

Developing Responsible, Ethical & Resilient Digital Citizens
Presentation Notes
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Four key messages

- Keeping a balanced view: Is the glass half empty or half full?
- Developing responsible, ethical and resilient digital citizens requires....
- ...a strategic and sustainable response which engages the student voice
- An education program requires parents to connect with the community

The 2007 report by demos in the UK Their Space ...Education for a Digital Generation was supported by the National College for School Leadership. It found that the use of digital technology has been completely normalised by this generation of children and young people and it is now fully integrated into their daily lives.

The majority of young people simply use new media as tools to make their lives easier, strengthening their existing friendship networks rather than widening them and almost all are now also involved in creative production, from uploading and editing photos to building and maintaining websites.

Contrary to society's assumptions about internet safety, this generation is also capable of self-regulation when kept well informed about levels of risk.

'Just like in the offline world, no amount of effort to reduce potential risks to children will eliminate those risks completely.

We cannot make the internet completely safe.

Because of this, we must also build children's *resilience* to the material to which they may be exposed so that they have the *confidence* and *skills* to navigate these new media waters more safely.'

Executive Summary . Byron Review Children and New Technology. UK 2008

'Our focus must be on ensuring that young people gain the knowledge, skills, and values to independently make safe and responsible choices in a highly interactive, mobile technology environment where they are both consumers and creators of content and will interact with a wide range of people.

...and that effective comprehensive risk prevention approaches are implemented to address the concerns of the minority of young people who are at higher risk of being harmed or causing harm with these technologies.'

Willard US 2008

Report from Internet Safety Technical Task Force which was led by the Berkman Center for Internet and Society at Harvard University. 2008

The Task Force panel was charged with examining the extent of the threats children face on social networks such as MySpace and Facebook, amid widespread fears that adults were using these popular websites to deceive and prey on children.

Contrary to public perceptions often generated by the media the Task Force found that children's **psychosocial makeup and the conditions around them** are better predictors of online risk face than what technology they use.

In response danah boyd wrote: "I strongly believe that we need to stop talking about the Internet as the cause and start talking about it as the megaphone," she was referring to two perspectives.

The adult view is that the Internet (or Net-based technologies such as social networking) is the cause, while the youth (and researchers') view is that it's more the amplifier of the problem.

She goes on to say: The **Internet makes visible how many kids are not ok**. We desperately need an integrated set of compassionate solutions.

- Digital social workers are needed to reach out to troubled kids and guide them through the rough spots.
- Law enforcement is vital for tracking down dangerous individuals, but we need to fund them to investigate and prosecute.
- Parents and educators are desperately needed to be engaged and informed.

Technical solutions are needed to support these different actors.

But there is no magic silver bullet.

Globally, the average young person connected to digital technology has:

94 phone numbers in his or her mobile phone

78 people on a messenger (MSN) buddy list

86 people in his or her social networking community

Technology has enabled young people to have *more* and *closer* friendships thanks to constant connectivity.

Kids and young people don't love the technology itself -- they just love how it *enables* them to communicate all the time, express themselves and be entertained.

Almost all young people are using technology to *enhance* rather than replace face-to-face interaction.

Source: Circuits of Cool/Digital Playground 2007

Rochester Institute of Technology

Survey of Internet and At-Risk Behaviours 2008

Monroe County Schools 2007-2008 40,079 K-12 students, school staff & parents.

In Monroe County students commit various forms of: deceit, abuse and /or crime including but not limited to:

- ❖ **Plagiarism**
- ❖ **Piracy of music, movies and software**
- ❖ **Online threats and harassment (cyberbullying)**
- ❖ **Credit card fraud and identity theft**
- ❖ **Creating and posting child pornography**
- ❖ **Sending unwanted solicitations for sex**
- ❖ **Writing and distributing malicious code**
- ❖ **Password cracking and computer hacking**

Perpetrators are often know in advance and most are classmates or “friends”. Cross et al: also older siblings

Online bullying begins in Year 2

Sending and receiving of sexual content is experienced by primary age students

Pirating begins in Year 4

Middle school students experience all known forms of cyber offending and victimisation

Source: RIT Survey of Internet and At-Risk Behaviours 2008

Article: 10 things I wish parents knew about the online world. Goodstein <http://tinyurl.com/553f7k>

Sharing Perspectives: What families (schools) can do to engage with you people and their digital culture.

Assess Family Use of Online Media

How much time is spent online? By whom?

Where is the computer used?

What kinds of activities is it used for?

What are you comfortable or uncomfortable with?

Have Conversations

Think of ways to talk about what your kids do online -- make time for talking about it.

