, only the owner of the photo and the tagged user will be able to remove it.

**Appendix G** contains information on how a user can upload their profile picture and how photographs can be removed.

## Pages and Groups

The use of social networking as an effective teaching tool is in many ways reliant on the ability to create an identity and to maintain some level of control. The use of Pages and Groups enable these features to be available.

### Facebook Pages

Pages were created as a facility, when Facebook noticed that people were trying to connect with brands and famous artists which is not really possible using a standard Facebook member profile. Pages make it possible for users to connect with their favourite artists and businesses and are indexed by external search engines such as Google.

Pages tend to have more of a corporate image and are said to be taking the social network by storm by becoming a popular method for companies to deliver customer services and customer support.



Facebook Pages include pictures, applications and can be updated quickly and easily. Like a normal Facebook profile, Pages have tabs that uncover more information. Essentially a page can be more personalised and show more content.

Facebook say, "Drive customer awareness. Create a presence that looks and behaves like user Profiles to connect and engage with your customers and amplify your voice to their friends. As these friends interact with your Page, News Feeds keep driving word-of-mouth to a wider circle of friends".

When someone becomes a 'fan' of a brand, band, film or person, the information from the Page is posted on their wall where their Facebook friends will also see what they care about and recommend.

Facebook adverts can be purchased to promote a Page and Pages can also benefit from social adverts that publicise the fan connection between a Page and a specific user.

Unlike a user Profile, Pages have two walls, one displaying what the page owner writes and one for fans to write their messages. Pages communicate via updates sent by the Page Admins. These updates appear in the fans' inboxes in the 'Updates' section.

There is no limit on how many fans a Page can have. If required access to a Page can be restricted by age or location and specific members removed.

## **Facebook Groups**

Groups are slightly different to Pages. Facebook Groups are set up for personal interaction and are directly connected to the people who administer them. A Group cannot exist without being linked to at least one person's Profile, an administrator. A group is considered 'a person' in law.

Groups list the names of their administrators and include certain security features and size limitations. For example groups are limited to less than 5000 members.

Groups offer far more control over who gets to participate. Permission settings make it possible for 'Group Admins' to restrict access to a group. Joining permissions can be set so that the group is either open (anyone can join), closed (where users must get administrator approval to join) or secret.

Membership to a secret group is by invitation only. Only members can see the group information and content and the group listings do not appear in any search results or in the Profiles of its individual members.

When a Group Administrator posts something, it appears as coming from that person and is attached to their personal profile. Admins can send messages to the group that will appear in their inboxes (an email blast). An email blast can be sent by selecting "message all members" and the message drafted like any other private correspondence on Facebook. It will be delivered to members' Facebook inboxes just like a message from anyone else. An Admin may also want to utilise the segmented friend lists to deliver more targeted messaging.

Groups allow users to create related Events which show up under the users' Request and later in the upcoming events page on the sidebar of their dashboard if they've RSVP'd.

In order to create a Group that people remain engaged members of, the Admin will need to keep the Group's page fresh. Keeping the Group wall, photo and video restrictions open will encourage content sharing and discussion. Pages can be automatically updated but the Admin must provide interesting, valuable perspectives or information to members and post and update themselves.

## **Pages vs. Groups**

Both Groups and Pages allow users to create related Events which show up under the users' Request but do not have any added functionality beyond the generally available Facebook Events application.

Pages are better for brands, businesses, bands, movies, or celebrities who want to interact with their fans or customers without having them connected to a personal account, and are likely to exceed 5,000 members.

Groups have mass messaging capabilities allowing all members to be kept up to date on Group news, events and information.

Pages and Groups have a greater reach than other elements on Facebook, as they have built in 'pass it on' functionality. Facebook always encourages users to include a brief introduction when sending event invitations and keep them as open as possible and if allowed, guests to invite other people and post their own videos, links and photos.

For further information and guidance on using Pages and Groups go to the mashable social media guide <http://mashable.com/2009/03/04/new-facebook-pages/>.

