Youth Work Ireland

Appropriate Use of Social Networking Tools:
Guidelines for Youth Work Staff and Volunteers

CONTENT

INTRODUCTION

These guidelines are specifically designed for youth workers be they staff or volunteers who use social networking tools e.g websites, email, mobile phones either in a personal or professional capacity and may use them in the course of their work with young people.

The aim of these guidelines is to ensure good practice and safe use of social networking tools particularly the appropriate direction interaction between a worker and young person when using these tools or sites for the safety of the young person, the worker and the local youth service.

Each section is in a short bulleted format and is generalised i.e. they are not group or location specific. The should allow for flexibility for a local youth service to adapt them to working with a particular group if required or if there are particular stipulations in relation to computer use/website access in a particular location being used.

These guidelines should be used alongside the suite of social networking materials already developed by Youth Work Ireland in 2009 to assist workers in working with young people, namely:

Youth Work Ireland Safe Social Networking Guidelines
Youth Work Ireland Safe Surfing Guidelines
Social Media Networking Learning Resource Pack

ACKNOWLEDGEMENTS, COPYRIGHT REPRODUCTION PERMISSION AND DISCLAIMER

ACKNOWLEDGEMENTS
- Fran Bissett, Youth Work Ireland National Office who drafted and edited these guidelines.
- Gina Halpin, Youth Work Ireland National Office for her work on design, layout and desk top publishing of these guidelines.
- Geraldine Moore, Youth Work Ireland National Office for her work on proofing.
- Staff in Youth Work Ireland Member Youth Services who provided feedback and critique on various drafts of these guidelines.

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Youth Work Ireland, (2009), *Appropriate Use of Social Networking Tools: Guidelines for Youth Work Staff and Volunteers,* (Dublin: Irish Youth Work Press)

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Although every effort has been made to ensure that the information in these guidelines is accurate and up to date at the time of going to print, Youth Work Ireland cannot accept responsibility or liability for any errors or omissions.

STAFF/VOLUNTEER USE OF PERSONAL PROFILES ON SOCIAL NETWORKING SITES

1. Staff/volunteers should be free to have their own personal profiles on social networking sites. However, staff/volunteers should not accept friend requests from young people they are working with on these profiles.

2. Staff/volunteers should not post any content on their personal or work profiles which it would be professionally inappropriate for young people to know or see *or* in the case of a personal non-work profile they should use the privacy settings of a site to ensure this content is not accessible to young people.

3. Staff/volunteers should also not post any content on their personal or work profiles which could have a detrimental on their own employment or would be looked upon unfavorably or as unprofessional by their employer

4. *Staff/volunteers should lead by example, and abide by all the relevant safety messages and guidance provided to young people provided in the* ***Youth Work Ireland Safe Social Networking Guidelines.***

APPROPRIATE USE OF WORK RELATED SOCIAL NETWORKING SITE PROFILES

1. Individual staff/volunteers may use a **work** social networking site profile to contact the young people with whom they have a direct professional relationship and only with the permission of that young person. Normal procedures regarding parental consent would apply in these circumstances and standard parental consent forms can be adapted for this purpose.

2. A centre or project manager may use a public social networking site profile or group to market a particular project or initiative. They may accept friends list requests from young people who have attended or would be interested in attending the project.

3. A specially trained staff member/volunteer (e.g. a 'detached youth worker/volunteer for the web') may use a social networking site to interact with young people who may not already be known to the service and to carry out online outreach and issue based work.

4. Staff/volunteer use of social networking sites during work time and/or for work related purposes should always be agreed with the relevant line manager.

MANAGING SOCIAL NETWORKING SITE PROFILES

1. Staff/volunteers should maintain separate personal and work profiles. Where possible, the ability to browse the friends list on a social networking profile should be switched off.

2. Where a profile is being used to contact young people known to a member of staff/volunteer it is important that the message box on the profile is checked regularly.

3. Where a profile or group may receive friend/membership requests from individuals not already known to a member of staff/volunteer the profiles of the individuals making the request should be checked before they are accepted.

4. Groups or profiles should include a clear message stating who the profile owner is, their affiliation, how to confirm their identity, and who to contact in the case of any concerns about their conduct.

RECORDING PROCEDURES

1. Contact with young people through social networking sites should be recorded alongside any other communication and work with young people. A process for recording contact and communication could for example be based on a detached youth work policy.

2. Local Youth Services should have a procedure in place on how to record and report 'contact time' with a young person that occurs through social networking sites. Many Youth Services will have existing procedures/documentation in place on recording contact time as part of grant reporting procedures.

