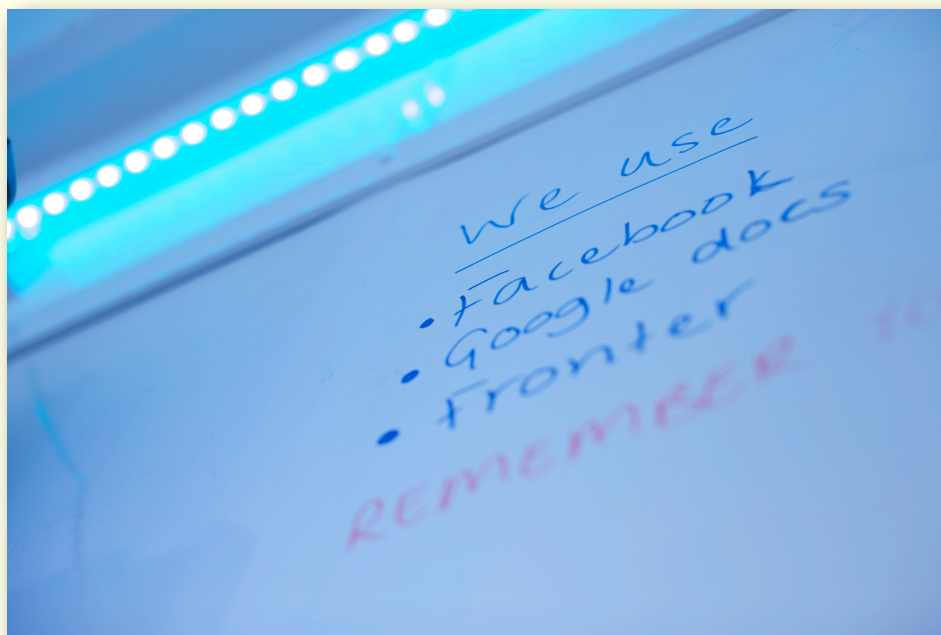nominettrust

cloudlearn
an end to locking and blocking

cloudlearn report: phase 1
effective practice for schools moving to end locking and blocking in the classroom

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c o n t e n t s

executive summary

> *"The parents group on Facebook and the class Twitter thing has really made my daughters move into secondary much easier. The twitter thing has meant I know what she was doing during the day and I can ask her about it, like I used to after primary school, and the facebook group, means that the teacher is always there as appoint of contact for me if there are any issues. I am so relieved. I didn't have this when my oldest started secondary school and it was such a stressful time." - Y7 parent*

The catalyst for this research was a growing awareness of a deep schism developing between those schools who were embracing social media and portable devices (specifically mobile and smart phones), and those schools maintaining a policy of banning, locking and blocking. Our concerns were twofold: the embracing schools were achieving greater engagement, a significant component in improving standards, and that opportunity was lost to the locking and blocking schools; secondly, we had an acute concern that locking and blocking might be potentially dangerous, for a number of reasons, a concern which our research reaffirmed.

This divide is all the more unfortunate in a world where resources are more limited, where schools' own technologies struggle to be updated and where there is a well documented and increasing disparity between the technology many young people enjoy at home (or in their pocket) and that provided at school.

The pace of change of new technologies - and their effective adoption by significant numbers of highly professional, careful teachers - led us to seek a new methodology. In the past all this would have waited for a national initiative, for central guidance, for pilot studies and research papers. But in a world where the capability of wireless technology is currently doubling every eleven months something more agile, more current, more rapid and yet safe, was needed. Fortuitously, it was the very technology of social media and portable devices that enabled the effective "crowd sourcing" of proven policies, by the very many innovative and often ingenious classroom practitioners and students who took part in this research.

The headline is that teachers, departments, schools and individuals have arrived at similar sets of common sense, professionally evolved, cautiously applied, effective and tested policy guidelines for using social media and portable devices safely, effectively and engagingly.

This document provides a 'pick and use' portfolio of these policies for schools to implement. There is of course no 'one size fits all' solution, but schools seeking a safe and sensible starting point will find it here, from these tested templates. It is a very good place to start.

When the research started, an end to locking and blocking seemed an ambitious, radical aim. Within a year that has changed to the point where very many schools are eagerly awaiting this publication - they know they need to change, they are just waiting to know how. That is a long way to have travelled in one year and we think this "bottom up" but effective, rapid iteration, crowd sourced methodology will be needed again.

This might be a new era that we are entering into, but now we know very clearly how to travel forwards safely and effectively in it.

"My mum misses our twitter stream…..
she says she always used to know what was
going on and now I have to tell her and I
forget stuff" – ex student who moved schools
in KS4

1. impetus for the research

1.1.   background

"Using phones and facebook and twitter and stuff in the classroom, we get to learn how to do proper research and use all the great stuff on the internet to help us with our work. Before I came here, I thought the internet was for fun and copying stuff, but actually, it means it's harder to do a really good piece of work because you have to think harder about what you need to include and what you shouldn't." -Y9 pupil

There is a wealth of advice available on the safe and secure use of the internet. Much of this advice is targeted at young people, their parents/carers and explains how teachers should act to help children protect themselves when using social networking websites. Although some of the advice targets teachers it is aimed at the security of young people, rather than providing guidance on use for professionals using social networking in a work context. Much past advice tended to be understandably focussed on protection of teachers and imagined that the elimination of risk might have been achieved simply by banning. Yet the world our students are growing up in is very different to the one their teachers and parents inhabited previously. Technology is advancing and developing at a phenomenal and accelerating rate; new technology in learning can be demonstrably engaging for students, enhances their attainments and prepares them for life as employees, employers, citizens, parents and lifelong learners, in a connected world.

Both technological expertise and collaboration are skills in high demand by employers who set great store by team work, mutuality, communication and the ability to face new challenges. Indeed employment is become a crowd in thesourced kind of world. Teachers, to prepare their students for the modern world, need to work collaboratively with others schools without being limited to students in the same corridor, school or even region. With the use of a portable device or the click of a mouse button students, and their teachers, can travel outside

Their ICT skills were second to none, and the manner in which they managed to work independently, without having to be told to use word and answer these questions or use x programme to research was a relief…I have come away from this experience feeling very confident about the future if these people are going to be the typical example." - employer

their classroom and connect to the other side of the planet in a second, opening their classroom door to the outside world and encouraging global citizenship.   There are many other reasons why newly emerging technologies are being considered by some schools and indeed are already embraced by innovative teachers in other schools. Some of these reasons include:

Finance: With less funding available in the UK schools need to review how they are spending their money. By using free online social media websites in place of purchased software and learning environments, and equipment, for example phones and handhelds, schools and teachers are effectively embracing a 'free tool' that can be used by schools.