To create a group a user must already have an individual Facebook account. **Appendix H** contains information on How to Create a Group and the Options Available for Groups.

## **Forums/Discussions**

Each Facebook group that is created has the option to have its own discussion board. If the group is closed or secret, only group members will be able to see the discussion board.

The group discussion board is a forum for conversation between group members. Group Admins can select whether the discussion board is displayed from the Customize tab of the Edit Group page. If the discussion board is enabled all group members will be able to start a new topic or reply to current posts.

## **Summary**

Social networks are now omnipresent with Facebook having long been the UK's most popular, moreover its popularity and usage is still growing. The huge numbers are not going unnoticed by governments, law enforcement agencies, business and commerce and in turn educators.

Social networks connect people globally and they are a very cheap way of reaching a potentially very large audience. Instant messaging services occur in real time and some businesses are starting to adopt 'live chat' as one of their options for providing customer support and as a result a potential area of employment.

BECTA considers the affordances of Web 2.0 seem to harmonise well with current policy initiatives and modern thinking about educational practice.

The apparent 'need' by students to be included in the cultural phenomenon affords clear potential for the misuse of personal information. The Byron Review states that,

'in educating young people we should empower them to learn how to use digital technology responsibly, not simply block what they can access'.

The use of social networking as an effective teaching tool is in many ways reliant on the ability to create an identity and to maintain some level of control. The use of Pages and Groups and their associated forums and discussion boards enable these features to be available.

By using social networks as a forum for teaching e-safety young people can become informed in how to present themselves online and be more able to deal with any risks that arise.

Facebook and all other social networks include security features that enable people to choose what is displayed and to whom. Unfortunately these are rarely obvious to screen reader users and are frequently changed resulting in the need by users to regularly access and update their settings.

There appears to be very little existing online support aimed at teachers or at users who are reliant on screen reading software. Students reliant on screen reading software have basic usage of most social networking sites. Many students who are unable to use a mouse prefer to use the Mobile version of their favourite social network as an alternative or in addition to the website to access their account.

The appendices that follow include Information and Guidance on safety when using social networks and mobile technology, information on Netiquette/Chatiquette and how to access Facebook using a screen reader.

# Appendices

## Appendix A - Safety Advice When Using Social Networks

Don't believe everything you read online because people may post false or misleading information. This is not necessarily malicious, it could be they exaggerated a few things or it could even be meant as a joke.

Remember you don't have to use your full name and can even register with a nickname, so long as the nickname isn't going attract inappropriate attention. Also, it's probably not a good idea to post your friends or relatives full names either.

Protect yourself from possible online fraud by not posting too much personal information in your profile or giving it out in a conversation.

**Never** give out or put into your public profile your:

- home address (you wouldn't like any uninvited guests turning up)
- phone number (you'd like to choose who can phone you)
- mother's maiden name (a useful piece of information to online fraudsters)

Always be a little careful when writing journals and poems that express strong emotions.

Remember that the internet is a public area - Only post information you are comfortable with anyone in the world reading. This includes information in your profile and anything you write in blogs and in other forums.

It's worth remembering that as with email, once you post information online, you can't retract it. Even if it could be retracted, if it had been opened on someone else's screen before it was retracted, they could then pass it on to others.

Cyber bullying does exist.

Always talk to a member of staff or with your family if you encounter anything that makes you feel anxious, uncomfortable or threatened.

Check privacy policies - Some sites may share information such as email addresses or user preferences or profiles with other companies. This may lead to an increase in spam.

When communicating with other people online always behave as you would if you were speaking to someone face-to-face.

If you choose to meet up with someone you have met online, remember, never go alone and always tell someone else (who isn't accompanying you), who, where and when you are meeting.

## Appendix B - E-Safety Information When Using Mobile Technology

Mobile Technology users are always contactable, never really 'switch off' and as a result, potentially always vulnerable. Mobile phones and other devices can now do much more than make voice calls. Integrated cameras, video messaging, mobile access to the internet, and location-based services are now commonplace. E-safety concerns related to mobile technologies are similar to using fixed internet connections except the user is less likely to be in a supervised environment.

