

TL Module 5: Teacher Professional Development

Unit 3: Safety Issues in Digital Environments



Objectives:

Teachers should be able to identify and manage internet safety issues (UNESCO ICT-CFT, TL.6.c)



Duration:

Total of 4 notional hours – 1 hour lecture, 1 hour self-study session (preferably at a computer), 1 hour tutorial and 1 hour computer practical session.



A] Lecture Content (1 hour)

Notes to Facilitator

The purpose of this lecture is to provide an overview of some of the common threats that participants are exposed to while navigating the Web, interacting on social networks and accessing digital resources. Learners need to be made aware of these threats and be provided with guidance as to how to safely navigate away from harmful digital environments and situations. The introductory passage below has been provided as a guide to set the scene and may be adapted as necessary. The lecturer may also draw on the following resources for additional information:

- Google Digital Literacy Tour: <http://www.google.com/educators/digitalliteracy.html>
- Digital Citizenship: <http://ictpd-digital-citizenship.wikispaces.com/Digital+Citizenship+in+the+classroom>
- Thinkuknow: <http://www.thinkuknow.co.uk/teachers/>
- Power to Learn: http://powertolearn.com/internet_smarts/index.shtml
- CommonSenseMedia: <http://www.commonsensemedia.org/educators>
- Cyberbullying: http://www.criminaljustice.state.ny.us/missing/i_safety/cyberbullying.htm
- Digital Citizenship: Using Technology Appropriately: <http://www.scribd.com/doc/13170472/Digital-Citizenship>
- Journey Towards Appropriate technology Use: <http://www.youblisher.com/p/17496-Journey-Toward-Appropriate-Technology-Use-at-School-and-at-Home/>

Introduction

The World Wide Web (WWW) and Internet-enabled technologies continue to develop at an alarmingly fast rate. This has created many benefits, as well as changes to the way in which students learn, communicate and interact.

These days, students are keen and avid users of Information and Communication Technologies (ICTs), particularly the Internet and mobile technologies. They are seen as ‘digital natives’, always surrounded by technologies and using them from an increasingly early age. There are many social, educational and economic benefits for students in using ICTs.

Not only are students exposed to increased connectedness, have access to large amounts of information and are part of a global community, but they are also able to study or communicate anywhere and any time.

However, there are a number of associated risks.

Some of these risks may include safety and security issues, exposure to inappropriate content and cyberbullying. For example, students may place themselves in risky situations by:

- giving out personal information about themselves to people they do not know
- posting unsuitable information online
- agreeing to meet people they have met only online, without speaking with a parent or carer first
- using provocative pseudonyms
- sharing passwords
- posting public profiles about themselves
- browsing or searching unsafe websites
- responding to unpleasant or suggestive messages, or messages from people they do not know
- accessing inappropriate or illegal material.

Other risks include Internet security, such as computer viruses, trojans and worms; identity and data theft; online scams and phishing. Students may be avid users of technology but they are not always aware of the security risks and can be overconfident in their ability to avoid them.

Cyberbullying is increasing and is a growing concern in countries around the world. Studies have shown that young people are increasingly using short message service (SMS), instant messaging (IM), chat rooms, mobile phone cameras, email and websites to bully their peers. The increased use of mobile and Internet-enabled technologies has also led to personal safety risks.

(Adapted from Cybernetrix: Internet Safety Education for Secondary School Students)

Notes to Facilitator

The facilitator is to supply participants with a case study for discussion. This can be presented on an overhead projector or distributed to participants in print format. The following case studies have been provided as examples.

[Case Study 1](#)

[Case Study 2](#)

[Case Study 3](#)

These case studies are available online and have been extracted from: http://www.criminaljustice.state.ny.us/missing/i_safety/mediafiles/mshs_v5-7-10-notes.pdf. The lecturer may wish to supply alternative case studies.

Activity:

1. Review the case study supplied to you by your lecturer.
2. Your lecturer will then lead the class in an in-depth discussion regarding the specific threats posed to students in the case study.



B] Self-Study (1 hour)

According to DigitalCitizenship.net, there are 9 themes of digital citizenship. The following are norms of appropriate responsible behaviour with regard to technology:

- Digital Access: full electronic participation in society
- Digital Commerce: electronic buying and selling of goods
- Digital Communication: electronic exchange of information
- Digital Literacy: process of teaching and learning about technology and the use of technology
- Digital Etiquette: electronic standards of conduct or procedure
- Digital Law: electronic responsibility for actions and deeds
- Digital Rights and Responsibilities: those freedoms
- Digital Health and Wellness: physical and psychological well-being in a digital technology world
- Digital Security (self-protection): electronic precautions to guarantee safety.

But what does this actually mean?

Assignment:

1. Read the information on the [Nine Themes of Digital Citizenship](#).
2. Imagine you are trying to coach your class to be good cyber citizens and create a 9-slide presentation that summarises the information for consumption by a younger audience. Include images or video in your presentation to make it easier to understand. You will need to bring your presentation to the practical session.