It’s never too early to start! Kids are online very young -- many start in preschool – so the earlier you start showing an interest in their online lives, the more normal talking about it will be.

Establish Rules and Guidelines

Create a list of priorities reflecting your family’s most important concerns.

Provide a rationale that makes sense to your child.

Post the list by the computer.

Observe Your Child’s Behaviour

Teens need some privacy, but excessive secrecy, hiding and withdrawal should be discussed. Ask direct questions to get answers.

Communicate Concerns and Enforce Violations

Is there a problem? Are you sticking to your house guidelines?

If you don’t pull the plug what will you do?

Connect with Your Community

Share your experiences with other parents in order to increase the visibility of these issues for other parents of adolescents.

You are what you post....Digital Footprints. Identifying pieces of information left by individual or others.

Text unto others as you would have them text unto you.....

Am I being kind & showing respect for others and self?

How would I feel if someone did or said the same thing to me or to my best friend?

What would my parents, or other trusted adults think?

Is this action in violation of any agreements, rules, or laws?

How would I feel if others could 'see' me?

How does this action reflect on me?

Source Willard N. 2008

Questions young people need to consider before they publish:

If people were to Google you, what conclusions would they make?

Your parents, teachers...prospective employers?

From looking at your digital self, would people think that you are full of creativity or are you a copy-cat, mimicking the works of others without any new original thought?

What if you discover that there are images of you on other's sites which are unflattering or potentially damaging?

How can you protect your online reputation?

Online Victimization

What is cyberbullying?

...harassment on the internet through e-mail, messaging, chat, blogs, websites, etc. Forms of harassment include abuse, insults, threats, or annoyances, with intent to cause harm. Forms of harassment are usually repeated, intended, and deliberate (Belsley, 2007)

Anonymous survey of 518 girls aged 11 to 15 years old. Queensland University 2007

30 % bullied in person

70% of cyber bullies did not indulge in face-to-face bullying

1:7 respondents had been victims of cyberbullying, with most incidents occurring around the age of 13 years

Looks & Feels Like

It can take the form of a message on email or IM or a social networking site from someone who is threatening to hurt you physically.

It might be rumors posted on your profile or spread online for others to see.

It might be the deletion of you on a friend's "buddy list" to make you feel left out.

It could be a profile made by someone pretending to be you.

Someone hacking into your profile and writing comments pretending they're from you.

<http://cyberbully411.org/what-is-cyberbullying.php>

Factors:

When people are online, they loosen up, *feel less inhibited* and are able to express themselves more freely than through other types of communication.

These psychological factors work together to contribute to people's feelings of disinhibition online....

You Don't Know Me: It's difficult to tell who someone really is.

You Can't See Me: People are "invisible" online; they can move from page to page without others knowing they're there.

It's Just a Game: Some people see their online life as a kind of game with different rules than in real life. This can happen through the portrayal of identity, communication with others or through role-playing games.

Myth: Most harassment occurs on social networking sites.

30% of young people who have been harassed say it's happened on a social networking site.

40% ..while on Instant Messaging

29% ...while playing a game online.

Film: Let's Fight it together <http://tinyurl.com/387zqi>

Is this a Computer Gaming Addict?

- ❖ Lies or in denial about use - claims 30 hours, actual 60+
- ❖ Does not believe he has a problem
- ❖ Stays up late, sneaks game play in the middle of the night
- ❖ Has trouble getting up in the morning to go to school
- ❖ Has become isolated, withdrawn from this real world friends
- ❖ Constant arguments with parents, siblings about computer
- ❖ Repetitive stress injuries due to excess use
- ❖ Poor or declining hygiene
- ❖ Spends time on-line researching game related items

- ❖ Parents failed attempts to limit use, removing computer
- ❖ Previously an honor student, now failing some classes

Source: Kenneth Woog Clinical Psychologist PSY D 2007

The Roadmap

Byron Review 2008

One of the strongest messages I have received during my Review was about the role that schools and other services for children and families have to play in equipping children and their parents to stay safe online.

To empower children and raise the skills of parents I make recommendations to Government in the following areas:

Delivering e-safety through the curriculum

Providing teachers and wider children's workforce with the skills and knowledge they need.

'I believe that crucial and central to the issue is a strong commitment to *changing behaviour* through a *sustained* information and education strategy.'

Digital Citizenship

The **Curriculum Map** aims to develop digital citizens who are:

- ❖ Literate
- ❖ Safety conscious
- ❖ Analytical
- ❖ Reflective
- ❖ Socially connected
- ❖ Participatory
- ❖ Able to make a difference

Links

<http://delicious.com/rtreyvaud>

The Australian Communications and Media Authority

<http://www.cybersmart.gov.au>

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