

Work For Adults 2.0

ERASMUS+ STRATEGIC PARTNERSHIPS

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Intellectual output 1

General guidelines for using social media in Work based learning WBL

Summary

The aim of Work for adults 2.0 is to develop social media and digital learning solutions as a motivator and authenticator in adult learners' work-based learning. This creates opportunities for learners, solutions for teachers and support for employers. This document is part of the project's intellectual outputs and aims to describe a new procedure for using social media in work-based learning.

Both a practical and theoretical approaches were used to describe the learning process and the different learning environments and their support to the learning objective. The results of these two approaches can be found in section 3 of this document.

A survey of how the project's partner organisation was performed using a questionnaire sent to partner organisations. The aim was to survey how and why social media is used today, the different social media tools/channels used in Work based learning and to describe the learning process focusing on the learner and his/her objectives and learning. One of the survey objectives was to include the viewpoints of the work place, individual learner and the school. At our school we tried to achieve that by using 3 different web questionnaires to each one of these three target groups.

A theoretical approach is included to provide a theoretical basis for the guidelines. A number of research papers and information founded in professional websites was used to describe how to use different social media tools to design a personal learning's environment and to assist learning different skills and other important issues to be taken into consideration when using social media in education generally and Work Based Learning particularly.

A suggested procedure for using social media in work based learning is described in section 4. The procedure describes how social media could be used in different stages of the work based learning process and different learning environments.

Some general recommendations for good practices for using social media in WBL is given in section 5. These address aspects like identity management, copyright and privacy setting and monitoring and updating the information on social media.

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1. Introduction

This document is part of an ongoing process within the project to establish a new procedure for using social media in work-based learning procedure. The procedure described in part 4 of that document will serve as a prototype that hopefully will be implemented and evaluated by the partner organisations during the projects period. Another part of the process will be sharing our experiences in that regard. To that end, a blog using WordPress has been established in each partner organisation to share, reflect and evaluate these experience. These national blogs serve even as a dissemination tool at the national level. Two examples (success stories) from each participating country on using social media in WBL will be translated to English and shared On the projects main website. These procedure and guidelines will, additionally, be disseminated at the national level through the project's multiplier event that is going to take place later this year

2. Methodology

we used two parallel approaches to achieve the results and conclusions described in this document and a number of case studies:

- **A practical approach:** We tried to survey the practices of using Social media in Work based training within the project partner organisations by using a questionnaire see appendix 1. The questionnaire was added to the [Joint collaboration platform in blackboard](#).
- **A theoretical approach:** We researched the available literature on the subject for theoretical support on the practice of using social media in Work based learning. (mainly from the UK and USA)

3. Results

3.1 Results obtained from the survey

During the survey we asked partners to describe which social media channels/tools they are using in WBL and to describe the procedure and outcomes of using them we used a Questionnaire in Word format that can be Found in appendix 1 of this document. At our school we used three type of web questionnaires to describe the process from different viewpoints (the work place, individual learner and the school). These questionnaires can be found (in Swedish) at the on the following links:

1. [A web questionnaire for students](#)
2. [A web questionnaire for teachers](#)
3. [A web questionnaire for teachers](#)

Following the descriptions of WBL activities in the feedback received from the survey, we adapted a wider definition of WBL to accommodate even training activities for competence development of employees carried in the work place. The survey findings are presented in the following sections:

3.1. 1 Social media tools and evaluation of functionality

Social media tool (country)	function	usability	technology	Adaptability to learnings objective
WhatsApp (Omnia)	Communication tool	Neutral	Neutral	Very good
Blogger (Omnia)	Students vocational blogs: reflection tools for students Colleague’s supporting blog: to exchange ideas and suggestions	Good	Good	Good
Twitter(Omnia)	Platform to share news and of information publicly	Bad	Good	Very good
Linked in (Tartu FHS)	Job seeking and labour market monitoring	Very good	Very good	Very good
Face book page (Tartu FHS) (MFFHS)(BRC)	Information about events/activities and file sharing (photo)	Good	Good	good
Face book group (MFFHS)	Collaboration between students during Work based learning			
Word press blog (Tartu FHS)	Shared experience and reflection on WBL	Good	Good	Very good
WordPress (MFFHS)	Information reflection and slide sharing	Very good	Good	Very good
Google forms (MFFHS)	Online surveys	Good	Good	Good
Kahoot (Tartu FHS)(MFFHS)	Quizzes	Good	Very good	Good
Edmodo (MFFHS)	Courser collaboration, quizzes written assignments	Good	Good	Very good
Instagram(BWC)	Sharing photos			
Twitter (BWC)	Using hashtag #n to promote engagement			
Others (Omnia)	Padlet, Kahoot, iMovie, QR-codes			

Tabell 1 describes the social media tools used in WBL in the project’s partner organisations and teacher’s evaluation of the tools used

