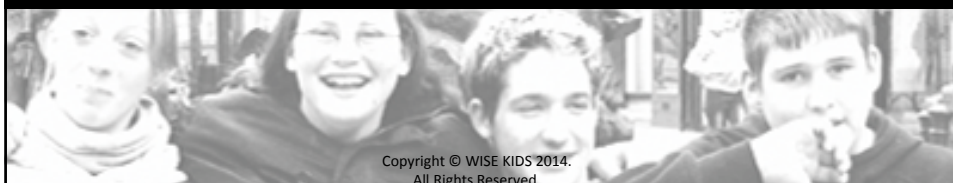




New Approaches in Tackling Child Online Protection – Online Safety, Digital Literacy and Digital Citizenship

Dr Sangeet Bhullar,
Executive Director, WISE KIDS
<http://www.wisekids.org.uk>



The world has changed

Internet and digital
technologies are
transforming the
way we access
information, learn,
interact, network,
socialise –



Picture from
<http://www.flickr.com/photos/dellphotos/6151880114>

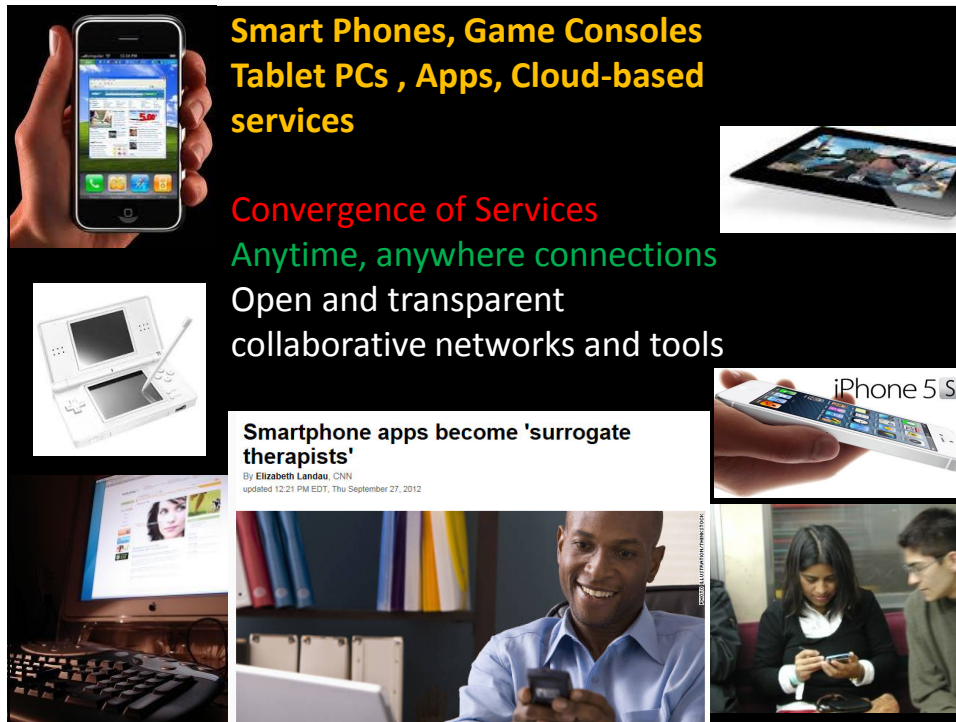
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**Smart Phones, Game Consoles
Tablet PCs , Apps, Cloud-based
services**

Convergence of Services
Anytime, anywhere connections
**Open and transparent
collaborative networks and tools**

Smartphone apps become 'surrogate therapists'
By Elizabeth Landau, CNN
updated 12:21 PM EDT, Thu September 27, 2012