SAFETY PROTOCOLS

1. Staff/volunteers should make sure young people are aware that adding them as a friend makes information on the young persons profile accessible to the member of staff/volunteer.

2. If a member of staff/volunteer is concerned about the content of a young person's profile (e.g. unsuitable profile picture or other images) there are two options that can be considered. The first is to use the reporting/complaints mechanisms of the site in question. The second option is to send them a polite private message. Both of these options may present a potential dilemma for a worker i.e. breach of the trust relationship they have with a young person. Discussing such instances as they arise on a case-by-case basis with a supervisor/line manager would be recommended.

3. Staff/volunteers should actively check any discussions they host, and should make sure these online spaces are kept free of bullying and any other inappropriate use.

4. Staff/volunteers should familiarise themselves with the *Youth Work Ireland Safe Social Networking Guidelines.*

5. Staff/volunteers/Local Youth Services should make young people aware of the *Youth Work Ireland Safe Social Networking Guidelines* and make them available on their official websites.

6. The good practice proposed in these guidelines takes cognisance of the recognised child protection dangers that can exist through the use of social networking tools. Therefore, staff and volunteers who undertake child protection training should be made aware of the existence of these guidelines and be provided with a copy of them.

DEALING WITH CONCERNS ABOUT YOUNG PEOPLE'S SAFETY OR CONDUCT

1. Staff/volunteers should know how to record and report any concerns about young people's safety to their line managers, or, where relevant, how to report any child protection concerns to the relevant authorities. This should be covered within the organisations Child Protection training and procedures.

2. A code of conduct should be negotiated and agreed with young people. It should provide the guidance in how the member of staff/volunteer responds to concerns about young peoples conduct in social networking sites and online communities.

GOOD PRACTICE IN USING MOBILE PHONE DEVICES AND EMAIL

1. There are situations when access to a mobile phone will make a positive contribution to the safety and welfare of young people and workers, particularly when an emergency occurs. However, there are clear good practice and child protection issues in relation to the appropriate use of mobile phones and other electronic forms of communication.

2. Staff/volunteers should only use work phones and computers to contact young people and should not give out their personal/private number(s) or email address to young people for any reason.

3. It is not considered good practice for workers to text or email individual children or young people. Staff/volunteers need to be aware of the appropriateness of these means of communication and the need to maintain their professional boundaries.

4. The exception to the above practice would be in the case of a specific texting or text advice service, which a number of Youth Services operate (see point 9).

5. Where it is required, contacting children and young people by phone, text or email should never be undertaken without parental/guardian knowledge or consent. Additional

communication relating to events and other information should be directed to the child or young person's parents or legal guardian if possible.

6. Group text should always be used unless there are exceptional circumstances (see point 9). Communication should be limited to the exchange of information about programmes or activities related to the work.

7. Staff/volunteers should also not email children or young people directly as individuals, but may do so as part of a group list (having received permission). Again communication should be limited to information in relation to the project, programme or a particular work related event.

8. Group emails should also give individuals the opportunity to have their contact details removed from the list by including a statement e.g: "*If you wish to be removed from this e-mail list please contact the administrator*".

9. Some Local Youth Services and Youth Information Services operate texting or text advice services where a young person will be involved in a one-to-one texting exchange with a worker given the nature of this type of service. However, such services should operate or have in place appropriate good practice guidelines which protect the young person, the worker and the organisation.

10. The use of mobile phones for photography and video should be subject to the organisational policy/guidelines on the use of photography and digital images (see Appendix 1). Parental consent should therefore be required to use mobile phones for these purposes if necessary and for any subsequent reproduction of recorded digital images. However, it would not be considered good practice for staff/volunteers to use mobile phones for this purpose.

11. Finally, one of the primary responsibilities of a member of staff or volunteer must be the supervision and safety of the children or young people that they are supporting through the provision of a structured, quality experience. Anything which compromises the member of staff/volunteers' ability to maintain a safe environment and give their full attention to the supervision of young people is discouraged. Making/taking phone calls or sending and receiving text during a session is discouraged for these reasons.

APPENDIX 1: Guidelines on the Use of Images of Children and Young People under 18 Years of Age

Introduction

The value of using photographs/images of children and young people in work undertaken by Youth Services, be it as a learning and development tool or in promotion, marketing and design is well established. However, it is necessary for Youth Services to use these images responsibly in order to protect the young person, the organisation and the use of the images. This is true of photographs/images in their own right and in published form (electronic or otherwise).