3.1.2 Description of learning activities where social media where used

Learning's activity NR.	Description of the learning 's activity	Number of participants	Social media support to the objective	Skills and competence learned	The learning 's environment
1	Student's practice period in a preschool (Omnia)	16	Digital competence	<ul style="list-style-type: none"> • Blogging • Reflecting • Self-evaluation 	Workplace independent learning
2	Padlet apps in processing group tasks (Omnia)	16	<ul style="list-style-type: none"> • Collaboration • Mobile learning 	<ul style="list-style-type: none"> • Brain storming 	Class room independent learning
3	Staff training in Linked in(Ikaslan)	15	<ul style="list-style-type: none"> • social media support in a human resource company • Guidelines for teachers • -Projects blog 	<ul style="list-style-type: none"> • Digital skills for teachers • Job searching skills • Blogging 	Classroom
4	Student training in Linked In(Ikaslan)	250	<ul style="list-style-type: none"> • Creating profiles in Linked in for job seeking 	<ul style="list-style-type: none"> • Job searching skills 	Classroom
5	Using ICT during babysitter training (with supervised practice (Tartu FHS.))	6	<ul style="list-style-type: none"> • Digital Competence 	<ul style="list-style-type: none"> • Blogging • ICT Skills 	Classroom
6	Special training course meant for preschool teachers and babysitters (Tartu FHS.))	6	<ul style="list-style-type: none"> • Digital competence 	<ul style="list-style-type: none"> • ICT skills 	Classroom
7	Workshop for teacher's further education in the use of social media (MFFHS)	17	<ul style="list-style-type: none"> • ICT skills • Social media support in teaching 	<ul style="list-style-type: none"> • ICT skills • Blended learning techniques • Social media training 	Classroom/workplace
8	Kahoot quiz in Agenda 2030 (MFFHS)	15	<ul style="list-style-type: none"> • Game based mobile learning 	<ul style="list-style-type: none"> • ICT skills • Environmental awareness 	Classroom
9	Edmodo as a blended learning environment (MFFHS)	15	<ul style="list-style-type: none"> • Collaboration • Mobile learning • Game based learning 	<ul style="list-style-type: none"> • ICT skills • Social media competence 	Classroom
10	Using face book group in higher vocational training course for treatment instructors *(MFFHS)	45	<ul style="list-style-type: none"> • Information sharing • Collaboration • Mobile learning 	<ul style="list-style-type: none"> • Reflecting • Self-evaluation • ICT skills 	Class room independent learning

Tabell 2 describes some of the WBL learning activities carried in partner’s organizations using social media

Social media channel	Facebook groups	Facebook page	Linked in	Whatsapp	Blogging	Twitter
Partner organisation	MFHHS	MFHHS Tartu fhs	IKASLAN	Omnia	Omnia /Blogger MFHHS/ WordPress	Omnia
Type of E Learning	Social learning	social learning	Social learning	Mobile learning	Social learning	Social learning
Characteristics	Participation; collaboration ; user generated content	Informal learning	Linking Workplaces and learners	personalized Learning environments	Participation; collaboration ; Participant generated content and feedback	Participation; collaboration; user generated content
Didactic potentials	Learning in communities; informal learning; collaborative learning	Learning in social networks	Promoting Job seeking skills and contact with working places before assignment	Extending the places and times of learning;	Learning in social networks and communities; informal learning; collaborative learning	Communication and information sharing
Potentials for VET	Collaborative learning	Linking and improving cooperation between learning venues and workplaces	Linking and improving cooperation between learning venues and workplaces	Linking teachers and students during workplace assignments	Active co-authoring; collaboration And reflective learning Facilitate formative assessment	Linking teachers and students during workplace assignments
Limitations	Employers restriction Privacy issues	Limited learners input	Employers restriction Privacy issues	Limited learning experience	Employers restriction Privacy issues	Limited using possibilities Privacy issue

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Digital learning tools	Edmodo	Kahoot	Google forms
Partner organisation	MFFHS	Tartu FHS Mffhs3	MFFHS
Type of E Learning	Social learning Mobile learning	Game based leaning	Informal learning
Characteristics	Participation; collaboration; user generated content	Participation Teachers generated content	Teachers generated surveys
Didactic potentials	Extending the places and times of learning;	Engaging students in learning	Reflective learning
Potentials for VET	Linking and improving cooperation between teacher’s students	Development of occupational competences	Evaluation and feedback
Limitations	Some learning tasks are accessible only via browser	Acceptance of games as a learning element	Limited choice of type of question
Applications	Quizzes Polls Cloud integration Formative assessment Social badges	Quizzes	Online Surveys
Technologies	Computers, tablets and smartphones	Computers, tablets and smartphones	Computers, tablets and smartphones

Table 3 Assessment of the social media and digital media used by the partner organisation learning potential

3.1.3 Benefits challenges of using Social media

Advantages s/Benefits from using social media	Disadvantages/challenges
Developing teachers/participant’s digital skills	Lack of computers /other digital equipment in some schools/workplaces
New and innovative learnings possibilities	Some participants dislike working with computers
Audio /Visual support to learning	Requires changes to curriculum
Facilitate collaboration between students	Some employers have restriction against using social media in workplaces /during working hours
Improve job searching, labour market monitoring	Teachers need to develop their knowledge of social media tools
Linked In strengthen the school’s relationship with working life	Some participants are not willing to share personal information by creating a profile in LinkedIn for example

Positive attitudes toward using social media in learning

Tabell 4 Advantages/disadvantages of using social

3.1.4 Quality and legal ethical measures

Using of social media, I WBL should follow national legislation regulating the use of internet, copyrights and digital media. Many school and workplaces have even internal policy documents or rules for the same purpose. These policies should be respected and followed.

Teachers should monitor how students use the social media tools to ensure they are used for the intended purpose in the WBL learnings plan. If necessary Teachers should take adequate measures to moderate the students feed to make sure that any offensive and other unwanted post be removed immediately. Teacher should separate professional and personal identities when using social media.

3.1.5 Links to social media sites/tools used by partner organisations

Appendix 2 contains a list of internet links of partner´s own social media channels and some legislation/policy documents in their respective countries on using social media.