Teaching & Learning: All skills within current curriculum subjects encourage reflection on learning and evidence of progression. Asynchronous social networking and portable devices offer this, whilst allowing students to build research and revision skills, in preparation for exams. These tools can encourage students to become independent learners, whilst providing an evidence trail for their work. This can enable the class teacher to provide more focussed and efficient support to students in classes.

Communication: Using and harnessing ubiquitous social networking tools and portable devices can promote engagement, especially amongst 'hard to reach' students and their parents. Parents and students are likely to have existing profiles that they use regularly in these social networking environments. Expecting these students and parents to move to a closed, restricted, unfamiliar environment is not realistic. Research is being published, in all countries, showing how those within the workplace are using such technologies as a tool at enhance their efficiency and support their understandings[1]. Social networking and portable devices used in schools can promote better communication channels within the school community (parents, students and teachers) and the local community.

The biggest concern is that whilst innovation has pushed ahead in some schools, in others ubiquitous social networking tools and portable devices are largely blocked and/ or banned. There is a profound divide between those that ban and those that use these tools and regard them as a valuable resource. If this divide continues not only may some groups of young people be at a disadvantage when seeking employment, but even more seriously there is a grave danger a group of young people, who are heavy users of such technology, will become even more disengaged with education, seeing it as irrelevant to the world they inhabit.

1.2. the lives of learners

It is not the purpose of this report to provide a detailed analysis of the use of social networking and portable devices by young people; the evidence is clear: they use them, they have them.

Anecdotally teachers know that their learners use this technology on a daily basis, overtly or covertly. Detailed statistics and papers documenting the use of these tools by

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[1] *for example :Rooksby J. "Social Networking and the Workplace', accessed from http://lscits.cs.bris.ac.uk/docs/HOReport1b.pdf*
Sahota D. "Social Networking improves productivity", accessed from http://m.computing.co.uk/ctg/news/2103482/social-networking-improves-productivity-research
Paino M. "The Impact of Social Media in the Workplace", accessed from http://blog.clomedia.com/2011/03/the-impact-of-social-media-in-the-workplace/

young people are available on the internet[2] and statistics document the heavy penetration of smart phones amongst the 16 to 24 age group[3]. The saturation penetration of smart phones increases for lower and lower age groups each time data is released so our expectation should be that a very large percentage of school students will come to school with this technology in their pockets, across the age phases, within very short order. This a fast moving target - but the movement is always in the direction of saturation and is an indication of how quickly the use of phones to 'surf the internet' has moved and is moving to the whole school age group. Again anecdotally schools suggest that student surveys of student use and ownership reveal slightly higher levels of penetration that adult surveys of the same populations. A hypothesis here is that not all phones or connections are obtained in the "proper" way (for example piggy-backing of a neighbour's wi-fi). Either way, many young people are connected and the size of intervention needed now to address equity concerns is achievably small.

1.3. what young people say

To inform this research, our research team of seven engaged with students in a number of schools. Our sample schools were spread across the primary, secondary and all-through age phases.

1. We sought five schools who were specifically on their way to unlocking and unblocking;

2. Our sample ranged from schools where pupils had limited access to social networking and portable devices, to schools where trials were already being undertaken towards unblocking.

3. Finally, our research team of seven focussed on schools who had already effectively moved beyond locking and blocking and had established practice.

Students in the limited access schools told us, and capably showed us, how easily they could circumvent restrictions placed on their access to social networking sites. Various techniques ('hacks') were demonstrated to avoid the blocking. This was aided by the students ability to swop and exchange ideas with each other (even across schools via internet forums, YouTube and similar). Students typically viewed the exercise to circumvent restrictions as a challenge, enjoying pitting their combined wits against the school ICT or network manager. In cases when the 'hacks' proved difficult or failed the pupils resorted to using their own devices to connect to the sites they wished to use. Where the school banned such devices pupils were simply discrete about where, when

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[2] *for example: KidsandMedia "Zero to Eight: A research study", accessed from* http://kidsandmedia.co.uk/zero-to-eight-a-research-study/
de Ros M. "Mobile Youth around the World: regional differences and trends", accessed from http://blog.selligent.com/blogs/cross-channel-campaign/en-mobile-youth-around-world-regional-differences-and-trends

[3] *According to an annual report from the Office for National Statistics (ONS), in the first quarter of 2011, about 45 per cent of UK Internet users used a handset to surf the web, up from 31 per cent in 2010. The biggest increase occurred among young people; more than 70 per cent of 16-24 year-olds accessed the Internet via a mobile phone, up from 44 per cent last year.* (http://www.kidsandmedia.co.uk/young-people-go-online-on-mobile-phones/)

and how they connected. For example many learners showed us a separate mobile phone which was either old or out of credit which they carried around school as a strategy against the threat of confiscation; the device acting as a "sacrificial" phone.   In schools where the use of mobile phones were banned, schools claimed that cyberbullying was not a problem, or not their problem, and yet pupils at these schools all cited incidents of such bullying and felt because of the ban there was little support from the school or teachers. Naively, because such devices were banned, some schools thought that any messages sent could not have happened under their jurisdiction.

"When I was in primary school, loads of people posted really nasty comments about each other online. Some people still do this, but then you can show a teacher online when it happens even if it's not in class and they will help you. I thought bullying would be really bad in my new school but it's actually better because teachers can help you at home too." -Y7 pupil

By way of contrast, in the schools already carrying out trials or moving towards open systems, all the students mentioned the way in which social networking tools enabled them to gain support from their teachers when they needed it, wherever they were. Support at home was a frequent example given of how social networking aided students and reminded them what was required. One student who had a history of illness gave examples of how a Facebook group had enabled her to keep in touch with the class activities in some lessons and the teacher throughout a long spell in hospital. Connecting to a closed site may not have been possible in an open access machine whereas social networking sites, like Facebook, were accessible on all the machines she had access to. Another student, who admitted having had a period of infrequently attendance, told how the class teacher would contact him via Facebook to remind him when he had exams and that he should be revising!   The student felt this showed how the teacher cared about his welfare. It is worth mentioning here that these after school interventions and communications did not need to be extensive to create a sense of support and care. A very light touch made a significant difference.

Many students stated how proud they felt, and how much they liked the approval they got, when placing work online. A sense of audience is well established as motivational in learning, and students confirmed this. Comments from teachers and students in other schools on their work or ideas, especially from schools in other counties, made them feel appreciated and helped them to reflect on their own learning and progress. Students who had a significant audience opportunity universally stated that they felt this approval made them, or helped them to, work harder.