C] Tutorial (1 hour)

Notes to the Facilitator

The purpose of this tutorial is to get the participants to engage with the issues raised in the lecture and devise strategies to inform and safeguard students. It is important that as future advocates of ICT in their schools, the student teachers need to encourage staff to form online security structures and support mechanisms based on 'knowledge' rather than 'fear'. For this activity, participants will need to construct a concept/mind map. Further information can be accessed online at:

- <http://www.udel.edu/chem/white/teaching/ConceptMap.html>
- <http://www.graphic.org/concept.html>
- <http://cmap.ihmc.us/publications/researchpapers/theorycmaps/theoryunderlyingconceptmaps.htm>

Introduction

At this juncture of the course it is clear that there are great benefits to be derived from using ICTs but also some potential hazards. What we need to do is to look for ways to safeguard our students

from potential harm but also to instil in them responsible behaviour. The following activity is designed to help us start strategising to this effect.

Activity:

1. Working as a group, spend some time brainstorming the positive and negative aspects of students using and accessing ICTs.
2. Create a concept map/mind map which summarises the benefits and risks of ICTs for students.
3. Add to your concept map a set of 'actions' or 'safety hints' which link to the risks you have identified.
4. Discuss your ideas as a class in a tutor-led discussion.
5. Make sure you have a copy of the group's concept map to bring to the practical session.



D] Computer Practical Session (1 hour)

Notes to Facilitator

The facilitator should introduce participants to the topic of Digital Citizenship and its importance. The facilitator should focus on making participants aware of the importance of preparing learners to use technology safely, legally and ethically. There are a number of resources accessible on the Internet to aid the facilitator in preparing for this session. The following passage has been provided as an introductory example only. For this session, the participants will require access to an Internet-connected computer with high speed connectivity. Participants should be placed in groups to complete the activity. Participants will need to bring to the practical evidence of the work they did during the Self-Study and Tutorial sessions. Please advise them of this ahead of time.

Introduction

Access to technology in the 21st Century has created an increasing demand for our students to be prepared to use that technology safely, legally and ethically in our school systems as well as socially and eventually, professionally. It looks like an obvious strategy to protect our students is to make them more responsible, in order to make them digital citizens.

What is Digital Citizenship?¹

"Digital citizenship can be defined as the norms of appropriate, responsible behaviour with regard to technology use."

Who is a Digital Citizen?

A digital citizen is anyone who uses digital tools such as computers, cell phones, or the Internet in their work or school environment or for recreation purposes. Just like citizens of a city have to adopt rules and standards of behaviour in order to live together, those of us in the digital world should do the same.

¹ http://learntech.ties.k12.mn.us/Digital_Citizenship.html.

But what do our students need to know to be safe, discerning users of technology? What resources can we use to support them? According to Andrew Churches there are six tenets of citizenship:²

1. Respect yourself
2. Protect yourself
3. Respect others
4. Protect others
5. Respect Intellectual property
6. Protect Intellectual property.

Activity:

1. In groups of two or three, visit the URL <http://ictpd-digital-citizenship-and-copyright.wikispaces.com/Digital+Citizenship+definition> and watch the three videos from Stephen Balkham, Andrew Churches and Derek Wenmoth on their views of Digital Citizenship and why it is important for teachers to address this issue.
2. Next, in your groups come up with a précis of the main points identified by the three speakers.
3. Take the presentation you created during the self-study session and the concept map developed in the tutorial and incorporate this additional information. You should now have a presentation aimed at young students on Online Safety issues which you can use for future classes:
 - The 9 Themes of Digital Citizenship
 - ICT: Benefits and Risks (Concept Map)
 - School Strategies
 - Expert Perspectives



Resources Used in this Lesson Unit

Case 5: Cyber Bullying. Available online at <http://www.bamaed.ua.edu/edtechcases/case5.html>

Cybernetrix: Internet Safety Education for Secondary School Students. Available online at http://www.cybersmart.gov.au/cybernetrix/resources/teacher/teacher_guide.pdf

Mike Ribble. (n.d.). *Raising a Digital Child.* Available online

at http://www.digitalcitizenship.net/uploads/09-0489_AWAY_26_DIGKIDS_.pdf

Digital Citizenship and Copyright: What is Digital Citizenship. Available online at <http://ictpd-digital-citizenship-and-copyright.wikispaces.com/Digital+Citizenship+definition> (CC: BY SA).

Internet Smarts Guide. Available online

at http://powertolearn.com/internet_smarts/the_guide.shtml.

Ribble, M., et al. (2004). Digital Citizenship: Addressing Appropriate Technology Behaviour. In *Learning & Leading with Technology*, V32, No. 1. International Society for Technology in Education. Available online at <http://www.youblisher.com/p/17496-Journey-Toward-Appropriate-Technology-Use-at-School-and-at-Home/>. Accessed 15/08/2011 (© All Rights Reserved. Free to use Web supplement).

² <http://ictpd-digital-citizenship.wikispaces.com/Digital+Citizenship+in+the+classroom>.

How to construct a concept map. Available online at <http://www.udel.edu/chem/white/teaching/ConceptMap.html>.

Concept map. Available online at <http://www.graphic.org/concept.html>.

The Theory Underlying Concept Maps and How to Construct and Use Them. Available online at <http://cmap.ihmc.us/publications/researchpapers/theorycmeps/theoryunderlyingconceptmaps.htm>.

Online Safety: A Parent's Guide. Available online at http://www.criminaljustice.state.ny.us/missing/i_safety/mediafiles/isafety_parents-v6-072210.pdf.