### Contact

There is a risk that while online a vulnerable person may make inappropriate 'friends', perhaps providing information or arranging a meeting that could risk his or her safety or the safety of others.

### Strategies to Minimise the Risks

Most network operators offer filtering and blocking services, typically switched on by default for pay-as-you-go accounts. Different settings may apply for pay monthly accounts where the registration process assumes that the user is over 18 and not vulnerable. Further information is available from the network operators direct. Such services will not filter inappropriate content sent directly to the user, such as text or picture messages.

### Content

In addition to support and up to date information, mobile internet users may be exposed to material that may be:

- inappropriate
- inaccurate
- misleading
- pornographic
- hateful or violent in nature
- encourage activities that are dangerous or illegal

### Known Risks

**Sexting** - is the act of sending sexually explicit messages or images to others. While often consensual in the first instance, young people often have no concept of the potential long-term impact of their actions. A key danger is how quickly and easily images can be circulated or posted online, with embarrassing, and potentially devastating, effects. Sexting is frequently linked to cases of bullying or harassment.

**Bullying** - using text messages as a way to torment victims. The capability of camera phones has raised particular problems, with many reported instances of people being photographed without their consent or knowledge, possibly in an inappropriate situation. This is an invasion of privacy, and can be extremely distressing for the subject of the photograph.

**Happy slapping** – an inappropriate term to describe a violent assault. The victim is videoed using a camera phone, then shared between phones or posted online, so

adding to the misery and ridicule of the victim. Once released in this way, it is impossible to track down and permanently delete the images or files.

**Photographs** - could include clues as to the individuals' location, such as the school name in the background. There are concerns that such technology could be misused.

**Mobile blogging** - with many young people posting content and images online of themselves and friends a key concern is the level of personal information being made available, particularly with regard to daily routines.

**Location-tracking** – these services may mean that it is possible to pinpoint the exact location of a mobile phone. While this may be welcomed by parents keen to know where their child is at all times, it is not difficult to see how the technology can be misused.

## **Commerce**

**Legal or financial** - such as giving out credit card details or doing something that contravenes another persons' rights.

**Chargeable content and premium rate services** - in the form of games, downloads, ringtones, logos and other services.

**Spam by text message** - vulnerable people could be tricked into revealing personal information.

**Plagiarism and copyright** - a particular issue especially in relation to downloading music or games.

## **Strategies to Minimise the Risks**

- e-Safety program and activities
- e-Safety curriculum mapping
- all staff promote e-safety at appropriate opportunities
- e-Safety information on student notices

## **Mobile Technology Theft**

The increasingly desirable nature of mobile technologies means that owning one may make the user a target for theft.

One of the ways that mobile technology theft has been reduced is by owners registering their details on a secure website. In the case of theft or loss, this information is then available to help police, for example <http://www.immobilise.com/>.

## **Exposure from Mobile Phones and Wi-Fi Radiation**

Mobile phones are designed to transmit radio waves in all directions because base stations could be in any direction with respect to phone users. This means that a proportion of the radio waves they produce is directed towards the user's body.

Calculations have shown that the maximum temperature rise produced in the head due to absorption of energy in the radio waves from a mobile phone is around 0.1° C. Although the IEGMP did not identify any adverse effects on health at this level of exposure, there is no comparable situation where large numbers of people are exposed. It is for this reason that research related to exposure to RF from mobile phones is currently being carried out.

Where a laptop computer is placed on someone's lap exposure would be highest and there is no practical assessment that can be rapidly performed to check levels with an installed system. Given the low powers, a problem with guideline compliance would not be expected.

### **Strategies to Minimise the Risks**

Using a mobile phone less will give rise to lower exposure to radio waves and radiation although on the basis of current evidence, the HPA does not consider there to be a problem with the safety.

### **Resources**

Becta Schools offers advice and guidance on the areas that should be covered by an e-safety policy. E-safety must be a whole organisation responsibility; a framework of effective policies and procedures is the backbone to effective practice.