Some students also felt the sharing of ideas and the ability to ask questions of others helped stimulate them and resulted in higher quality work. For them, this symmetry of communication was a significant component in engagement and quality. In schools where social networking was unblocked students clearly understood the difference between each social networking application and which application was appropriate to use under which circumstances, even when this was not guided by the teacher.

In schools where the use of social networking was accepted students perceived lessons to be more creative, which may of course reflect school ethos too. But the students were specific: they felt that the use of these new tools stimulated teachers and the lessons were more interesting and more engaging. When asked about the use of mobile phones older students in these schools found the banning of mobile phones nonsensical. A large number pointed out that their mobiles could access information at such speed that they were much more effective than the school computers.   Other students pointed out the value of smart phones in supporting learning. They emphasised the wide spread use of "apps" available on their phones that were supportive of learning: from news media (specifically the ability to compare papers by checking the headlines in all the national dailies), through foreign language support (including translation and sound support), to specific chemistry information (entertaining periodic tables were stated as an example) and finally to data capture like pulse monitors in biology, or video analysis in PE. Most students could not understand why such useful technologies would not be fully utilised in schools. A most commonly reported use was the capture of work - on A4 flip charts, or whiteboards, even on blackboards, with mobile phones saving considerable lesson time and resulting in faultless copies. From our schools students offered a host of such examples of appropriate use, and of their engagement. This report could be filled with just their good ideas alone.

It is worth reflecting that this report embraces the "crowd sourcing" of effective policy guidelines by teachers for teachers - a significant broadening of the policy pyramid, but in practice the base is being widened still further by the reflective practice of students themselves. We believe that this is very significant and indeed there were very few examples of effective practice moving forward with new technologies that did not include some significant element of student voice. These new policies are being evolved with students, not for students.

1.4.   why does blocking and locking continue?

Many schools, despite the progress reflected above, have not adopted these technologies for use in the classroom. Reasons why they are holding back include:

Confusion: social media and portable technologies seem to confuse some schools, as the distinctions between owners and between audiences have changed. We did not encounter any school, anywhere, with a class set of mobile phones. iPads, laptops, netbooks and more were prevalent in class sets, in laptop trolleys and similar, but phones were always and everywhere students' own. This means that the concept of an 'in school' network is challenged by children with their own 3G, having access levels set by parents not schools, for example. Similar confusion occurs about who can see what in Facebook pages - with an "urban myth" of employers trawling student's facebook pictures before interviews. These images have clear privacy settings that can be set by users.

Fear: Many teachers and schools can see the benefit of using this type of technology but are afraid of the technology not working, letting them down. Others are risk adverse, fearing that if the technology is misused, for example if cyberbullying occurs in the school, then they will be blamed. These schools feel that banning technology, and turning a 'blind eye' on its inevitable use in the school, will protect them from censure, for now. However, this 'blind eye' policy fails to arm young people for the world in which they are to live and arguably leaves these schools open to a charge of neglecting their educational duty to prepare children for a safe future. The "fear" approach limits available resources and opportunities. In one school students were encouraged to capture, using their phones, and to reflect on, examples of outstanding teaching when they saw it as part of a school improvement drive. In other schools a phone pointed as a teacher was perceived only as threatening.

Broadband & Bandwidth: Some schools do not have adequate frameworks. The internet access is not good enough to support devices or applications. This can particularly be the case in rural areas, small schools and some primaries, especially when video use can absorb a large percentage of the bandwidth within a school. With improvements in infrastructure, which are continuing even in constrained economic times, and better compression rates for video, this is often used as an excuse rather than reflecting actual infrastructure capability. At the time of writing, wireless connectivity capability is doubling in performance every 11 months.

Filtering/Blocking: Internet providers sometimes control what is blocked and filtered. Schools can negotiate to have certain internet tools and sites 'unblocked' but it relies on someone having the understanding within the school and being able to negotiate with a technology provider. Technology providers are often fearful they will be blamed for misuse, or concerned that unblocking will result in one school using a high percentage of available bandwidth. Teachers reported frustration when, having unblocked a website for a lesson, it connected to other key information through pages that had remained blocked (for example a link to a youTube video). The work needed to check and clear every potential pathway would be prodigious and certainly restricted what some teachers were able to do. There is now, for some schools, a confusion about who is responsible for what: service providers, the LA, the school, a department within the school, or parents. This is an impediment.

Security & Safeguarding: Young people can be vulnerable. There will always be some issues regarding the safety of students and teachers when they connect to AOTs (adults other than teachers) using social networking and portable devices. A central part of this research project has been to show that many schools have evolved effective and ingenious strategies to ensure safety and to model safe behaviour. With these effective safety frameworks in place risks can be minimised by schools developing robust, effective and embraced e-safety policies. This document provides some tried and testing policies that schools might adopt to protect themselves whilst still going forwards.

Leadership: Some classroom teachers, recognising the value of social networking and portable devices at a time of increasingly restricted resources, are using these tools without leadership teams acknowledging their use, or with only sometimes tacit acknowledgement. This may be dangerous - adequate protection is less likely to be in place. However, small scale trials with their teachers and students do provide very clear protocols and policies for overall use and school leaders should be encouraged to

grow practice in this incremental way. Additionally this will encourage teachers to share good practice as part of their effective continuous professional development.

Pressure from Parents & Community: Due to various media panics regarding the misuse of this technology, parents and the local community can be a barrier in the use of such tools. The schools in this report who were going forwards, or trialling new practice, document how involving parents, offering evenings on e-safety and meetings with teachers on how the use of such tools support the curriculum, can inform parents and help them improve their families practice too. Schools can also learn from effective family practice. This can provide an excellent opportunity to engage parents and the community in collaborating in the use of these tools and sharing emerging practice.

Authenticity: There are many voices engaged in the conversation about what is, and isn't, an appropriate and effective harnessing of social media and mobile devices, from politicians and media personalities, through charities, to sale persons. Traditional scholarship suggests trusting a full editorial process or peer review, but too often these traditional ways to vouchsafe authenticity do not move quickly enough to be helpful. For many teachers finding an authentic and trusted voice in this debate is difficult and can be a barrier to moving forwards. The same problem of course is central to the challenge facing young people as they also try to discriminate between differing sources and resources. Again, a shared problem is an appropriate vehicle for constructive discussions within schools.