Key Concerns

- The possible identification of children/young people when a photograph/image is accompanied by personal information
- The inappropriate use, adaptation or copying of images for use on child pornography websites and/or for grooming purposes.
- The taking of inappropriate photographs/images of children/young people
- The inappropriate distribution of photographs/images of children/young people via mobile phone, email or other electronic media

Guidelines for Recording Images

- All children/young people featured in recordings must be fully dressed with outer clothing garments covering their torso.
- Children/young people in swimwear should not be photographed.
- The photograph/image should ideally focus on the activity. Where possible images of children and young people should be recorded in small groups rather than individuals.
- Appropriate photographs/images should be used at all times.
- Staff and volunteers should still be allowed to use photographic and digital equipment as a training tool. However, young people and their parents/guardians should be aware that this is part of the work programme. Care should be taken in storing such photographs/images.

Guidelines for Publishing/Reproducing Images

- Personal details of children such as email address, home address and telephone numbers should never be revealed. It is acceptable to publish first name, surname and the name of the youth club/ project.
- Do not provide additional information that can assist someone in locating a child/young person or which could be used as grooming tools (hobbies/interests, likes/dislikes, etc.).
- If you must provide additional information, such as the name of the club/project/activity, then avoid naming the child/young person in the photograph/image.
- Permission should be sought from the child and the parent/guardian. This should be included in the general permission and consent forms used by a local youth service.
- The permission form can be filled out when the young person is filling out the general application form when joining a club/project/activity which should include a section covering permission to use appropriate images of the child/young person for the organisation's work. The same principles should apply for a Parental Consent Form.
- When using external/professional photographers ensure that the youth service has the complete contact details of any photographer that is used. Clearly outline to professional photographers that all images taken will remain the property of the organisation, and cannot be used or sold for

any other purpose. Clearly outline that all negatives / proofs etc. need to be given to the organisation.

Other Considerations

- There is an increasing debate as to whether young people aged 16 and 17 can give consent themselves to positive images and this would be consistent with Youth Work Ireland's evolving thinking on participation. Guidelines would still recommend parental consent for any event where photography is taken and that this should be stitched into general consent forms as previously covered. However, reference to informed consent to positive images by 16 and 17 year olds may the route a particular Youth Service will want to consider.

- It is also good practice to include guidelines on the use of images of children/young people in both a child protection policy and a confidentiality/privacy policy.

- It is important not to portray children/young people in a manner that could be misinterpreted by associating them with an activity that could be regarded as violent or illegal. Furthermore, media coverage often categorises young people in limited and stereotypical ways. Youth Services should be mindful of these considerations. For codes of practice in the use of images of children in the media, see the Press Council of Ireland's Code of Practice: http://www.pressombudsman.ie/v2/presscouncil/portal.php?content=_includes/codeofpractice.php, and the Broadcasting Commission of Ireland's Children's Advertising Code http://www.bci.ie/codes/childrens_code.html.

APPENDIX 2: List of Social Networking Sites

The following is a comprehensive but not exhaustive listing of social networking sites with some keywords explaining the focus of the site or geographical locations where it is used or most popular.

Site Name	Focus/Target Audience/Geographical Catchment
Adult FriendFinder	Adults Only Dating/Hook-up Network
Advogato	Free and open source software developers
Amie Street	Music
ANobii	Books
aSmallWorld	European jet set and social elite
Athlinks	Running, Swimming
Avatars United	Online games.
Badoo	General, Popular in Europe
Bebo	General.
Bigadda	Indian Social Networking Site.
Biip	Norwegian Community.
BlackPlanet	African-Americans
Broadcaster.com	Video sharing and webcam chat
Buzznet	Music and pop-culture
CafeMom	Mothers
Cake Financial	Investing
Care2	Green living and social activism
Classmates.com	School, college, work and the military
Cloob	General. Popular in Iran.
College Tonight	College students
CouchSurfing	Making connections between travellers and the communities they visit.
DailyStrength	Medical & emotional support - Physical health, Mental health, Support groups
DeviantART	Art community
Disaboom	People with disabilities. (Amputee, cerebral palsy, MS, and other disabilities.)
dol2day	Politic community, Social network, Internet radio (German-speaking countries)
DontStayIn	Clubbing (primarily UK)
Elftown	Community and wiki around Fantasy and sci-fi.
Epernicus	Research scientists
Eons.com	Baby boomers
Experience Project	Life experiences
Exploroo	Travel Social Networking.
Facebook	General
Faceparty	General. Popular UK.
Faces.com	British teens
Fetlife	People who are into BDSM
Filmaffinity	Movies and TV Series
FledgeWing	Entrepreneurial community targeted towards worldwide university students.
Flixster	Movies
Flickr	Photo sharing, commenting, photography related networking, worldwide
Fotolog	Photoblogging. Popular in South America and Spain.
Friends Reunited	UK based. School, college, work, sport and streets