3.2 Theoretical perspective

Social media ((often described as Web 2.0) are an increasing number of websites and software that offers their users possibilities for interaction and engagement in contrast to the earlier websites (Web 1.0) which were read only, Social media can play an important role I WBL taking into account that social interaction and learning by doing are main core components of the learnings process.

In this document we will try to separate between main stream social media channels (such as Facebook, Twitter and LinkedIn) and digital learning tools such as (Kahoot ,Edmodo). The main difference being that mainstream social media were no designed initially to serve as an educational tool but can be used as such while the digital learning tools are designed mainly with an educational aim. This distinction can be seen clearly in table 3 where one table is for mainstream media channels and the other is for the digital learning tools

3.2.1 Learning as a social activity

(Hrastinski, 2009) describes knowledge as a discourse among individuals that includes the social relationships that bind them, the physical artifacts that they use and produce, and the theories, models and methods they use to produce them. This implies that the construction of knowledge and understanding is fundamentally a social activity.

(Illeris 2003) defines three dimensions involved in learning; they are cognition, emotion, and society. According to Illeris, the cognitive consists of knowledge and skills. The emotional dimension involves feelings and motivation. Cognition and emotion are internal processes interacting concurrently in the acquirement of knowledge and skills. The dimension Illeris labels sociality involves external interaction such as participation, communication, and cooperation. This dimension involves dealing with people as we learn. As seen in fig 1

The model is very helpful in describing the type of learning that occur by using social media

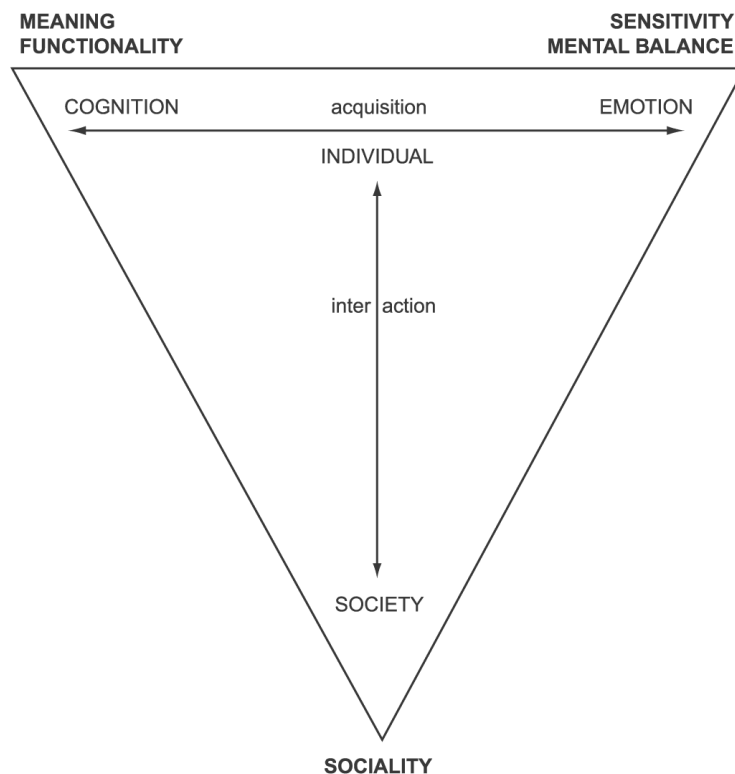


Fig 1 describes Illeris learning model

Social media provide a suitable environment that can provide the interaction between the individual and his /her surrounding and hence they are basically suitable to function as a learning environments that provide possibilities for the students to collaborate and build contacts with each other and as such provide possibilities for peer learning and development of virtual communities of practices. Social media provide teachers/trainers with possibilities for following the student's interaction and development.

3.2.2 Creating personal learning environments (PLE) using Social media

Dabbagh & Kitsantas (2012) suggest using social media to create a Personal Learning Environment (PLE) to integrate formal and informal learning and support student self-regulated learning. They developed a pedagogical framework for social media use based on the levels of interactivity that social media tools enable. These levels are:

- personal information management
- social interaction and collaboration
- information aggregation and management

The goal of this framework is to inform teachers/ instructors how to engage students in a transformative cycle of creating a personal learning environment table shows how different Social media tools channels could be used to address each of the model’s three levels

	(Level 1) Personal information management	(Level 2) Social interaction and collaboration	(Level 3) Information aggregation and management
Blogs	Instructor encourages students to use a blog as a private journal to set learning goals and plan assignments and tasks	Instructor encourages students to enable the blog comment feature to allow for instructor and peer feedback enabling basic interaction and sharing	Instructor demonstrates how to configure a blog to pull in additional content and how to add the blog to RSS aggregation services
Wikis	Instructor encourages students to use a wiki as a personal space for content organization and management	Instructor encourages students to enable the wiki’s collaborative editing and commenting features for feedback	Instructor demonstrates how to view a wiki’s history to promote student self-evaluation of the learning across time
Google Calendar	Instructor encourages students to use Google Calendar for personal planning	Instructor encourages students to enable the calendar sharing features to allow feedback and collaboration to complete course tasks	Instructor demonstrates how to archive personal and group calendars to promote student self-evaluation regarding time planning and management
Social Networking Sites	Instructor encourages students to create an academic and career profile on LinkedIn	Instructor encourages students to connect to online communities related to them professional goals	Instructor asks students to engage in self-reflection with the goal to restructure the students profile and social presence

Tabell 5 shows an example of social media used to create PLE

3.2.3 Choice of social media tools in association with Blooms revised Taxonomy

Bosman-Agency 2011 presented an online learning model (Bosman and Zagenczyk 2011) that is based on the use of different social media tools following the different levels of the revised Blooms taxonomy se fig 1 They defined six levels that should be included in the educational process, table shows the model. The Writers suggested the use of SWOT Analysis is used to better understand the strategic benefit of integrating social media into the educational institution’s process