We are encouraged by feedback throughout the project that collecting and collating the effective practice of schools who are already moving forward provides an authentic and trusted antidote to many of the reasons for locking and blocking listed above

"I could simply ask students to read a German newspaper. In fact, sometimes I do for a starter. However, using interactive tools - collaborative games, virtual worlds, skype discussions encourages my students to communicate, in German, with Germans! The school could never provide enough equipment for each student to do this for many spoken elements of my lessons. Using the students handhelds enables me to set this as a task. Pronunciation and vocab is vastly improved as a result!" - secondary teacher

2. project methodology

The ability of new technology to transform structure has impacted on everything from middle eastern politics to the way we buy and sell second hand goods. The way that ICT in learning has moved forward, similarly, has graduated from the the top-down dictate of quangos and ministerial departments to the the congruent enthusiasms of young teachers and energetic communities of practice. This has led to an increasing disconnect between often out of touch and over cautious advice from the top and the effective, grounded, evidence based policy exchanges of practitioners. Of course, in a world that already recognises the diversity of strategies needed to differentiate and personalise learning, it is clear that there is not, and never will be, a one-size-fits-all solution to any new challenge. Schools vary in their cultural and contextual specificity. A solution that works well in urban, employment challenged, Knowsley would be different from that in rural, agrarian coastal, Norfolk. But in each unique context the tested ingredients of good practice might be discerned, and aggregated to provide bespoke recipes - safe and authentic starting points for new practice in any school.

New technologies have provided schools with new challenges. Students are clearly enamored by the seductive charms of social networking, of pocketable smart technologies, of user generated media, of the sheer scale of pervasive technologies. The Cloudlearn research project started from the premise that those pervasive technologies might be at the heart of a new methodological approach too. The initial premise was that Cloudlearn advice might be best developed if it was initially crowd sourced from education practitioners, and then tested against the understandings of education organisations and views of learners and teachers. Hearing the authentic voice of experienced learning practitioners, who already had effective strategies in hand, was fundamental to the authenticity of the advice to be aggregated.

The methodology adopted in the Cloudlearn research project drew on, and built from, work done by the Cloudlearn team in previous projects. Discussions groups were formulated. These were:

❖   divided into five subject areas,

❖   entirely online,

❖   to contain only currently practicing teachers sourced from those registered on an online database at www.cloudlearn.net and 'calls for participation' via social media,

❖   each led by their experienced, innovative, respected, educational peers.

❖   using the same technologies as a vehicle for the discussions as were the focus of the policy and practice debate.

The online discussions took place between April and July 2011.

The case studies, guidelines and policies which make up the bulk of this document are the emergent result of these discussions.

3. case studies

These case studies were provided by schools and practicing teachers. They demonstrate how social networking and portable devices were effectively integrated into classrooms. These case studies are relevant for both primary and secondary pupils.

3.1.   using YouTube in a school[4]

Initially in this school YouTube was blocked. However teaching staff wanted to use videos as teaching aids to support learning across the curriculum. They recognised that its uses could be wide-ranging, with videos containing content which covered such subjects as learning a new method of multiplication through to watching historical footage and using popular music to observe professional dance routines, or even dances from other cultures.

A single 'school' YouTube channel was created and the login shared carefully amongst staff to be available for use across the school. YouTube supports multiple logins so there was no need to create more than one channel; this enabled the school to share and demonstrate the students work through lessons in all areas. The school account was carefully monitored by the ICT leader to ensure all media had been correctly tagged and uploaded, making it easy for students or parents to search and find.

Staff stated when using YouTube the purpose for using the tool needed to be clear as students were more likely to find inappropriate material in a unfocussed and unstructured learning space. They early observed that a large proportion of the students were active users of YouTube, using this as their preferred search engine rather than Google. The issues were similar to those using Google; random YouTube searches could lead to finding inappropriate material - students needed to be taught how to search properly and how to distinguish between reliable information video and an opinion piece.

"...about fear, there seems to be a sort of double whammy where teachers fear the 'power' of visual/aural texts but allow students to google random topics. This seems inexplicable to me." - ST1 teacher

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[4] *Developments since the writing of this report include a 'YouTube for Schools" initiative which overcomes many voiced fears of using the technology but in itself has its own limitations. For example currently it excludes many excellent learning resources from around the world.*

The school recognised that community tools (specifically comments and following) were important for all students and probably the most important part of the learning process. The school saw the reflections on the students work as highly significant and therefore they can't simply be 'switched off.' Commenting by the public and students was enabled within the space. Initially, comments posted had to be moderated or approved by any staff with access to the account, so all comments were approved. This ran the risk of inappropriate comments being left, but they were taken down and deleted within seconds (after the comment was notified to the account email being monitored by staff). Staff found that comments provided a good opportunity to model and then discuss appropriate internet behavior. The schools findings were that this process dramatically improved the students understanding of their responsibility when using a public forum. In practice the students now largely self regulate by drawing staff attention to comments/ videos naming the school they consider as inappropriate because they feel it is a distraction from material they want to draw an audience to and celebrate.

Initially in the school podcasting was most often used by staff to capture the students thoughts and reflections, however, vodcasting became more commonplace as children become more comfortable using video technologies and the novelty of capturing themselves was less daunting than in the early days of unblocking.

Parental choice is a key part of the schools ICT policy for a variety of reasons which may ensuring a child's safety (where, for example, the family maybe residing in a refuge). Parents were asked to give permission for images or videos of their child to be used by: a school or organisation internally, newspapers/media, internet publication (which includes YouTube videos). Parents give permission for all categories or none at all. Within the policy, pupils aren't directly identified and where names are used, strictly first names only. Broadcasting of audio is included in the policy but the school doesn't seek permission to use audio, whilst maintaining pupils full names aren't broadcasted.

The school now contributes to the YouTube video space through uploading videos, and parental feedback on students videos has proved to be a really important part of the students feedback. The school feel that it is important to be seen as not simply digesting content, but ensuring they are known as content producers too.

The school has a YouTube video channel and broadcasts a multitude of content that pupils have created though their learning. When searching for the name of the school on YouTube their video channel is the first link to be found: this contrasts with the situation prior to unblocking where students attached the school name to all sorts of videos they independently uploaded, regardless of the appropriateness of the content.

The school YouTube channel content includes Learning Logs (which are reflections on learning), Learning Toolkits (which explain and demonstrate pupils learning for others), examination work undertaken (performance, music, art, media, dance, history etc) and of course the output of students learning projects. All these also feed into the schools TV channel, which is broadcast across the school's network.

3.2.   developing blogging in a school

Writing had long been identified as in need of improvement at the school and there was a particular concern with the writing of boys. In 2009, with a challenging cohort entering Y6, the head teacher and deputy started to research approaches and techniques that could have impact on writing. Inspiration came from a blog at Manchester school, which was showcasing the value of a creative curriculum. It was felt blogging held out a real chance of inspiring reluctant writers and that a radical whole-school approach could be the best way forward. Within 4 weeks of the visit, the school had created a whole-school blog site with one blog for each class.