Friendster	General. Popular in Southeast Asia. No longer popular in the western world.
Gaia Online	Anime and games
GamerDNA	Computer and video games
Gather.com	Article, picture, and video sharing, as well as group discussions
Geni.com	Families, genealogy
Gogoyoko	Fair play in Music: Social networking site for musicians and music lovers
Goodreads	Library cataloguing, book lovers
Gossipreport.com	Anonymous gossip
Grono.net	Poland
Habbo	General for teens. Over 31 communities worldwide. Chat rooms/user profiles.
hi5	General. Popular: India ,Portugal, Mongolia, Thailand, Romania, Jamaica, Central Africa and Latin America. Not popular in the USA.
Hospitality Club	Hospitality
Hyves	General, Most popular in the Netherlands.
ibibo	Talent based self-promotion social networking site. Most popular in India.
imeem	Music, Video, Photos, Blogs
IRC-Galleria	Finland
italki.com	Language learning social network. 100+ languages.
InterNations	International community
itsmy	Mobile community worldwide, blogging, friends, personal TV-shows
iWiW	Hungary
Jaiku	General. Owned by Google.
Jammer Direct	Creative resource website
kaioo	General, nonprofit
Kaixin001	General. In Simplified Chinese; caters for mainland China users
Kiwibox	General. For users by users, a social network that is more than a community.
Last.fm	Music
LibraryThing	Book lovers
lifeknot	Shared interests, hobbies
LinkedIn	General but primarily business
LiveJournal	Blogging
Livemocha	World's largest community for online native language learning
LunarStorm	Sweden
MEETin	General
Meetup.com	General. Used to plan offline meetings for those interested in various activities
Meettheboss	Business and Finance community, worldwide.
Mixi	Japan
mobikade	mobile community, UK only
MocoSpace	mobile community, worldwide
MOG	Music
Multiply	"Real world" relationships. Popular in Asia. Not popular in the western world.
Muxlim	Muslim portal site
MyAnimeList	Anime themed social community
MyChurch	Christian Churches
MyHeritage	Family-oriented social network service
MyLife	Locating friends and family, keeping in touch (formerly Reunion.com)

MyLOL	General. Popular in the United States, Europe and Australia.
MySpace	General.
myYearbook	General
Nasza-klasa.pl	School, college and friends. Popular in Poland.
Netlog	General. Popular: Europe, Turkey, Arab World & Canada's Québec province.
Nettby	Norwegian Community.
Nexopia	Canada
Ning	Users create their own social websites and social networks
Odnoklassniki	General. Popular in Russia and former Soviet republics
OkCupid	Social networking and dating
OneClimate	Not for Profit Social networking and Climate Change
OneWorldTV	Not for Profit Video sharing and social networking
Open Diary	First online blogging community, founded in 1998.
Orkut	Owned by Google. Popular in Brazil and India.
OUTeverywhere	Gay/LGBT Community
Passportstamp	Travel
Pingsta	Collaborative platform for the world's Internetwork Experts
Playahead	Swedish, Danish, & Norwegian teenagers
Playboy U	Online college community
Plurk	Micro-blogging, RSS, updates
Present.ly	Enterprise social networking and micro-blogging
Qapacity	Business-oriented social networking site and a business directory
quarterlife	Social network for artists, filmmakers, musicians, and creative people
RenRen	Significant site in China.
ResearchGATE	Social network for scientific researchers
Reverbnation	Social network for musician and bands
Ryze	Business
scispace.net	Collaborative network site for scientists
Shelfari	Books
Skyrock	Social Network in French-speaking world
SocialGO	Social network builder that allows users to build their own online communities
SocialVibe	Social Network for Charity
Sonico.com	General. Popular: Latin America and Spanish & Portuguese speaking regions.
Soundpedia	Music
Stickam	Live video streaming and chat.
StudiVZ	University students, mostly in the German-speaking countries.
Supernova.com	Independent music fans and artists.
Tagged.com	General
Talkbiznow	Business networking
Taltopia	Online artistic community
TravBuddy.com	Travel
Travellerspoint	Travel
tribe.net	General
Trombi.com	French subsidiary of Classmates.com
Tuenti.com	Spanish-based university & high school social network. Very popular in Spain
Tumblr	General. Micro-blogging, RSS
Twitter	General. Micro-blogging, RSS, updates