[http://schools.becta.org.uk/index.php?section=is&catcode=ss\\_to\\_es\\_pp\\_mob\\_03&rid=17223](http://schools.becta.org.uk/index.php?section=is&catcode=ss_to_es_pp_mob_03&rid=17223)

The Health Protection Agency is an independent UK organisation that was set up by the government in 2003 to protect the public from threats to their health from infectious diseases and environmental hazards.

<http://www.hpa.org.uk/HPA/>

Phonebrain is designed to help children and young people stay in control of their money and troubleshoot premium rate problems.

<http://www.phonebrain.org.uk/>

Out of Your Hands has been created by MICAFF (Mobile Industry Crime Action Forum), the Home Office and the National Mobile Phone Unit, to aid in educating young people about the dangers surrounding mobile phone theft

<http://www.outofyourhands.com/>

Immobilise is the world's largest FREE register of possession ownership details and forms a very effective tool in helping to reduce crime and repatriate recovered personal property to its rightful owners.

<http://www.immobilise.com/>

## Appendix C - Netiquette

Despite not having been around for all that long, social network messaging and chat rooms have developed quickly and has its own conventions and formalities known as Netiquette. Netiquette was developed because sometimes when typing on your computer it is possible to forget that there is someone with real feelings reading your messages. Netiquette will help you create a good impression amongst other people who have been active in cyberspace for a lot longer than you have. Always remember the following:

- Always remember you are in a public environment where it is virtually impossible to take something back. Once posted what you have said can be sent on to others without your knowledge or consent.
- Future employers could read what you have written so try to make a good impression.
- In a discussion group, always read the previous posted messages and the FAQ's so that you are not asking about things that have just been answered. Always familiarise yourself with the discussion that is going on before you join in – lurk first.
- Be clear in what you are trying to say.
- Check, is it ok to use text speak or abbreviated English, is it appropriate and will everyone understand?
- Be careful not to be libellous, remember you are in a public environment.
- Don't use CAPITAL LETTERS as it can be seen as aggressive.
- If you are upset by something, or think it's against the law, contact the site administrators.
- Be forgiving and sensitive to others.
- Take your time to consider your response to flaming. You are in a public environment. Avoid criticism, anger or strong emotional outbursts; just try to point things out politely.
- Remember you are not anonymous, even if you think you are!

## Appendix D - Using Facebook with JAWS

The following skills would be required to use Facebook and access an account independently:

- Keyboarding skills
- Internet skills including:
  - Accessing menus
  - Moving between objects
  - Using assistive technology's Auto read
  - Individual word and line read
  - Selecting hyperlinks
  - Using assistive technology's Links list
  - Moving between elements and completing online forms
  - Using assistive technology commands to move to next chunk of text, avoiding many of the adverts and menus

### Registering

Although many visually impaired users access their account independently it is extremely difficult for a non-sighted user to register without sighted help.

The registration procedure consists of filling in an accessible online form. Once the form has been completed it will be necessary to validate the application. Validation is in the form of a CAPTCHA.

The CAPTCHA is a picture of some jumbled up letters at the bottom of the form. Alternately there is a hyperlink to an audio CAPTCHA although it is very difficult to understand what is being said and as a result not necessarily accessible. At this point most visually impaired users will require sighted assistance.

Having completed the CAPTCHA there are a series of screens where not enough information is given. Without sighted assistance this could easily result in a new user becoming disillusioned and giving up.

Once the registration procedure has been completed the following procedures can be used.

There are many different methods for accessing and navigating Facebook and users quickly discover 'their way'. Below are some suggestions just to get started.

### Logging in

Open your internet browser and go to Facebook at <http://www.facebook.com>.

The speech on the logging in page appears to be more reliable if you press control home, to ensure you are at the beginning of the page before beginning.

To login you will need to enter the email address and password specified when you registered with Facebook.

Press e until JAWS says, email edit, then press enter.

Type your email address.

Press tab, until JAWS says, password edit.

Type your password then press enter.  
You are now logged in.

## **Accessing Menus and Using Available Options**

Press insert F7, to produce a links list.