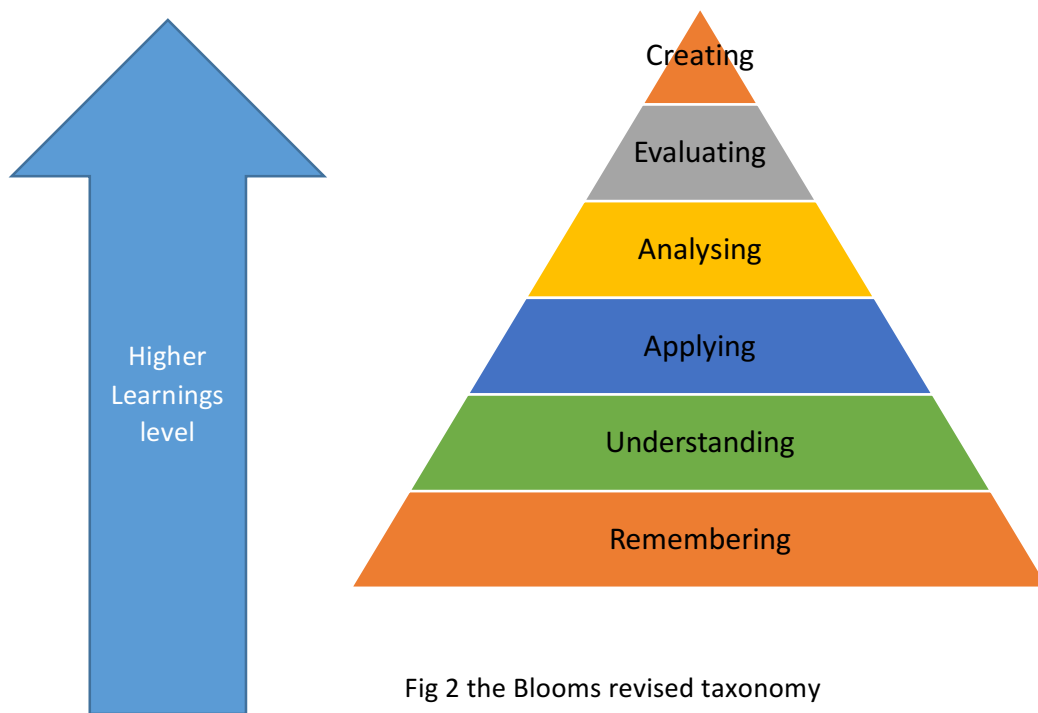


Fig 2 the Blooms revised taxonomy

Level	Name in Bloom's taxonomy	Associated skills	Social media function	Example social media channel that has this function
1	Remembering	retrieving, recognizing, and recalling relevant knowledge from long-term memory	social Bookmarking	Delicious, Diego
2	Understanding	constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining	Social Blogging	WordPress, Blogger
3	Applying	carrying out or using a procedure through executing, or implementing	Social File Sharing	Moodle, Google Docs, Wikis
4	Analysing	analyse how the parts relate to each other in a global structure	Social Collaboration	Facebook, Second Life, LinkedIn, Edmodo
5	Evaluating	evaluate on the basis of criteria or standards defined	Social Decision Making	Kluster, Doodle, and User Voice
6	Creating	collect elements to create a whole or create a unique product	Social Creativity Sharing	YouTube, Flickr, Scribed

Tabell 6 Blooms revised Taxonomy associated with different social media channels

A site worth mentioning ,in that context, that classifies social media tools and mobile apps according to the Blooms revised taxonomy is [Kathy Schrock's Guide](#)¹

3.2.4 Teachers / learners attitudes toward Social media

A very strong argument for using social media is that most of the students have already acquired the skills to use them because they use them privately on daily basis. Another argument that support using social media is the universal character of social media. A substantial percent of the world's population uses them and many of the social media tools can be used free of charge. Another point in social media behalf is their availability through mobile devices and smart phones.

According to graphiq.com² the following number of people using the following social media by the end of December where:

- Facebook: 1,550,000,000
- Tumblr: 420,000,000
- Instagram: 400,000,000
- Twitter: 320,000,000
- Snapchat: 100,000,000

The following apps are ranked as percentages as it relates to level of “importance” to teenagers and young adult users:

¹ <http://www.schrockguide.net/bloomin-apps.html>

² <http://growingsocialmedia.com/social-media-facts-and-statistics-for-2016/>

- Instagram (39%)
- Twitter (24%)
- Facebook (14%)
- Snapchat (13%)
- Tumblr (4%)

Research has shown that the use of social media positively influences both student satisfaction and learning outcomes, and these increase the more that instructors used social media (Sylvia, 2014) and that students want to use social media to communicate with Peers and instructors and as a platform for discussion (Coffin 2015). There are concerns however of social media becoming a distraction moment and that teachers feel unprepared to use social media in education.

(Price, 2016) points out that the social media domain is an ever-changing continuum, new social media sites and techniques are developed every day and it is of utmost importance that teachers are aware of such new channels and their potential to be incorporated as a learning tools within WBL. There are many sites on the internet that keep track of such development such as the Centre for Learning and Performance Technologies in the UK keeps.