V Kontakte	Russian social network.
Vampirefreaks	Gothic and industrial subculture
Viadeo	European Social Networking and Campus Networking in Seven Languages
Vox	Blogging
Wakoopa	For computer fans that want to discover new software and games.
Wasabi	General
WAYN	Travel and lifestyle
WebBiographies	Genealogy and biography
WeOurFamily	General with emphasis on privacy and security
Windows Live Spaces	Blogging (formerly MSN Spaces)
WiserEarth	Online community space for the social justice and environmental movement
Xanga	Blogs and "metro" areas
XING	Business: primarily Europe (Germany, Austria, Switzerland) and China
Xt3	Catholic social networking, created after World Youth Day 2008
Yammer	Social networking for office colleagues
Yelp, Inc.	Local Business Review and Talk
Youmeo	UK Social Network (focus on data portability)
Zoo.gr	Greek Web Meeting point

APPENDIX 3: Social Networking Terms Glossary

The online world of social networking has its own language, which can be as confusing as coming to terms with the actual use of the sites themselves. The following is a comprehensive but not exhaustive listing of social networking terms explaining what each term means.

Adverblog: Short for Advertising blog, a blog used for advertising purposes.

Aggregation: The process of gathering and remixing content from multiple websites that provide RSS feeds such as blogs. The results may be displayed in an aggregator website like Bloglines, or directly to desktops using software often called a newsreader.

Aggregator: A site, such as Bloglines or Google Reader, that displays information related to user-specified keywords. The information is gathered and remixed from multiple websites via RSS feeds. Also, the name given the software, often free, that automatically gathers the RSS-based summaries of a set of user-based blogs or sources for easy browsing.

Alerts: Service available from various online news sources and aggregators that will automatically send updates on user-selected topics whenever those topics appear online or in the specific news source.

Architecture of Participation: A phrase used to describe the nature of systems created for user contribution, such as Wikipedia. The phrase has come to define one of the key elements of what has been called Web 2.0, describing the collection of companies, technologies and projects that are designed around the culture and economics of openness.

Astroturfing: This describes a supposed grass-roots social site which is actually supported by some powerful organisation be it private or public with an agenda.

Asynchronous Communications: Online communications independent of time or place, such as email lists, bulletin boards and forums. Messages go to and fro rather than appearing in one place nearly simultaneously (synchronous communication).

Audio Blog: Another name for a podcast.

Audio On-Demand: Another expression for audio podcasting, referencing the ability of listeners to start, stop, replay and skip sections or whole recordings at any time, virtually any place in their daily lives.

Avatars: Graphical images used in virtual worlds to represent people. Users can create Avatar visual personalities selecting a gender, body type, clothing, behaviors and name.

Blegging: This term means to send a query through the blogosphere in search of an answer.

Blogcast: Another name for a podcast

Blogerati or Blogophiles: Two terms used to describe sophisticated blog authors and readers.

Blogosphere: The universe of blogging and bloggers.

Blogroll: List of sites displayed in the sidebar of a blog showing who the blogger reads with regularity.

Blogs: Shortened from the original term Weblogs, self-published websites containing material usually written in a journal format. Content such as text, pictures, video and/or audio have URLs plus other ways of identifying them by keywords (tags). This allows visitors to pull items to their desktop through subscriptions or aggregators without having to visit the actual website.

Board: Short for mixing board, a tool for combining multiple audio sources into one signal for recording.

Bookmarking: Saving a website address or item of content, either in a browser, or on a social bookmarking site such as del.icio.us.

Bookmarklets: Also called favelets, these are free tools to help with repetitive, difficult and/or time-consuming tasks when using a web browser.

Bulletin Boards: An early forum for online collaboration, where users are connected with a central computer to post and read email-like messages.

Buzz: Online chatter or social discussion and interaction characterized by frequent expressed interest and/or mentions of a subject among the online community.

Channel: A group of podcast items, each of which represents one MP3 audio file (or show). When subscribing to podcasts, it is the channel you subscribe to.

Chat: Real time interaction on a web site, with a number of people adding comments via text entries.

Chat Room: A designated online location for chat to take place in real-time exchanges.

Chicklet: Nickname for the small buttons used as links to RSS files (usually orange with a graphic resembling waves or ripples expanding out). Many podcatchers allow you to drag chicklets onto them to quickly add a subscription.

Clodpasting: A weak attempt to use online audio programming to launch a career into show business.

Collaboration: Being able to discuss and work with people across physical and temporal boundaries through the sharing of information enabled by a variety of online media (email, blogs, forums, chatrooms, podcasts, websites and various social networking sites). Collaboration is considered one of the higher goals of social networking and software.

Communitainment: This term describes a trend involving consumers moving communication beyond a mere exchange of information to facilitate an exchange of content, ideas, and entertainment within an online social context.