The Y6 blog was project based, and focused on trying to reach reluctant boys. Staff knew they would need lots of ideas and inspiration to maintain longterm interest in blogging, and for this the school brought a number of web 2.0 tools, including Voicethread, Animoto, Audioboo, Coveritlive, PrimaryPad, PhotoPeach, to keep the blogging fresh and encourage the pupils writing.

By the end of 2009, after just seven months, the Y6 blog had attracted around 100,000 hits and 1,500 comments. Class writing had clearly improved. The key evaluation measure was the impact on student learning; the SATs writing results showed the success of the innovation, moving from 9% achieving level 5 in the previous year, to 60% the next year. This figure is more impressive when taking into account projected figures which indicated a weaker cohort.

Next the school addressed teacher professional development. Each teacher was trained after school using an informal 1:1 technique, so that they could develop their own skills according to need, and find their own reason for using a blog that was appropriate to their curriculum and students. Support continued after initial training so that each teacher could develop at a sustainable speed. The teachers also supported "live" student sessions in the evening, after school, where the students shared tasks and socialised under the supervision of a teacher. A resulting outcome of this approach was that each class blog had a different look and feel, for example a Y4 teacher used her class blog with Voicethread embedded to communicate and collaborate with a Y4 class in Australia.   The Reception blog focused more on images, and was visual, using PhotoPeach each week to update the parents on the progress of their children.

By the end of May 2010, the school moved its focus from working with Y6 to Y5. New bloggers were not interested in the Web 2.0 tools, they just wanted to

"Nearly a year ago I had no idea what blogging was, however ever since we started it in Year 6 I haven't been able to stop. This new digital way of learning has had a huge impact on me and on my literacy" - Y6 pupil

write. They had seen the exposure the previous Y6 cohort had achieved, and they had one aim... to knock them off the Google Number 1 ranking search for 'Y6 Blog'.

The school had never planned to giving students a blog each, nor to give students direct responsibility for blogs of their own. Class blogs had always been carefully managed and moderated and existed for a whole group. However the school had to change practice in recognition of the fact that some students will always demand more creative freedom. Staff became aware that a number of their students had independently created their own blogs and were beginning to create their own content. For example one student created a blog for a story she was writing in which the audience decided direction the story would follow through voting in a poll she had placed on the webpage, and in another blog, written by two boys, the blog audience were asked to vote for a favourite team from the Football League.The boys then researched and produced a fact file about the winning team, and posted club news for two or three days before another poll would be launched.

> *"These developments, which occurred over only a few days have demonstrated that by keeping an open mind, being flexible and listening to the pupil voice, you can evolve the tools you have available to enable even deeper learning" - teacher*

The school embraced this new development and worked with the students to ensure their blogs reflected safe practice

The school is now working on 'quadblogging', whereby four schools work together and agree to spend one week focusing on one school blog in turn, visiting and reading and leaving comments. This increases the interest and incentivises more contributions from children in preparation for the regular surge in visitors. It has proved a successful spur to get schools blogging.

2011 has seen the students work live on their blog with author Pie Corbett, Sky News presenter Tom Parmenter and with various newspaper reporters and media coaches. They have produced 5,000-word creative stories from home and have appeared live on BBC1 Breakfast TV to 4.5 million viewers.

3.3.   introducing the use of mobile phones to a school

The school decided to use mobile phones in some subjects. They developed a working group of teachers & students who were interested in using mobile phones within the classroom. Parents of all students were written to, informing them that the use of mobile phones was not compulsory, and there was no expectation that they would buy devices but sometimes teachers may give classes the option to bring in their own.

The group agreed a set of acceptable guidelines to be used. These were:

❖   Behaviour rules remain the same

❖   You can only use the mobile phones when asked to by a teacher

❖   If a mobile phones is being used inappropriately (i.e. to play games, message others, use social networking sites when asked not to) then a warning, followed by a detention and confiscation of the device would be occur.

❖   If you do not know how to do something you have been asked to do (i.e. use bluetooth) you have 5 minutes to see if someone else in the class or the internet can help. If not, you need to share a mobile phones with someone else.

❖   Theft of mobile phones will be dealt with in the same way any other theft is in school, with the same sanctions.

❖   Bullying will be dealt with in the same way all other bullying in school is, with the same sanctions.

The school group used their experiences over one term to build some resources in a shared area (websites you can text to, suggestions for how to use mobile phones for simple tasks like looking up a word on dictionary.com, plenaries like bluetoothing a question to a school computer, texting onto a screen your best learning from the day, posting onto a twitter stream the bits you most enjoyed about the lesson or a short lesson summary and starter activities etc). Over the next term, they continued their use of mobile phones, some other teachers and some parents were invited to join the trail. Staff involved began to write the school mobile phones policy.

The policy was approved by the Senior Leadership Team the following half term. During the next term, all form tutors were asked to teach a scheme of work on appropriate behaviour on mobile phones. Lessons dealt with bullying, sex texting, fall outs, safety (i.e. internet safety - information details etc, mugging etc.). At the end of term, in preparation for the new academic year, a letter was issued to parents saying the school would be running a Bring Your Own scheme from September and describing how

evidence collected to date demonstrated how this would have a positive impact on learning.

From September, the school policy was that students with a mobile phone left it in their bag, turned off (or on silent), until they were asked to use it. Teachers could use phones if they wanted to, but it was not compulsory. The school continued to gathered evidence from the teachers who had been using mobile phones with students, within lessons. They used these 'experts' to build and develop a clear comprehensive policy.

The school invested in a number of handheld devices (iPod Touch and Google android PDAs) Parents were able to buy them on a weekly buy back scheme. Otherwise, they were loaned to students on a daily basis. The school policy was implemented at Easter 2011. Students first task was to put their school timetable onto their mobile phones or other handheld being used. Every student managed in some way.

Mobile phones were used within the classroom setting and to manage administration. Students and their parents received texts if they were missing from a lesson or were not in school. News was sent via text (i.e. about strike days, snow days etc). Parents

"My mobile phone will be the last bit of technology I would let go. School has got to be a place that is so flexible that you can take out any piece of technology and be able to surf the net for any research you are doing." - Y10 student

could also text in information and concerns to keep the school informed. Within the classroom, mobile phones and other handhelds were used to access the internet, use forums to reflect upon and aid each others learning etc. They became part of the tools used regularly by some teachers and occasionally by others.

Inappropriate use of mobile phones and handheld devices and subsequent confiscation was greatly reduced (it was easier to spot students texting/playing games under the table). The school asked students to put homework into their mobile phones or chosen handhelds; there was no longer a need for homework diaries. Such devices will become optional for the following school year.

