Table 1  
*An Ethical Constructivist Decision Making Framework for Developing Social Media Policies in Social Work Education*

|  | Instructor Dimension | Student Dimension | Institutional Dimension | Professional Dimension |
| --- | --- | --- | --- | --- |
| Dimension Defined | Values and perspectives held by social work instructors about social media, technology, and teaching/learning that may promote or hinder the implementation of social media use in the classroom. | Values and perspectives held by social work students related to social media technologies, boundaries, education, and learning style that may promote or hinder acceptance of social media use in the classroom to varying degrees. | Values, policies, culture, and capacity of organizations, schools, departments, and institutions related to social media technology use in the classroom. | Values and ethics related to professional social work and social work education (NASW, CSWE) that could be promoted or threatened through using social media in the classroom. |
| Competing Values | Innovation vs. Resistance to change | Expanded learning milieu vs. Role confusion | Risk management vs. Student engagement | Duty to protect vs. self-determination; social justice vs. obeying policies; Confidentiality and Perceived privacy vs. Importance of human relationships  Respect of student autonomy vs. Access to learning opportunities |
| Guiding Questions | 1. How do you feel about using social media in the classroom? 2. What is your own comfort level with various social media technologies? 3. In what ways do you see yourself using social media in your classes, for what purpose, with what anticipated learning outcomes for students? 4. What concerns do you have about using social media technologies in social work classes? 5. Are your concerns applicable to the digital world and common practices in communications there? | 1. What is your personal comfort level with social media technologies? 2. How do you, if at all, make use of various types of social media technology in your own life? 3. What has been your experience with using social media in educational settings? 4. What concerns do you have, if any, about having social media utilized in a social work class? 5. Have you ever used or thought about using social media technology in the context of professional social work, if so, how do you envision using it? | 1. Does your institution, school, or department have formal policies related to social media/technology use in the classroom? 2. What is the institutional culture like in regards to social media use in the classroom? How do your colleagues and administrators seem to feel about social media use in the classroom? 3. How much freedom do you have as an educator to teach social work courses as you see fit? 4. How much does your institution use social media technology? | 1. How might some uses of social media technology in social work courses potentially violate social work ethics/policy? 2. How do you see social media technologies in social work classes helping to prepare professional social workers? 3. What professional social work values could be in conflict with one another in a social media classroom policy? 4. How might you negotiate or resolve these potential conflicts between professional values in order to create a useful and ethical policy for using social media in the classroom? |