Compensated Consumer-Generated Media (CCGM): This is media where marketers pay consumers to do certain things, or when publishers compensate artists or content creators for submissions frequently based on their popularity.

Consumer-Generated Media (CGM): First-person commentary posted or shared across a host of expression venues, including message boards, forums, rating and review sites, groups, social networking sites, blogs, video-sharing sites, etc.

Consumer-Generated Multimedia (CGM2): Consumer created sight, sound, and motion components posted online using sites such as YouTube, MySpace, iTunes, etc.

Consumer-Fortified Media (CFM): Digital media created by advertisers that is shaped and promoted by consumers through online commentary and debate.

Consumer-Solicited Media (CSM): Involves an online advertiser who provides a format and invites visitors to add their content.

Content Management Systems (CMS): These are versatile software suites very important to social media, offering the ability to create static web pages, document stores, blogs, and wikis, among other tools.

Creative Commons License: A copyright license that spells out how proprietary online content can be shared, reused or altered.

Crowdsourcing: This refers to harnessing the skills and enthusiasm of those outside an organization who are prepared to volunteer their time contributing content and solving problems.

Download Fraud: In a pay-per-download podcast advertising model, there is the possibility that someone could maliciously download a podcast to get advertising fees.

Enclosure: An addition to RSS that allows multimedia files (such as those used in podcasts) to be included along with each item in an RSS file.

Feeds: The means by which you can read, view or listen to items from blogs, podcasts and other RSS-enabled sites without visiting the site, by subscribing to a directory or aggregator such as iTunes or

Flog: A fake blog, frequently created by an agency to look as if it were created by consumers.

Folkmind: Term describing the dynamic sum of the accumulated intelligence existing and interacting online.

Folksonomy: A term for the collaborative, but unstructured, way in which information is categorized on the web. Instead of using one centralised form of classification, users are encouraged to assign freely chosen keywords (called tags) to pieces of information or data.

Forums: Discussion areas on websites, where people can post messages or comment on existing messages asynchronously that is, not part of any real time discussion. Chat rooms offer the synchronous equivalent.

Imaging: Term for using audio effects, spoken phrases or music to create an image or brand for a radio station or show.

Intro: The beginning of a podcast; can include a music lead-in with an announcer naming the show, the episode and possibly the sponsor.

Frogmeat: A term describing a podcast that has a lot of content (meat) to offer but suffers from organizational issues, like jumping around from topic to topic.

iPodder: One of the original podcast clients, iPodder is a free programme that can automatically download new shows when they become available, and synchronize them with portable digital audio players.

Item: A single entry in a news feed or podcast channel. In podcasts each item contains the enclosure linking to the podcast file and various information about the file such as title, author, category, etc.

Lick: A small piece of music often used in an intro or exit of a show; can also be used to break a podcast into segments.

Lilypod: A derogatory term describing a podcast that doesn't provide the audience with meaningful information; may be used when a sponsored podcast becomes too commercial; can also describe lifestyle podcasts that are boring or a narcissistic rant of the producer or host.

Link Baiting: The process by which websites, blogs, etc. encourage links from other sites to improve popularity and raise positions on search engines. The enticement may include content, online tools, free downloads or anything else that another site owner might find worthy of a link.

Links: The highlighted text or images that, when clicked, jump you from one web page or item of content to another.

Listening: The art of skimming feeds in the blogosphere to see what topics are creating buzz.

Lurkers: People who read but do not post, contribute or add comments to forums.

Mashups: An online service or software tool that by combining two or more tools allows you to create an entirely new service.

Meme: A unit of cultural information such as a popular tune, catch-phrases, beliefs or fashions that can virally propagate from one mind to another. Online, it may be shared among bloggers or participants of social sites as a game, activity or quiz.

Moblog: Abbreviated from mobile blog, this is a blog dedicated to the distribution, sharing and/or rating of digital/camera-phone images.

MP3: An audio compression format that allows almost CD-quality fidelity with only 10% of the file size by discarding frequencies that cannot be heard by the human ear or that clash with similar frequencies. The name comes from MP (EG-1 layer) 3.

Narrowcasting: A term used in opposition to broadcasting to describe a podcasts ability to reach a narrowly focused, highly interested audience.

Netroots: A term coined to describe political activism organized through blogs and other online media including wikis, podcasts and various social networking sites.

News Feed: A collection of headlines, news or story highlights, made available on the Internet in a standard format, often from a blog or news source made available in RSS format so that other sites and programs can check and download them automatically. News feeds can be used to publish information about podcasts. Podcast clients can subscribe to podcast news feeds, and use their information to find new shows to download.