Cursor up or down through the links to find out what is available.

Press escape to close the links list window without making any selections.

If at any time you find that the keystrokes are not working press F5, to refresh the page.

### **Home**

Home is your opening page after you log in. If you get lost at any time while you are using Facebook you can return to your homepage at any point.

To move to your homepage you can either;

Press Alt + 5, and then press enter.

Or you can press insert F7 and select Home from the list.

From your homepage you can reach all other areas.

### **Profile**

Your Profile is your main area or page, it contains many frames but the main area is the central column which contains 4 tabbed pages, Wall, Info, Photos and Boxes, but Wall is the page that will be displayed.

Press Alt +6, and then press enter, to move to your profile page.

### **Wall**

The Wall is your public face, it is where you type anything you want to say and where friends can type anything they have to say to or about you. Your wall is not a private area, depending on your security settings it can be viewed by anyone logged into Facebook, or just the people you are friends with in Facebook.

It is not easy to move to the correct area of the page and get JAWS to read the right bits but you will probably find your own method after a few attempts. To begin with try using the Find command to move to the recent activity area as follows.

Press control home, to make sure you are at the top of the page.

Press control F, the JAWS virtual find window will be displayed.

Type, recent, then press enter.

You are now on your wall. Press insert and cursor down, to use the JAWS say all command.

If you hit a problem and JAWS begins to ramble, press your left control key to temporarily mute JAWS, then press insert and enter, to move to the next set of non-linked text.

From this point you can use any of the methods to continue reading, say all, move to the next set of non-linked text or just cursor down to read one line at a time.

### **Edit My Profile**

Press Alt + 5, and then press enter, to go back to your homepage.

Press Alt + 6, and then press enter, to go to your profile page.

Press insert F7 to produce a links list.

Press e, until JAWS says, Edit My Profile, then press enter.

To jump past many of the links at the beginning of the page and reduce the chances of getting lost, press insert and enter, until JAWS says, basic information or gender colon.

There are 4 heading areas; Basic Information, Personal Information, Contact Information and Education and Work.

Each of these heading areas can be expanded or hidden by pressing enter on them. The only way to tell if an area has been expanded is to cursor down once, if JAWS says level 3 heading you'll know that the heading wasn't expanded because you have moved on to the next heading.

Cursor to personal information, press enter to expand.

Cursor down through the page and make changes as appropriate.

Cursor down to the Save Changes button, then press enter.

Cursor to education and work, press enter to expand.

Cursor down through the page and make changes as appropriate.

Cursor down to the Save Changes button, then press enter.

### **Reviewing and Replying To Friend Requests**

Press Insert F7, then f until JAWS says Friends. Press enter.

There are 2 types of friend requests; those where the person has sent you a friendship request directly and where a current friend has suggested a mutual friend. Both types will be listed at this point.

Press insert + enter until JAWS says level 2 friends

Cursor down and JAWS will say requests.

Cursor down again and JAWS won't usually make a lot of sense. The problem is that the order that you encounter objects doesn't appear to be correct. Continue to cursor down.

### **Suggested Friends**

If JAWS says, add as friend button, this means a mutual friend has suggested that the two of you could become friends.

Continue to cursor down and JAWS will say ignore button, and then the name of the person.

Depending on if you would like to send a friendship request to this person or ignore the suggestion, cursor back up and select the appropriate button.

### **Friend Request**

If when you cursor down JAWS says confirm button, it means the person has sent you a friendship request directly.

Continue to cursor down and JAWS will say ignore button, and then the name of the person who is requesting friendship.

Depending on if you would like to confirm or ignore this person, cursor back up and select the appropriate button.

### **Live Chat**

Press Alt + 5 then press enter, alternately press insert F7 and select Home from the list, to go back to your homepage.

Press insert F7 to produce a links list.

Press o, until JAWS says, open chat.

A new window will be displayed and the focus will be moved into the new window.

Press insert F7. Cursor through the list to find out who is on-line and available to chat right now.