The school saved money, and with the savings, were able to invest in more specialist equipment. They are beginning to look next at how they might use these tools to build better links within the wider community.

3.4.   using video conferencing in a classroom

Whole class video conferencing has been long recognised as a valuable addition to class activities. It has enabled schools to contact expects and other pupils both at home and abroad. Video conferencing equipment was however expensive and not available to most schools. Its use relied on a visit to a company or a local university at a time suited to them and could only be rare, scheduled activity.

The introduction of Web 2.0 has changed this and enabled classroom teachers to use this tool as part of their regular class activities. In this case study school the teacher recognised the value of these synchronous interactions and, to meet her needs, the class teacher wanted to allow her students to make regular contacts to support their class project work. When introducing Skype into the classroom the teacher was able to assure the senior leadership team that safeguards were built into the privacy settings which make it suitable for classroom use.

Initially Skype was used with the whole class and regular contact was made with other schools working on similar projects. Contacts were found by using Skype in the classroom[5] which currently has more that 12,500 teachers signed up, each with their own profile. There are 550 projects showcased and 475 resources being shared. Following the extensive use of Skype with the class, and given an opportunity

by the redevelopment of the classroom, the teacher set up an 'in class Skype bar' which enabled young people to contact others in lessons. This was used for individual and group work. Students were able to talk to other students and used the Skype bar to contact experts relevant to their current project work. Contacts were verified by staff to ensure that

"Earlier this year I used Skype with my graphics students to get a graphic designers to talk to them in the classroom. In previous years we had funding for real visitors but this year we did not have that funding available so we had to improvise. I suggested Skype and the designers I approached were happy to oblige, especially as they only needed to find a small slot of time within their day (no traveling time involved or cost). The impact was further reaching than usual as we had 4 different visitors and the students seemed happier and far more confident to ask questions. With our final visitor we used google chat/video and this worked just as well too." - FE teacher

only the most appropriate connections were made, but once added to the contact list

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[5] *http://education.skype.com*

students could access contacts themselves or at appointed times within project lessons time. Students could also use the 'Skype bar' out of lesson time as long as the 'bar' was open. In effect this meant that a teacher was present in the classroom.

The 'Skype bar' has enabled students to work both independently and in groups and has encouraged students to become comfortable working with a technology which is increasingly used in the commercial world.   The teachers have noticed that many of those students who are generally less confident find it easier to express their ideas and make contributions when working over a remote internet connection than in a face to face or a classroom context where a very few students may well dominate any class discussion.

"I use Skype to connect to children and classes all over the world. We Skyped several times with a class in New Hampshire to compare the places where we live. We Skyped with friends in a school in Beirut. Before the last Winter Olympics we Skyped with older students who taught my class about the Olympic events. My pupils were inspired to write about their own favourite winter activity. We then Skyped the older children back and they listened to us read our stories." - teacher

4. guidelines for schools and teachers

This section contains a portfolio of safe, tested guidelines for schools and teachers intending to implement social networking and mobile learning in a school wide and classroom context. These guidelines are based on the sound experience of 80+ classroom practitioners and provides the template needed by schools wishing to move forwards.

The practitioners advise that these guidelines are accompanied by professional development for those teachers involved, class trials before full trials are implemented, an evidence based approach to the implementation, full consultation with parents and a strong e-safety educational programme.

4.1. schools have found it effective if they:

❖ Have a clear and comprehensive policy on the use of social and portable (e.g tablets and mobile phones) media. This helps teachers, parents and students be clear about the acceptable use and sanctions involved. Evolve the policy.

❖ Keep parents informed! Write a formal letter to parents explaining the use of social and portable media in school and why it is being used, along with the policy (including rewards and sanctions). Engage with parents.

❖ Link your policy to other school policies; bullying, internet use, social networking etc. It should be clear that any behaviour that is not acceptable when spoken or written, is equally unacceptable when any form of new media is being used ("You know how we do things around here; online is not any different").

❖ Encourage a working group of students and teachers to work and research together, reviewing the way social and portable media is being used to enhance learning and teaching within the classroom.

❖ Use social and portable media as a tool to enhance a students learning experience. Try to ensure staff use social and portable media tools to:

       promote self review and reflection;
       promote collaboration;
       develop specific subject knowledge;
       extend the school into the wider community;
       make the most of enrichment activities;
       connect with different parts of the world.

❖ Begin with a small trial, with specific students (not necessarily the most able but maybe also consider the disengaged). Encourage staff to research the impact of the trial, distribute their findings and then act as mentors as the use is rolled out the the whole school. Each school is different and will experience separate teething problems. Make sure all barriers and potential issues (including those documented above) have all be trialled and tested, and they are covered in your school policies. Share findings with parents.

 ❖ Expect a short term spike in bullying reports. Once this social media and portable devices are embraced as acceptable tools to use, students are more likely to report bullying which has already been occurring, when it is clear the same sanctions and rules apply. This causes an apparent spike. Experience confirms that this will reduce again significantly. Use support and training to tackle people's fears (including parents').

 ❖ Consult the students! They use these tools and often have plenty of knowledge and ideas. Once included, experience has shown not only will they encourage but will 'police' policy to ensure they keep new privileges to use social and portable media tools - even taking down and tidying school related material, for example on YouTube.

 ❖ Use the tools to support the teacher in the school's professional development, distributing information for example on INSET days or using the tools on INSET days to enhance the experience.

 ❖ Start with what others have found to be effective; you may finesse their practice from there, going forwards, but it ensures a safe start and a solid foundation.

Finally it should go with out saying but schools need to make sure that everyone in the school; teachers, adults other than teachers in the school context, students and parents know how to stay safe online. Even where progress is through small pilot projects, the insights from those should be shared with all.

Additional specific guidelines for portable devices ...

 ❖ Be clear that equipment is brought in at the students own risk, and offer to provide a small amount of equipment for those who do not own or are not able/allowed to bring their own kit in.

 ❖ Be aware that sharing can be effective; a tablet on phone flat on a desk can be easier to collaborate around that the "barrier" of a laptop screen.

 ❖ Encourage different types of kit. This helps limit bullying about who has, for example the latest phone. Encourage students to think critically and select the best tool for the job.

 ❖ Use your trial group of teachers to share resources and information with those interested in the work.

 ❖ If students are to use their own devices ensure they have a lockable area to cover insurance issues (i.e. lockers or a locked classroom at lunchtimes) to store their property.

4.2. schools should not...