3.2.5 Quality insurances and measures

According to the WBL toolkit ³For work-based learning to be quality-assured, there should be a focus on specific learning objectives and predefined learning outcomes, in addition to a confirmed methodology for delivering learning in which work-based or workplace elements are clear and complementary. In terms of assuring the quality of the learning experience, it is also important that all stakeholders in the learning process (e.g. learner, teacher, tutor, trainer, mentor, manager) are sufficiently committed and well-informed on goals, processes and mechanisms for learning delivery.

3.2.6 Other important aspects

How to write for social media

(Price 2016) points out that Writing in social media should be reader oriented. A useful writing strategy involves the 'inverted pyramid' story structure where the whole story is in the first paragraph, headline or title, and subsequent paragraphs can be edited from the bottom of the article without radically changing the meaning of the story or information. The aim of such strategy is that the reader can get the sense of what is being written about very quickly and then choose whether to invest the time in reading the rest of it. A powerful headline or first paragraph is an important way to help the reader or learner to engage with the material

Another writing tips is to: use short words and sentences, People respond very happily on social media to a 'call to action' at the end of a post or tweet. The work-based learners will respond to teachers call to action like: 'email me now', 'tell me what you think', 'visit this website' and so on. This will have far greater impact than assuming they understand they need to do it or referring to it somewhere else in the post or text.

³ <http://www.wbl-toolkit.eu/site/toolkit/themes/evaluationandqualityassur>

Online conferencing and webinars

Social media allow training to take place across geographical limits. Tools such as Skype or Google Hangouts have the power to bring together people located at different places in a common, single, virtual space. Skype or can be used to set up online conference rooms where everyone can attend cross-geographically at no cost.

Another useful social media tool are Webinars or online seminars, to provide either pre-recorded or live lectures to audiences of up to 1,000 people? Teachers can choose between having either videoconferencing or audioconferencing. Virtual meetings help save costs on travel, planning, and related expenses, and potentially can reach many more people than a physical space could allow. Moreover, recording lectures and seminars online means people can go back to them at any time⁴.

Establishment of a social media policy for the school /organisation

An important factor in regulating social media usage in a school is to enact a policy for usage of social media⁵ within the organisation. This policy should include:

- Rules for use of the company's technical resources, like e-mail account, etc. - if allowed!
- Description of how the school regulate their presence in social media
- inform about the schools right to monitor what goes on
- Reflect the school values and how can these values to be expressed
- How should the employees behave when using social media?
- Clearly indication whether an idea is personal or reflects the school's opinion
- Transparency for example how to act toward negative comments?
- How to protect confidential information, trade secrets Observe personal integrity and protect students / Work place partners / Employers
- Respect the rights of third parties (copyright, trademarks, etc.).
- Care should be taken to correct errors and mistakes when they occur

3.3 Case studies

The partner organ satiation described a number of cases where social media /digital tools were used and evaluated. At our school in Sweden we did a number of case studies to observe and measure teachers and students response to the use of social media and social media in Work based learning and to draw conclusion from these

Tabell 7 below describes two such vase studies and their results:

⁴ <https://trainingmag.com/how-train-employees-using-social-media>

⁵ <http://blog.webbevakning.se/sociala-medier/16-punkter-i-en-social-media-policy-enligt-advokaten/>

Case study 1

Teachers workshop in the multicultural Finnish Folk High School

17 teachers participated in a 4-hour workshop about the use of digital tools and ICT to support teaching in the classroom. The workshop was divided in two parts; a theoretical and a practical one.

The first part of the event started with a presentation of the OECD PIAAC 2013 report and its coupling to our project. This was followed by a short presentation of the project. The next activity in the workshop was a presentation of some theoretical concepts for ICT support in education including Blooms revised Taxonomy and an introduction to blended learning theory and in particular a method called the rotation model. Then we discussed some practical apps and social media sites that can be used by the teachers to our adult learners and the advantages/disadvantages related to the use of these.

The practical part was a quiz constructed using Kahoot which is a free web based social media platform. Teachers used their own smartphones to answer the quiz questions.

By the end of the workshop, we used a web based questionnaire using school soft, a digital administrative software. We asked the following:

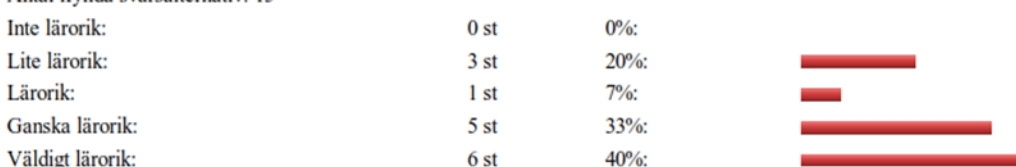
- Did you learn any new things in the workshop?
- Can you use any of these new technology's in your lessons?
- Do you want to learn more about using these digital tools and social media in relation to your work as a teacher?

We had generally positive results as seen in the figures below

1: Har denna workshopen varit lärorik för dig?

Antal personer som har svarat på frågan: 15

Antal ifyllda svarsalternativ: 15



2: Skulle du kunna tänka dig att använda social media i din undervisning?

Antal personer som har svarat på frågan: 15



5: Skulle du vilja lära dig mer om att använda social media i din undervisning?