Newsreader: A website or desktop tool that acts as an aggregator, gathering content from blogs and similar sites using RSS feeds, so you can read the content in one place, instead of having to visit different sites.

Open-Source Software: Software often developed in a public, collaborative manner whose license permits users to study, change, improve and share the software, in a modified or unmodified form.

Pay-Per-Download: Similar to a pay-per-click ad campaign on a search engine, some companies offer auction models where advertisers upload commercials, content preferences and a bid for placement. As spots become available the auction house coordinates placing the commercials into the podcast. Advertisers pay only if a podcast is downloaded.

Pay-To-Play: Different than pay-per-download in that viewers foot the bill. Consumers pay to download a video or audio file. Pay-to-play podcasts can be training, seminars, movies, concerts, sports programs or even TV shows.

Permalink: The address (URL) of a specific item of content, such as an individual blog post, rather than the address of a web page where many items or blog posts are located.

Photosharing: The social networking practice of uploading digital images to a website such as Flickr, where tags can be added, so others can comment or even reuse the images under certain stated copyright license conditions.

Ping: This is an automatic notification sent when a blog has been updated. It also describes the automatic communication between networked computers/servers.

Pod Commercial: Similar to traditional radio commercial or ad; as short as 10-second long identification or ID ads or spots. Can be as long as a 10-minute or more interview, although at that length they are more commonly referred to as sponsorship pieces or podvertorials (an advertorial on a podcast).

Pod Sponsorship: Companies or organizations can purchase sponsorship rights to a podcast; packages vary widely in scope, price and editorial control.

Podcast: A digital broadcast made available on the internet. Currently the majority of these broadcasts are audio files sent to directories through XML feeds and RSS or Really Simple Syndication

Podcatcher: A term for programs used to automatically subscribe to and download podcasts; also called an aggregator. Podcatchers typically seek out new podcast episodes or items as soon as the programme is opened.

Podvertorial: A podcast whereby the content is provided by a sponsor; similar to an advert in print publications which is a derivative of editorial and advertisement.

Post: An item on a blog or forum, also the act placing a blog or comment online.

Profile: The information someone provides when signing up for a social networking site. This may include a picture, basic biographical information and tags to help people search for like-minded individuals.

Remixing: An aspect of social networking which allows, with appropriate copyright license, the combining of different items of content in new and different ways.

RSS: Stands for Really Simple Syndication, RSS is the XML format that allows you to subscribe to content on blogs, podcasts and other social networking, and have it delivered to you through a feed.

Segment: A section of a podcast that generally completes a topic; a complete podcast might have 2, 3, or 4 segments.

Slivercasting: The increasingly popular practice of broadcasting niche-audience films over a high-speed Internet connection rather than using costlier TV/network channels.

Social Bookmarking: The collaborative equivalent of storing favourites or bookmarks within a web browser and sharing them with others who have similar interests.

Social Networking: The term used to describe the tools and platforms people use to publish, converse and share content online. These include blogs, wikis, podcasts, and the sites dedicated to share information, stories, photos, audio and video files, and bookmarks. Also Sites developed to help people discover new friends or colleagues with shared interests, related skills, or a common geographic location.

Social Search: An online search of social sites that determines the relevance of search results by considering the interactions or contributions of users. Social search metrics are evolving and currently include both automated software as well as human judgments about the nature of web content.

Social Tagging: The placement on shared social sites of keywords that describe the content of a website, bookmark, photo or blog post.

Splogs: Blogs created by spammers for the sole purpose of increasing site traffic and page ranks in order to generate revenue. Splogs are filled with keywords, news (real or fake) and links to websites.

Stinger: A brief sound or musical phrase used as audio punctuation.

Stream: The term describes a constant flow of digital information that is displayed or played as it arrives, as opposed to downloading a whole file and then playing.

Synchronous Communications:
Communications that occur in real time, such as online chat or face-to-face conversations.

Tagging: A way of categorizing online content using keywords that describe what can be found at a website, bookmark, and photo or blog post.

Tags: Keywords attached to a blog post, bookmark, photo or other item of online content so you and others can find them easily through searches and aggregation.

Threads: Strands of online conversation referring to messages, feedback or content that relate to the same subject.

Time-Shift (or time-shifting): Used as a verb, people schedule when they want to listen or watch a program. Someone can download a programme and listen to or view it at their convenience.

Trackback: An automated feature contained in some blog software programmes that allow a blogger to determine who has seen an original post and written another concerning it.

User Generated Content: Text, photos and other material produced by internet users and posted online for public consumption.

USM: Universal Subscription Mechanism. Allows certain podcatchers to automatically add a subscription from an RSS file.