If there isn't anyone you can try again later. If there is someone you want to chat to, cursor to their name, then press enter, to activate the link.

Your cursor will be in the chat line type your message then press enter to send.

When someone reply's to your message your computer should either play a sound or make a popping sound to let you know there's a message.

Press shift and tab, then tab. JAWS will read the message you've received and place your cursor in the chat line ready for you to reply.

Type your reply then press enter to send.

To close the chat window, press Control+ F4.

## **Messages**

Facebook includes a facility where in addition to writing on someone's wall, which can be viewed by anyone who your settings allow, you can also send a personal message to a Facebook friend that can only be viewed by the recipient – like an email.

Always go back to your homepage before beginning, press Alt + 5 then press enter, alternately press insert F7 and select Home from the list.

To move to your messages either press Alt + 3, then press enter, Or, press Insert F7 to bring up a links list. Press m. until JAWS says messages, then press enter.

You will be at the top of your messages which is a list of all messages sent and received in date order.

Cursor down until JAWS says, messages dot on mouse over.

### **To send a new message**

From within the messages window, press insert F7 then press n until JAWS says new message, press enter.

The compose message dialogue window will be displayed with 3 edit areas. As with email the first edit area is To: this is where you will type the name of the person you are writing to. The second area is Subject: - this is where you will type the subject of the message. The third area is Message - this is where you would type the body of the message you are sending.

There are many different ways to move your cursor into the compose message window, the problem is that most are not consistent. To ensure it works this is a slightly slower method.

Press insert + F5 to get a list of form fields on a page.

Press control + End to move to the end of the list.

Cursor up until JAWS says, message : edit, then press enter.

JAWS will beep once and your cursor will be in the message area of the compose message window.

Type the message.

Press shift + tab, then type the subject of the message.

Press shift + tab to move into the To area.

Type the first letter of the name of the person the message is to be sent to.

Cursor down through the list of Facebook friends whose name begins with that letter, and press enter the correct person.

To send the message, press tab until JAWS says, send button. Press enter.

### **To list, read and reply to unread messages**

From within the messages window, press insert F7 then press u until JAWS says, unread, press enter.

Press insert + enter, then listen for JAWS to begin reading the message. If JAWS reads out another link, press insert + enter again until JAWS does begin to read a message, although take care to allow JAWS to catch up each time.

Press enter to open the message fully.

Press insert + enter until JAWS reads the date the message was sent.

Cursor down through the message reading one line at a time.

To reply to the message, cursor down to the end of the message until JAWS says, reply colon. Cursor down again until JAWS says reply colon edit and beeps once to let you know your cursor is in the edit area ready to begin typing. To send the message press tab once and JAWS will say reply button. Press enter.

### **Logging Out**

Press insert F7, then press a until JAWS says Account. Press enter.

Cursor down until JAWS says log out then press enter.

You are now logged out of Facebook.

## Appendix E – Using Facebook Mobile

To use mobile social networking the user must first register their account and then activate their phone. Facebook Mobile users go to <http://m.facebook.com>. It is worth noting that if a user's mobile phone carrier is not listed in the drop-down menu it means that they are not currently supported for Mobile Text.



Each user can opt out of receiving texts from an application.

On Facebook Mobile they can selecting 'Edit' next to Applications from the left-hand navigation column.

From the following page, select 'Edit Settings' next to the desired application and uncheck the box titled 'Send and receive text messages to and from this application.'

This information can also be updated by unselecting the application on the Edit Mobile Settings page.

Text messages can be sent to: FBOOK (32665) as follows:

To Update Status send:	is at John's party
To send a Message:	msg John Smith What's up
To search:	search John Smith
To post on a wall:	wall John Smith Happy Birthday
To add a friend:	add John Smith

Each user can select what actions cause Facebook Mobile Texts to send them a SMS notification by visiting the following link:

<https://www.facebook.com/mobile/?settings=1>.

To stop/start getting Facebook texts using the following link:

<https://www.facebook.com/mobile/?settings=1>.

A daily limit can be set by individual users on the number of Facebook texts received each day by visiting the following link: <https://www.facebook.com/mobile/?settings=1>.