 ❖ assume that if social and portable media are banned in a school the students will not use them. All evidence from a variety of countries demonstrates they will! Schools should consider that social and portable media are easier to monitor when they are not hidden (for example if

phones are on the top of the table, like a homework diary, rather than in a jacket or under a table on someone's lap)

❖ think that the use of social media or portable devices begins at a certain age. Addressing online social skills at the primary age and modeling good practice helps keep children safe.

❖ assume that just because students are heavy users of social and portable media they know how to use them in a responsible way. Students need to be taught and have good behaviour modelled.

❖ assume that parents are aware of their children's use of social and portable media; often they are not.

❖ think that a locked alternative is sufficient, for example the school closed virtual learning environment (VLE). Students often state they are 'wasting time' on a closed VLE in which only teachers and their classmates are available. This is especially true of 'hard to reach' students (and their parents).

❖ assume that every teacher's rhetoric is the same as the reality. Staff should therefore be encouraged to 'evidence' their findings. Using social and portable media to 'support learning' can mean anything from posting a homework reminder on a social media website to developing a six week module using social networking.

4.3. teachers should:

❖ Never use their own personal identity to communicate with their students. Although frowned upon by some social networking websites a 'professional' identity should always be established to conduct classroom discussions. In some cases e.g. Twitter, Blogs a class/subject identity might be more appropriate.

❖ Make sure they have some 'experts' in each class (these can rotate on a half termly basis if needs be) so they do not end up a 'technology trouble shooter' rather than a teacher.

❖ Challenge the students to research and use the social and portable media to explore, ask and answer questions.

❖ Think about HOW and WHY they are using social and portable media. They are a tool just like any other - how do you want to use them? If you are simply using them to access information, how are they different to a school textbook?

❖ Plan like any other lesson! Social and portable media do not mean less planning! Teachers agree that it is like any lesson encouraging student independence, more planning, leads to a lesson where the teacher can facilitate the learning.

❖ Sanction inappropriate use or comments in the same way they would sanction off-task or spurious comments in their classroom in any other guise. In a lesson, laughing at/bullying/rude/inappropriate comments or off-task actions result in a sanction. It should be no different if this occurs whilst using social media or portable devices.

Additional specific guidelines for portable devices ...

❖ Play with a couple of handhelds so that you are comfortable using them before you ask students to do something. You don't need to understand how each one works, but having a little confidence, goes a long way!

❖ Ensure that students keep their devices visible in classes where trials are taking place - on desktops, in hands, or as appropriate. When phones are, for example. on the desk, screen up, all use is transparent and clear.

❖ Use them interactively. Internet research lessons can be great, but really explore the functionality. Texting, bluetooth, building apps, creating podcasts, data logging, and sharing to a wider audience are all relatively simple tasks but can really challenge students' thinking.

4.4.   teachers should not....

❖ use a private chat tool to talk to students online where the 'chat' cannot be saved. If a teacher does 'chat' with students all communication should be saved and uploaded to school data storage. This provides protection for both the student and the teacher.

❖ expect every student to want, or be able to, use social media and portable devices for learning. As with most tools not all students will engage with only one.

❖ assume that the students will be familiar and able to use all social and portable media. But, they can be encouraged find out how, using the internet.

❖ assume the school will be able to buy a portable device for each student or to standardise on one device in the school. Students, and parents, like choice! Standardising on one device only encourages students to bring their own.

❖ ever accept the excuse that the student did not know/understand the rules. If they are clear and school policy then they must follow them.

❖ worry about the time commitment required to use social media and portable devices. Setting up, for example a class Twitter stream or blog, does require some extra time, as does monitoring use and comments. However our teachers evidence confirms that the reward outweighs the investment in terms of increased student engagement. Teachers stated that students develop pride in class online achievements and in a short time police sites themselves.

❖ be concerned that all writing on social media sites should be perfect. As long as the tool belongs to the class and is not the 'corporate' face of the school then the audience will expect writing appropriate to the age group of the pupils and, along with other social networking sites, will accept acronyms and 'internet shorthand'.

5. policies

This section of the report provides a "pick up and use" set of policies which are tried, tested and already in use in a number of schools. It is intended that these policies can be used by schools and teachers right away, before finessing and adapting to suit their own context.

5.1.　school wide ICT policy

ICT covers a wide range of resources including web-based and mobile learning. Currently the internet technologies children and young people are using both inside and outside of the classroom include:

Websites
The school will not block most websites. However, students will be required to use internet search and websites in an appropriate way and any inappropriate sites accessed and/or shared will be sanctioned in the same way that any other inappropriate materials brought into school would be.

Learning Platforms and Virtual Learning Environments
VLE/MLE will be used as a communication tool for parents and/or students and/or staff. It should, therefore only be used in a professional capacity.

E-mail and Instant Messaging
Staff and students will have access to messaging and open email software. No school community member should open an attachment from and unknown source. All members should ensure that their online activity, both in school and outside school, will not cause the school, the staff, pupils or others distress or bring into disrepute.

Chat Rooms and Social Networking
Both these sources will be used for teaching and learning both within the classroom and outside it. All school community members should ensure that their online activity, both in school and outside school, will not cause the school, the staff, pupils or others distress or bring into disrepute.

Blogs and Wikis
Both these sources will be used for teaching and learning both within the classroom and outside it. All school community members should ensure that their online activity, both in school and outside school, will not cause the school, the staff, pupils or others distress or bring into disrepute.

Podcasting & Video Broadcasting
This is to be used in a responsible manner, to share and build upon learning taking place in the school day. No school community member will upload or add any images, video, sounds or text that could upset or offend any member of the school community

Music Downloading
No illegal activity (either streaming or downloading) will be considered acceptable. Any school community member found to be taking part in illegal activity will be reported directly to the relevant authorities.

Gaming

Gaming will be used in a learning context. Any off task activities during lessons which has not been authorised by a member of staff will be sanctioned in the same way as any other off task behaviour in line with the school behaviour policy and technology privileges will be removed or restricted.

Mobile/ Smart phones with text, video and/ or web functionality

Phones should be out on desks at all times. Any unauthorised use of phones or handhelds will result in confiscation of the device. Authorised use, but off task behaviour will be sanctioned in the same way as any other off task behaviour as per the behaviour policy, and will result in confiscation of the device, and/or technology privileges will being removed or restricted.

No school community member will film, record, upload or add any images, video, sounds or text that could upset or offend any other member of the school community

Other handheld devices with web functionality

Handhelds should be out on desks at all times. Any unauthorised use of phones or handhelds will result in confiscation of the device. Authorised use, but off task behaviour will be sanctioned in the same way as any other off task behaviour as per the behaviour policy, and will result in confiscation of the device, and/or technology privileges will being removed or restricted.