Antal personer som har svarat på frågan: 15

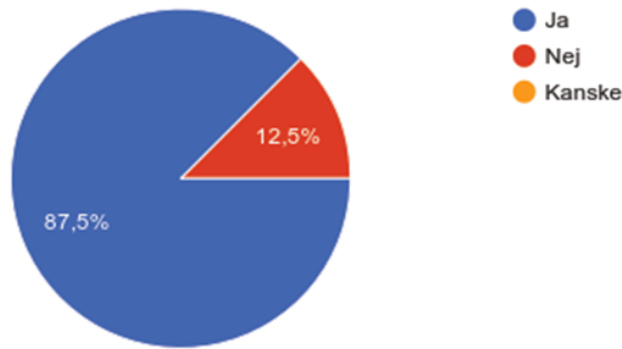


Case study 2 Testing Math skills using Kahoot

We used Kahoot based quizzes to test Math skills in our university preparatory course. 20 math problems were tested. The students competed with each other to come with the right answers in the shortest time possible. We evaluated the event afterwards using a web questionnaire made in Google forms. We asked the students if they have learned new things and how they feel about using Kahoot in other subjects than math. The figures below describe the results obtained:

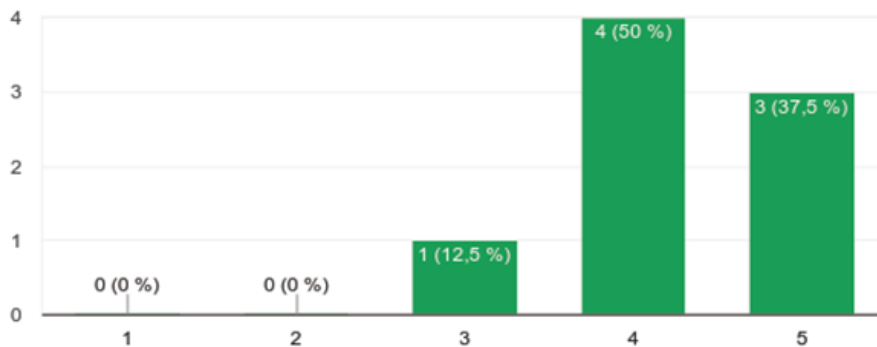
Har du lärt dig någonting under denna övning?

8 svar



Vad tyckte du om övningen?

8 svar



The positive review from our students and their enthusiasm during the activity was much more than expected specially with students who are otherwise less motivated. We repeated the activity testing science skills during our thematic studies week about the global goals for sustainable development with similar results.

As a consequence of these two activities we decided to deploy Kahoot in our Math lesson on a more regular basis.

4. Description of a procedure to implement Social media in WBL

The aim of this procedure is to provide some guidelines for how to incorporate the use of the social media into Work Based Learning (WBL). Because of the diversity of models, methods and desired learnings outcomes in work-based learning these guidelines can only serve as general guidelines. Depending on the type (E.g. Apprenticeship, on job training, job shadowing ... etc.) and the objectives set by the teacher or the trainings institute, a more specified plan should be made. This plan should describe in detail which and how different social media channels will be used in that specific Work- based learning assignment.

4.1 Social media deployment as part of the student's personalized working plan

According to the European commission's document "Work-Based Learning in Europe. Practices and Policy Pointers" "2013 quality Work-based learning requires thorough planning and good coordination during implementation. A personalized learning plan for each student and work _based learning assignment is essential according to the document.

We recommend that this personalized learning plan Includes even a social media deployment part. The objective is to create personalized learning environment (see section 3-2.2) and to choose right social media tools according to the learnings activity desired outcome

The social media deployment part will try to give answers to the following questions:

- what do you plan to achieve with social media?
- What learnings outcome will it support
- What social media platform will be used?
- Who will establish/ administrate the site/blog/group

The social media deployment part should be based on thorough knowledge of the specific social media channels to be used in the WBL assignment and their potential to support the desired learnings outcome. Social media deployment can be modified to take into consideration any changes/barriers that affect the learning's outcome of the work based learning assignment.

This approach should be discussed with the individual learner and the work place instructors. Many workplaces have some form of policy /restrictions for the use of Social media at their work place that must be incorporated into the social media deployment plan for that specific workplace.

4.2 using social media for preparation of WBL

Many employers use different social media channels such as Facebook, linked in, Google + etc. as marketing tool. These could be used by the students to get themselves acquainted with the employers before the assignments takes place and to initiate contact with the employer's representatives and workplace instructors. Linked In could be used specifically by the students to identify suitable workplaces for the WBL assignment and to apply for them. Social media generally and Linked In in particular can play an important role in matching the learners and employer's expectation of one another before the assignments takes place.

4.3 During the WBL assignment

Some Social media channels offer real time communication such as Whatsapp, Google hangouts, Skype etc., such channels are ideal for communication between students during their Work based learning assignments and with teachers. Micro blogging using Twitter offers another possibility for communication within WBL bearing in mind the public nature of the tweets. Facebook groups offer another collaboration environment for the students and teachers to communicate, share their thoughts and experiences and to reflect on them

Explanatory pictures and visuals can be provided and shared with students through social media sites such as Flickr and Pinterest. Instructive videos can be made and shared online through sites such as YouTube Online presentations can be developed on Prezi or Slide Share. Key live events can be broadcasted onto Livestream. Informational articles can be published onto blogs in blogger or using WordPress; posts can be created on Facebook walls or in Google +; and short messages sent through Twitter. Conversations with employers, teachers and students can take place within LinkedIn Groups. WBL -specific glossary's or reference work can be developed through Wikis and made accessible at all times. Q&A threads can be created on Yammer. Live conversations can take place with Skype, Whatsapp or Hangouts, and lectures can be recorded online, or channelled live, through Webinars or using adobe connect

A great advantage that social media provides in terms of social learning is the ability to create virtual communities where everyone can interact. This gives WBL an advantage that may not have been as easy to create before social media: the ability to have indirect, organic, peer-to-peer training.