Virality: The extent to which an issue will spread from one consumer to another across the Internet (by e-mail, links, blogs, social tagging, etc.). Low virality means little distribution; high virality means wide or broad distribution.

Video Podcast/Vlog/Vodcast or Vcasting: A podcast with enclosures containing video files rather than audio ones. Unlike audio podcasts which may only contain MP3 files, various file types can be used when podcasting video.

Viral Marketing: The planned promotion of a product, brand or service through a process of interesting actual or potential customers to pass along marketing information to friends, family, and colleagues. This word-of-mouth advertising is usually accomplished by a creative use of social networking and other non-traditional marketing channels.

Virtual Worlds: Sites such as Second Life, where individuals can create profiles and representations of themselves (avatars) to interact with others in an imaginary world. Marketers have taken up real estate on Second Life in an attempt to extend their brand to potential new customers.

VoIP: An acronym for Voice over Internet Protocol, this enables you to use a computer or other internet device for phone calls without additional charge.

Web 2.0: A second generation of user-controlled, web-based services such as social networking and resource sites emphasising online collaboration and sharing.

Webinar: Short for web-based seminar - interactive presentations, lectures, workshops or seminars transmitted online, where the audience can participate by offering, receiving and discussing information.

Whiteboards: Useful online collaboration tools that enable a user to write or sketch on a web page and then remove or wipe off the information when finished.

Widgets: Mini-tools that may appear as floating items on a desktop, or as buttons on blogs. These may help users subscribe to a feed, do a specialized search, or even make a donation. Common widgets include weather guides, stock lists, flight trackers, calendars, and search boxes for various websites.

Wiki: Online collaborative work space for multiple users of a web page or set of pages that can be edited collaboratively. The best known example is Wikipedia.

APPENDIX 4: Irish Based Services and Resources

Google Groups
http://groups.google.ie/group/social-media-and-youth-work has a wide range of downloadable resources including: Exploring Bebo Starter Guide for Youth Workers; Surfwise Educational Programme for Teachers; Webwise 10 Tips for Parents; Webwise Get With It: Parents Guide to Social Networking; Webwise Personal Information Poster; Cyberbullying Poster.

Irish Internet Association
Professional body for those conducting business via the internet from Ireland.
The Digital Hub, 101 James Street, Dublin 8 (t): 01 5424154 (e): info@iia.ie (w): www.iia.ie

ISPAI www.hotline.ie Service
The Internet Service Providers Association of Ireland aims to provide one voice for the Irish ISP industry at national, EU and International level. It is represented at many government initiatives and provides a public point of contact for the media. It established the www.hotline.ie service to combat illegal content, especially child pornography, being hosted and distributed on the Internet.
ISPAI www.hotline.ie Service, Unit 24 Sandyford Office Park, Dublin 18.
(t): 1890 610710 (f): 01 294 5282 (e): info@hotline.ie (w): www.hotline.ie

NCTE
Irish Government agency established to provide advice, support and information on the use of information and communications technology (ICT) in education.
NCTE, Dublin City University, Dublin 9.
(t): 01 7008200 (f): 01 7008210 (e): info@ncte.ie (w): www.ncte.ie

Office for Internet Safety
Established by the Government to take a lead responsibility for internet safety in Ireland, particularly as it relates to children, under the aegis of the Department of Justice, Equality and Law Reform
Office for Internet Safety, Floor 3, Block 2, Harcourt Centre, Harcourt Street, Dublin 2
(t): 01 4086122 (e): internetsafety@justice.ie (w): www.internetsafety.ie

Webwise – *www.webwise.ie*
Irish Internet Safety Awareness Node managed by the NCTE. Provides parents, teachers, and children with educational resources, advice and information about potential dangers on the Internet and empowers users to minimise or avoid these risks. Contains an extensive range of downloadable resources and publications, learning tools and a series of online training sessions with worksheets, handouts and posters for working with young people on different aspects of safe Internet use

Watchyourspace – *www.watchyourspace.ie*
Part of NCTE's Webwise Internet safety initiative aimed at raising awareness and promoting safe, responsible practice by young people when online Divided into 6 main areas containing clearly presented safety messages including video clips of interviews with young expert using social networking sites, mobile phones and the Internet in general. Covers practical information and advice on online activities such as dealing with & reporting serious issues, online publishing and uploading images.

Selected International Safe Internet Use Resource Websites
There are a multitude of excellent safety resources available online from many dedicated websites. Listed below are a few of them: *www.connectsafely.org; www.netsmartz.org; www.cyberbully.org; www.safekids.com; www.haltabuse.org; www.wiredsafety.org; www.kidsmart.org; www.youngpeoplesafeonline.org*