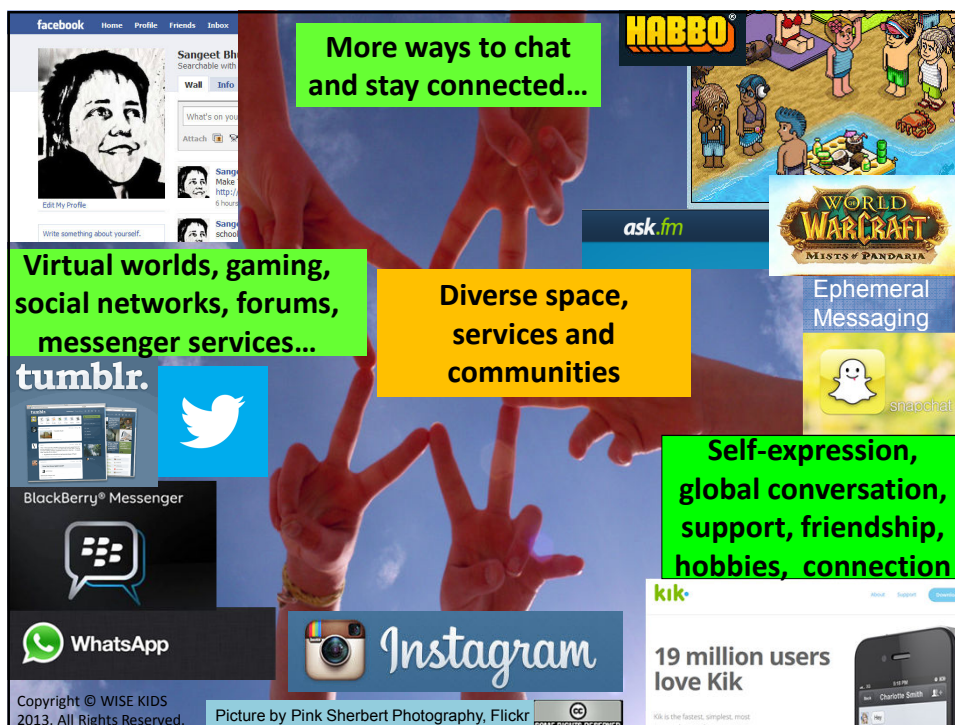


What do we know?



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Childwise 2012/2013 Trend Report

Three quarters of 5-16s now own their own computer; half have a laptop, a fifth have a desktop PC, and a further fifth have their own tablet PC

Seven in ten 7-16 year olds can access the Internet in their own room, up from just a fifth in 2005

7-16 year olds using the Internet do so on average for almost two hours a day, and access on more than five days a week

Facebook and YouTube remain the top favourite websites, although attachment to Facebook is falling, whilst interest in YouTube is increasing

Seven in ten 5-16 year olds own a mobile phone, and three in five owners now go online on their mobiles

Taken from: <http://www.childwise.co.uk/childwise-published-research-detail.asp?PUBLISH=53>

The collage illustrates various digital risks to children, including location-based services, grooming, addiction, cyberbullying, sexting, and the impact of internet use on teenagers' sleep and brain health.

Risks

Identifying risks

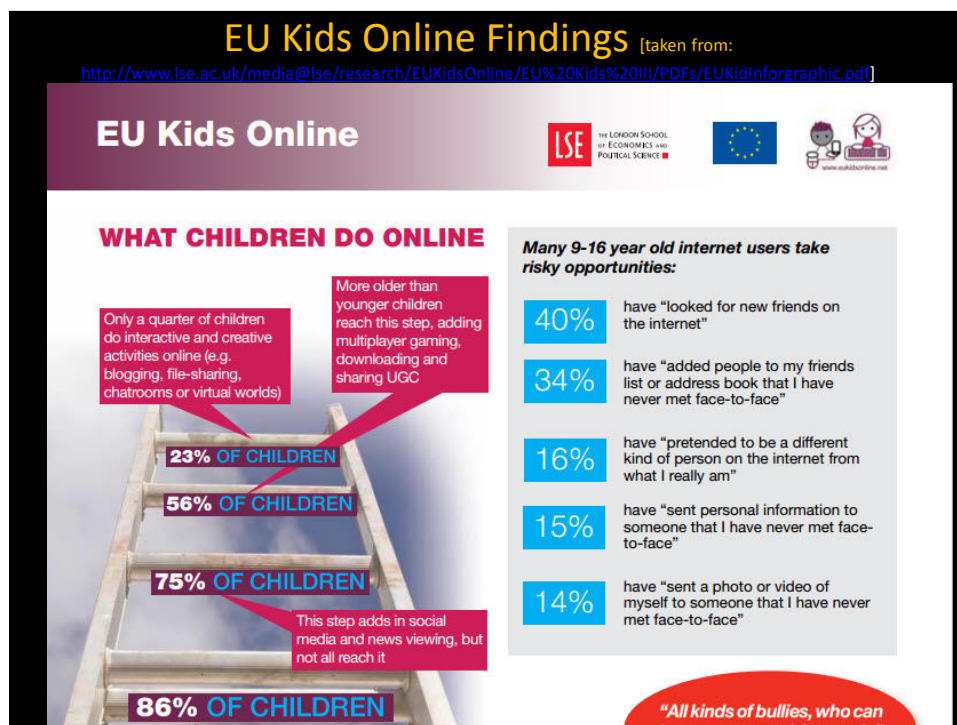
The EU Kids Go Online project (2008) provides a matrix model for thinking about risks to young people online (also adopted in the Byron Review⁴). While far from comprehensive, it can provide a useful framework for considering young people's exposure to risks online.

Motivation Child's role →	Commercial	Aggressive	Sexual	Values
Content (child as recipient)	Advertising, Exploitation of personal information	Violent web content	Problematic sexual web content	Biased information, racism, blasphemy, health 'advice'
Conduct (child as participant)	More sophisticated exploitation, children being tracked by advertising	Being harassed, stalked, bullied	Being groomed, arranging for offline contacts	Being supplied with misinformation
Conduct (child as actor)	Illegal downloads, sending offensive messages to peers	Cyber bullying someone else	Publishing porn	Providing misinformation

LGiU SOCIAL MEDIA

15

Image taken from:
<http://www.timdavies.org.uk/wp-content/uploads/Social-media-and-youth-participation-in-local-democracy.pdf>



The top 10 myths about children's online risks

[Taken from <http://www2.lse.ac.uk/newsAndMedia/news/archives/2011/09/toptenmyths.aspx>]