There are many social media tools that can be used to create interactive, online, WBL oriented virtual spaces, including a Facebook Group, LinkedIn Group, Yammer Group. These groups can be as large or small as teachers decides. These online spaces, are accessible at any time and from anywhere, students can share their thoughts, give insight, ask questions, give answers, provide feedback, and warn of past errors. New students to WBL can learn from the expertise of older ones by simply reading Posts within the group. Teachers can get feedback, new ideas, and solutions to new challenges encountered during WBL

4.4 Using social media in assessment of WBL

Social media can even play an important role in Assessment and recording achievement in WBL. Cloud services like Google suite for education or Microsoft office 36 can be used by the students to document their achievement and for teachers to comment and assess the achievement, there are many examples on the internet how google docs for example could be used in formative assessment

Online diaries (blogs like Word Press or Blogger) could be used by the students to reflect upon their WBL assignment and event to document their achievements both in text form but even by producing and publishing video blogs through YouTube or in Facebook or audio in Sound Cloud. Student diaries can be used as a self-evaluation tool for the students and by the teacher/trainer to look at how a learning experience can be improved by discussing and planning changes determined necessary. The students can then use these multimedia documentaries as evidence of own achievement during WBL and even as part of own CV or Linked in Profile

The Blooms revised Taxonomy (see section 3.2.3) provides guideline on how to assess different learnings skills learnt by using social media

4.5 Using social media in classroom activities within Work based learning

Social media offer teachers and student a more traditional assessment method in form of written assignment and quizzes. Sites like Edmodo, Kahoot, offer such possibilities by creating a -Virtual learning environment VLE or classes where teachers and students meet and collaborate, this could be very useful during the WBL that is integrated in a school-based programmes. Edmodo allow teachers to use badges to award student's achievement, this could be a good strategy to motivate students and encourage good behaviour.

The use of social media, however as an educational tool demands a critical approach from the teacher/ trainer to ensure that they are used to support the learning's objective. Teachers /trainers need even to encourage, audit and function as moderators for the social network groups and blogs to monitor ethical and legal consideration when using social media.

5. General recommendations and guidelines for using social media in WBL

5.1 Identity management

It is very important for teachers and students to use their real identities while using social media in work based training to avoid confusion. A course specific user profile or alias could be used if there are concerns about using real identity.

When creating accounts in social media sites it is important that both the teachers and students reflect over which email account to be used to create the account. Many people have two separate email accounts one that is professional to be used at work and a private one it is preferable to create professional email account to separate private contacts (friends) and protect their private integrity.

5.2 Privacy setting

Some social media sites enable users to control how to share information and to whom it is very important that both teachers and student are aware of and learn how to adjust privacy setting.

5.3 Ethical concerns

It is important that training institutes have a policy document that outline the ethical and legal risks that can accompany the usage of social media such as defamation, disclosure of confidential information, spamming and cyberbullying and how to avoid them

5.4 information accuracy, and usefulness

When participating in a social network, such as Facebook, or commenting a student's blog's post, make sure you are contributing information that will be of use to the students. Try to ensure the information's accuracy by checking all the facts before posting them. Cite and link to your sources whenever possible.

5.5 copyright issues

Always give proper credit for other people's work and make sure you have the right to use something before you publish them on social media

5.6 monitoring and updating

It is important to assign at least one administrator who can regularly monitor postings and update content. Aim for regular, consistent postings and updates, at least once a week and, depending on the platform, more frequently. Make contact information available so that questions can be submitted and respond in a timely fashion.

5.7 employers constrain

Some employers have some restriction on using social media in their work place it therefore important that teachers investigate such constraints when planning WBL and try to negotiate the importance of using social media with the employers

5.8 Teachers/ trainers competence development in social media

It is important that schools arrange opportunities to raise faculty awareness of the possibilities and challenges for using social media and to further develop their competence in using social media tools

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- <http://growingsocialmedia.com/social-media-facts-and-statistics-for-2016/>
- <http://www.wbl-toolkit.eu/site/toolkit/themes/evaluationandqualityassur>
- <http://www.schrockguide.net/bloomin-apps.html>

Appendix 1: Questionnaire used to survey social media within partner organisations

About the survey

This survey tries to gather information from the project partners about the use of social media in work-based learning.

The Main objective is to establish new models and procedures to help visualize the skills and competence of the individuals using social media and digital learning environments. Which will, in turn, help us form some guidelines for these procedures that include a description of the learning process from the viewpoints of the work place, individual learner and the school while keeping the focus on the learner and his/her objectives and learning.

Part 1 Information about the partner organization

Partner organisations name							
Email							
Contact person's name and telephone							
Please Describe the work based learning activities in your organisation?							
Part 2 Social media practices							
Please specify which social media channels do you use in WBL activities							
Social media Channel for example: Facebook, Twitter, Linked in, etc.				Usage in WBL			
Channel 1							
Channel 2							
Channel 3							
Channel 4							
Others please specify and describe usage							
Part 3 Evaluation of social media channels used							
		Very Bad	Bad	Neutral	Good Very	Good	Comments
Channel 1	Usability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Adaptability to the learning objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Channel 2	Usability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Adaptability to the learning objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Channel 3	Usability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Adaptability to the learning objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Channel 4	Usability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Adaptability to the learning objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Others	Usability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Adaptability to the learning objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<p>Comments</p> <p>Part 4: Description of the learning's activity Keeping the focus on the learner and his/her objectives and learning. Please describe at least two WBL activities at your organisation where you used social media channels in terms of:</p> <ol style="list-style-type: none"> 1. Social media support to the objective. 2. The number of participants. 3. The skills and competence learned. 4. The learning environments (e.g. classroom teaching, learning at the workplace, independent learning, peer group studying, web-based learning). Please take into account to describe the process from different viewpoints (the work place, individual learner and the school). 5. The advantages\disadvantages of using Social media. 6. Feedback received 							
<p>4.1 Learning aktivitet 1</p>							
<p>4.2 Learning activity 2</p>							
<p>4.3 Please describe other examples where social media is used in work based learning at your country that you are aware of? Kindly provide any references\links to such practices? Part 5: Legal and quality issues</p>							