No school community member will film, record, upload or add any images, video, sounds or text that could upset or offend any other member of the school community

We understand the responsibility to educate our pupils on eSafety issues; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom.

Everybody in the school has a shared responsibility to secure any sensitive information used in their day to day professional duties and even staff not directly involved in data handling should be made aware of the risks and threats and how to minimise them.

Incident Reporting

Any security breaches or attempts, loss of equipment and any unauthorised use or suspected misuse of ICT must be immediately reported to the school's eSafety Co-ordinator.

Additionally, all security breaches, lost/stolen equipment or data (including remote access SecureID tokens and PINs), virus notifications, unsolicited emails, misuse or unauthorised use of ICT and all other policy non-compliance must be reported to the ICT Network Manager.

Incidents of bullying or inappropriate behaviour by students should be reported to the school bullying co-ordinator. Evidence (i.e. screen grabs or pictures or texts) will be required for the school to act/investigate.

Concerns about staff behaviour online should be reported to the member of staff responsible for e-safety. Evidence (i.e. screen grabs or pictures or texts) will be requested, where appropriate.

Once issues are investigated, the appropriate sanction will be applied in line with current policies.

5.2. example policy in pupil planners

At (SCHOOL NAME) we are using social media sites to support and enrich learning as well as promoting e-Safety. These include creating blogs and communicating via Twitter. Social media is a rapidly growing medium; social media sites now account for more internet traffic than any other type of website. We want to embrace this technology and highlight how social media can be used for effective communication in an education or workplace setting.

With Years 7 and 8 we are using only internal means of Social networking via the Virtual Learning Environment. This will be moderated by staff and only accessible by staff and students.

Staff have been advised on sensible and safe use of social media and they are educating students to use it safely. As a parent we encourage you to stay involved in your child's internet use, expressing the same interest in their 'virtual life' as you would in their 'real world' activities.

Social Media Safe Use Rules

❖ Students may only use social media in school for educational purposes when instructed to do so by teachers

❖ Students must not publish personal details on line such as addresses and mobile numbers

❖ Students must never meet in person with somebody they have met online unless accompanied by a trusted adult

❖ Students must never post anything online that isn't suitable for a wide audience – very few things are private when it comes to social media

❖ Students must never use social networking to Cyber Bully – this will be dealt with very seriously by the school and may result in police intervention

❖ If anything makes you feel uneasy when using social media, tell a trusted adult immediately or report it to CEOP

For more comprehensive advice on Internet Safety, please visit the CEOP website: www.ceop.police.uk

I do / do not (delete as appropriate) give permission for my child to use external social media in school.

Signed (parent/carer)

………………………………………………………………………………………

I agree to use social media in accordance with the 'safe use rules' and understand that not following these could be putting my personal safety and/or the welfare of others in jeopardy.

Signed (Student)

……………………………………………………………………………………………

5.3. parents letter

Dear Parents,

With the completion of the school wireless network, approval has been granted for the use of personal wireless devices (such as Notebooks, Laptops, or Netbooks – and now including the iPad, iPod Touch, or Nintendo DSi) in our classrooms in order to access online resources for enhancing student learning.

This is not compulsory – there is no expectation for parents to purchase their child a device and certain points need to be made clear to students and parents before any personal property is brought onto the school site:

Any form of insurance will need to be decided upon by parents. The school WILL NOT be liable for lost or damaged personal property;

Devices should be clearly engraved or labelled in order to be easily identified, they are not to be left at school overnight;

Student guidelines for the classroom around these devices include points such as safely moving the devices around the room, keeping liquids away, not sharing personal devices, charging, security and the like. These will be discussed in-depth during class;

In the specific case of small devices such as the iPad, iPod Touch or Nintendo DSi please refer to the separate attachment;

Instructions will be provided in regard to changes needed to allow access to the internet on the school wireless network;

The collaborative nature of the work we will undertake is Web 2.0 based, and therefore no extra software will be required by the school (we do however advise up to date antivirus software);

Please feel free to direct any questions regarding this trial of e-Learning in the classroom to myself or Mrs. ....

Regards

Mr / Mrs / Miss ....

I give permission for my child …………………………………………… to bring their own internet-ready device to school for use in the classroom and school.

I acknowledge that the school will not be held liable for any damage to or theft of the device as a result of this decision.

Signed: …………………………………………………..

Date: …………………………………

5.4. secondary school acceptable use policy

In using the School's ICT system or other electronic devices or services ("System") as a member of the (school name) Community you are agreeing to abide by this Acceptable Use Policy:

Respect Yourself: I will show respect for myself through my actions. I will consider the data I use or communicate by means of the System so that it is appropriate. I will consider what personal information about my life, experiences or relationships I use or communicate using the System is appropriate.

Protect Yourself: I will ensure that data I use or communicate will not put me at risk. I will report any inappropriate behaviour directed at me. I will protect passwords, accounts and resources. I will not use or communicate any data which is inappropriate.

Respect Others: I will show respect to others at all times and communicate with them in an appropriate manner. I will show respect for other people in my choice of websites and I will not visit sites that are inappropriate. I will not abuse my rights of access and I will not enter other people's personal data spaces.

Protect Others: I will protect others by reporting abuse and not forwarding or sharing inappropriate data.

Respect your Education: I will use the System solely as directed by my teachers and for the purposes of teaching and learning only. I will only use appropriate data or services.

Protect your Education: I will report any misuse of the System. I will not use or communicate anything that would bring the (school name) Community into disrepute.

 All ICT use is logged and monitored; violations of the AUP will be dealt with on an individual basis in line with whole school behaviour policies.

 Clicking **I accept** means that you agree to the Acceptable Use Policy.

5.5. mobile trial policy

In the interest of continuing to allow students to learn in a technologically-rich learning environment, the school would like to trial the use of students' own small mobile devices during class learning sessions for Years 5 & 6.

This move will entail adherence to a new set of rules, personal and property safety, and etiquette:

All student devices must be **clearly labeled**.

Students will be responsible for their own devices whilst at school - where the device is kept is at the discretion of the parents in consultation with their child. Some scenarios may be in the classroom, or in their pocket. Whilst all care will be taken, the school will not be liable for any loss or damage to the student device, irrespective of where the student chooses to store the device when not in use.

Student will not be permitted to use the devices for non-educational purposes such as games, at any time during the day.

Students will not be permitted to make or receive telephone calls or communicate with others outside of the school during lesson time (should their device have this capability).

Students will not be permitted to use their device on the playground during recess, lunch, or before or after school.

Taking photos or filming video for any other purpose other than as directed by the teacher is strictly forbidden.