## Appendix F - Privacy Settings

To access the Privacy Settings From your Facebook Homepage:

Press Alt + 7 and then press enter.

Or, you can press insert F7 and select Account from the list.

Once in the Account menu, cursor down to Privacy Settings then press enter.

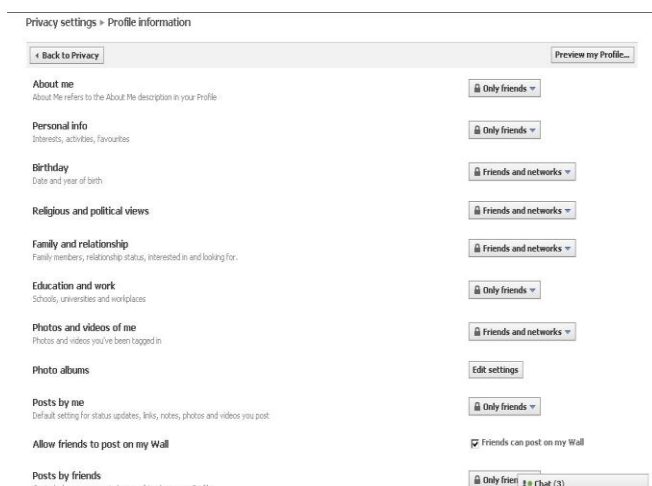
The Privacy Settings window will be displayed with the following 5 areas:

- Profile Information, Control who can see your Profile and who can post to your Wall
- Contact Information, Control who can contact you on Facebook and see your contact information and email address
- Applications and websites, Control what information is available to Facebook-enhanced applications and websites
- Search, Control who can see your search result on Facebook and in search engines
- Block list, Control who can interact with you on Facebook

### Changing Profile Information

Press insert + F7, to open a links list then press p until JAWS says, Profile Information. Then press enter.

All of the information that can be displayed about a user in each area will be split up into sections. Each individual section will usually have a choice of four possible settings that can be selected from a drop down list; everyone, friends of friends, only friends and customise.



To access the first section:

Cursor down through the page until JAWS says, about me.

Cursor down a little further and JAWS will say, link, followed by your current setting.

Press enter.

You will now be in the drop down list. Cursor down or up to find out what is available.

To change the setting to only friends, cursor to Only Friends, then press enter.

Continue to cursor down through the page adjusting settings as appropriate.



## Segmenting Friends into Lists

Users can create lists from the **Friends** page, or individually by name while working on the **Privacy Settings** page.

The names or types of Facebook Friend Lists created will depend on the individuals' use of Facebook and the overall purpose of their Profile.

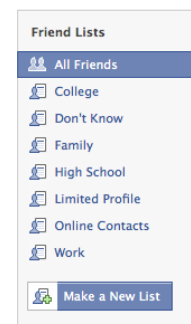
These can include groups of 'home friends', 'work colleagues', 'online friends', 'family' etc.

Once grouped privacy settings can effectively be tweaked to control the level of profile access each group can have.

Choose a feature to be limited, like your Wall.

Select 'Customize' from the drop down.

Then enter the name of the person or group to be prevented from seeing that feature.



## Appendix G - Photographs

To upload your first profile picture begin at your home page and use the following steps but be careful to allow JAWS to settle down between each step:

1. To go to your Profile page press either:  
Alt + 2 then press enter,  
Or, insert F7 to open the links list, then p until JAWS says profile, then press enter.
2. Press insert F7 to open the links list, then press u until JAWS says upload photo.
3. The upload a photo frame will be displayed. Press insert F5 to open the JAWS select a form field dialogue.
4. Press b until JAWS says browse ... button, then press enter.
5. The file browse window will be displayed. Select the photo from your list of files.
6. The photo will be set as your profile picture and displayed.

Any photo in which you are tagged can also be set as a profile picture by viewing the photo and selecting the '**Make Profile Picture**' link.