5.1
What measures should be used to monitor and the legal aspects of using social media in WBL?

5.2
What measures or policies should be used to avoid mixing personal and professional identities in social media?

5.3
Do you know of policy documents / guidelines for using social media in learning generally and particularly in WBL. Kindly provide any links or references to these documents

5.4
Which quality insurance measures should be used to monitor and improve the use of social media in WBL

THANK YOU!

Your participation in this survey is greatly appreciated will surely help us achieve the project objective.

Best regards

The Finnish Folk High School in Gothenburg.
Oktober 2016

Appendix2: Links to social media sites/tools used by partner organisations

Organisation	Link	Description
Tartu folk High School	https://rahvaylikool.wordpress.com/	Project blog
	http://www.innove.ee/et/kutseharidus/tookohapohine-ope	Governmental overview and regulations about WBL:
	https://tkhkturismiosakond.wordpress.com/	
	http://www.innove.ee/et/kutseharidus/tookohapohine-ope/oppekavad	Vocational Schools implementing WN`BL in Estonia:
	https://tkhkturismiosakond.wordpress.com/	Blog of Tartu Vocational Education Centre, tourism department:
	https://www.facebook.com/%C3%95pperestoran-Meliss-1660272114213588/	FB of study restaurant in Tartu Vocational Education Centre:
	http://www.nooruse.ee/tervist_november2016.pdf	Web-based magazine of Tartu Health Care College:
	http://www.nooruse.ee/eng/videos/	Video Library of Tartu Health Care College:
https://luua.kovtp.ee/web/eng/ https://play.google.com/store/apps/details?id=ee.kovtp.luua	Application of the pathway in the forest (Luua Forestry School)	
http://www.aianduskool.ee/welcome-to-the-rapina-school-of-horticulture/ https://rak.praktikabaas.net/	Interactive practice market for trainees and workplaces (Räpina School of Horticulture)	

OMNIA	http://oppiva.omnia.fi/netiketti/	Omnia's policy document
	http://www.oph.fi/saadokset_ja_ohjeet/ohjeita_koulutuksen_jarjestamiseen/perusopetuksen_jarjestaminen/sosiaalisen_median_opetuskayton_suosituksset	The Finnish National Board of education policy regarding social media
IKASLAN	Website: http://www.ikaslangipuzkoa.eus/es	IKASLAN GIPUZKOA
	Twitter: https://twitter.com/ikaslangipuzkoa	IKASLAN ARABA:
	Facebook : https://www.facebook.com/ikaslanaraba/	
	Twitter : https://twitter.com/ikaslanaraba?lang=es	
	YouTube: https://www.youtube.com/channel/UCo6Vl1CPsNnEYiXVq6XCbrg	
	Ivo ox: http://www.ivoox.com/podcast-podcast-ikaslan-araba_sq_f199118_1.html?utm_expid=113438436-29.eCvEPSK_RumfPBvR4kTjaw.0&utm_referrer=http%3A%2F%2Fikaslanaraba.eus%2F	
	Facebook: https://www.facebook.com/ikaslanBizkaiaFP	IKASLAN BIZKAIA
YouTube: https://www.youtube.com/user/ikaslanbizkaia		
Twitter: https://twitter.com/ikaslanbizkaia		
Pinterest; https://es.pinterest.com/ikaslanbizkaia/		
Website: http://www.andramari.hezkuntza.net/web/guest	Andra Mari BHI school social media channels:	
Twitter: https://twitter.com/andramarigaldak		
YouTube: https://www.youtube.com/channel/UC_fvRw2X8oq97wcp-0eiO4A/feed		
https://www.youtube.com/channel/UCvdriEtaR1BO0OSdYIY3Nkg		
Instagram: https://www.instagram.com/andramarigaldakao/		
Tumblr: http://fpandramari.tumblr.com/		
Website: http://www.tartanga.hezkuntza.net/	CIFP Tartanga LHII School	
Many departments use blogs that you can access through the website: Wfa20.blog.tartanga.eus:		
https://wfa20.blog.tartanga.eus/	National blog	

<i>The Multicultural /Finnish Folk High school</i>	https://www.facebook.com/groups/213229912220963/	Facebook group for treatment assistant course
	https://www.edmodo.com/home#/group?id=23267247	Edmodo group
	http://wfa.finskafhsk.eu/	National Swedish Blog for the projects
	http://finska.fhsk.se	webpage
	http://www.datainspektionen.se/in-english/legislation/the-personal-data-act/	The Personal data act in Sweden
	http://www.skolverket.se/skolutveckling/resurser-for-larande/kollakallan/kallkritik/sociala-medier	the Swedish National Agency for Education page on using social media
<i>Bridgewater College</i>	https://plus.google.com/+bridgewatercollege	Bridgewater College – Social Media channels
	https://twitter.com/motorsportbc	
	https://www.facebook.com/motorsportbc/?ref=page_internal	
	https://www.instagram.com/btcengineering/	
	https://trello.com/login?returnUrl=%2F	
	https://www.instagram.com/bridgewatercollege/	
	https://www.flickr.com/photos/bridgewatercollege	