When someone else has uploaded a photograph that includes other students into their own profile area and tagged each student that appears in the photo, that photo will also appear in the tagged students 'Photos of Me' section.

### Removing Photographs

Photographs added by Facebook friends will be displayed in the 'Photos of Me' section on the student's profile.

To prevent photos from being displayed use the 'Remove Tag' link next to the students name on the photo. The photo will no longer be linked to that students profile and as a result no longer displayed.

It is worth noting that if a student tags a user in a photo that they did not upload, only the owner of the photo and the tagged user will be able to remove it.

If a student uploads a photograph and then decides they would prefer not to have them displayed they can be removed by going to the 'Edit Photos' tab. The delete option is below every image.

To delete an entire photo album, go to the 'Edit Photos' tab when the album and then album is displayed and select 'Delete Album'.

### Photographs and Mobile Facebook

Each user has a personalised upload email address to email a photo/video from a computer or mobile phone. The uploaded content will then appear in the users Mobile Uploads album.

Since this is the user's personal email address, which will send content directly to their Facebook account, care should be taken **not to** share the email address with anyone else.

The email subject will be used as the caption for the photo or video. If the email does not contain a photo or video then the email subject will be used to update the user's status.

Note that photos and videos uploaded via email are visible to everyone **by default**; this can be changed in the privacy setting of any photo album by going to the Photos Page and selecting "Album Privacy".

## Appendix H - Creating a Group

A group can be created by going to your Homepage. Select Groups, in the column on the left. In the upper right corner of the central column select 'Create a Group'.

On the following page, you will be able to add descriptive information about your group. All groups require a group name, description and group type. Select 'Create Group' when you are finished.

After you have added this information you will be able to control the settings related to your group's privacy and add a group picture if required. You can change these settings at any time by selecting 'Edit Group' on the group's main page.

### Group Administrator

After creating a group, you will automatically be listed as both an admin and the group's creator. A group administrator, or admin, **controls** the membership and content of a group. Admins can send messages to the group, appoint other Admins and edit group information and settings. They can also **remove** current members and other Admins of shorter tenure.

**Any** admin can **add** additional Admins to a group by using the 'Make Admin' button next to each member's name in the member list or on the Edit Members tab.

Any admin can add officers to a group. Go to the Edit Group page and select the Officers tab. After selecting 'make officer' next to a group member's name, the option to enter a specific position title will appear. Officers have no additional privileges beyond regular members. They are unable to send messages to all members or remove members. Officers' names and positions are displayed on the group's page.

To delete a group, all administrators select 'leave group' and the group will automatically be deleted.

### Group Photos

Group Admins can decide whether photos can be posted to a group from the Customize tab of the Edit Group page. If photos are enabled, Admins may allow all group members or only other Admins to post them. Admins also have the ability to remove any photos they do not want to be associated with their group.

Group members who are allowed to add photos can do so by selecting the 'Photos' icon in the Publisher at the top of the group's main page.

Photos posted on Closed and Secret groups are only visible to other members.

### Options Available For Groups

The options available to someone creating a group include whether photographs and videos are allowed and if there will be a group discussion facility.

The option to add and remove these facilities as and when required is useful if some group members are from certain religious and cultural backgrounds where open forums/discussions and photographs may not be seen as appropriate.

Non-admins can write on the Wall

Show group events.

---

Show profile box

Show profile tab

---

Enable discussion board.

Enable photos.

---

Allow all members to upload photos.

Only allow admins to upload photos.

---

Show profile box

Show profile tab

---

Enable videos.

---

Allow all members to upload videos.

Only allow admins to upload videos.

---

Show profile box

Show profile tab

---

Enable links.

---

Allow all members to post links.

Only allow admins to post links.

- Access:**
- This is an open group.  
Anyone can join and invite others to join. Group info and content can be viewed by anyone and may be indexed by search engines.
  - This group is closed.  
Admins must approve requests for new members to join. Anyone can see the group description, but only members can see the Wall, discussion board and photos.
  - This group is secret.  
The group will not appear in search results or in the Profiles of its members. Membership is by invitation only, and only members can see the group information and content