- **1 Digital natives know it all.**
Only 36 per cent of 9-16-year-olds say it is very true that they know more about the internet than their parents. This myth obscures children's needs to develop digital skills.
- **2 Everyone is creating their own content**
The study showed that only one in five children had recently used a file-sharing site or created an avatar, half that number wrote a blog. Most children use the internet for ready-made content.
- **3 Under 13s can't use social networking sites**
Although many sites (including Facebook) say that users must be aged at least 13, the survey shows that age limits don't work – 38 per cent of 9-12-year-olds have a social networking profile. Some argue age limits should be scrapped to allow greater honesty and protective action.
- **4 Everyone watches porn online.**
One in seven children saw sexual images online in the past year. Even allowing for under-reporting, this myth has been partly created by media hype.
- **5 Bullies are baddies**
The study shows that 60 per cent who bully (online or offline) have themselves been bullied. Bullies and victims are often the same people.

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The top 10 myths about children's online risks

[Taken from <http://www2.lse.ac.uk/newsAndMedia/news/archives/2011/09/toptenmyths.aspx>]

- **6 People you meet on the internet are strangers.**
Most online contacts are people children know face-to-face. Nine per cent met offline people they'd first contacted online – most didn't go alone and only one per cent had a bad experience.
- **7 Offline risks migrate online**
This is not necessarily true. While children who lead risky offline lives are more likely to expose themselves to danger online, it cannot be assumed that those who are low-risk offline are protected while online.
- **8 Putting the PC in the living room will help**
Children find it so easy to go online at a friend's house or on a smart phone that this advice is out of date. Parents are better advised to talk to their children about their internet habits or join them in some online activity.
- **9 Teaching digital skills reduces online risk**
Actually the more digital skills a child has, the more risks they are likely to encounter as they broaden their online experience. What more skills can do is reduce the potential harm that risks can bring.
- **10 Children can get around safety software**
In fact, fewer than one in three 11-16 year-olds say they can change filter preferences. And most say their parents' actions to limit their internet activity is helpful.

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Need to get behind the scenes of
the stories

Videos to watch –

Cyberbullying

Online Reputation

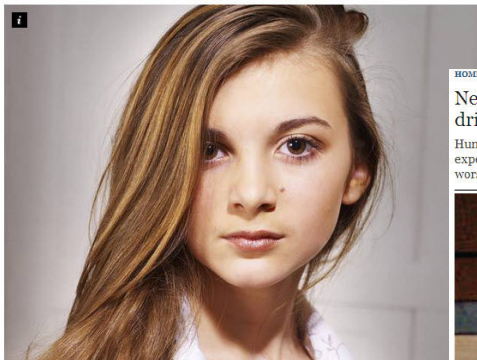
Stories of Harm

nt.co.uk/news/uk/home-news/the-death-of-tallulah-wilson-mother-of-15-year-old-who-v

Week 4: Transliterac... www.saferinternet.o... Teen texting: Help y... Towards a learning s... W

Home News

The death of Tallulah Wilson: Mother of 15-year-old who was hit by a train urges awareness 'of a toxic digital world'




The gifted young dancer became obsessed with the internet, sharing pictures self-harm on the blogging website Tumblr

HOME » HEALTH » HEALTH NEWS

NekNominate: alcohol deaths rise fuelled by online drinking games

Hundreds of people are now dying each year because of accidental alcohol poisoning and experts have warned that the lethal internet drinking craze NekNominate will make it worse



Isaac Richardson was reported to be the first British victim of the NekNominate game Photo: Collect

By Sarah Knapton, Science Correspondent


Print this article

The role of industry, business – child centred services

19 August 2013 Last updated at 14:44 GMT Share

Ask.fm unveils changes to safety policy

By Pia Gadkari
Technology reporter



David Smith, father of Hannah, on Ask.fm's new safety policies: "The government needs to bring in new regulations."

Social networking site Ask.fm has unveiled changes to make its site safer after recent online bullying cases. Related Stories

Companies including Specsavers, Vodafone, Laura Ashley and the charity Save the Children withdrew their advertising from Ask.fm after Hannah died.

Ask.fm said it would:

- Hire more staff, including a safety officer, to moderate comments on the site
- Create a "bullying/harassment" category for reported comments, alongside "spam or scam", "hate speech", "violence" and "pornographic content"
- Raise the visibility of a function to opt out of receiving anonymous questions
- Limit the number of features unregistered users were able to access, and require an email address upon sign-up for registered users

ask.fm Have an account? Login

UK Legal Framework/ (your country?)

Racial and Religious Hatred Act 2006
 Criminal Justice Act 2003
 Sexual Offences Act 2003
 Communications Act 2003 (section 127)
 Data Protection Act 1998
 The Computer Misuse Act 1990 (sections 1 - 3)
 Malicious Communications Act 1988 (section 1)
 Copyright, Design and Patents Act 1988
 Public Order Act 1986 (sections 17 — 29)
 Obscene Publications Act 1959 and 1964
 Protection from Harassment Act 1997
 Regulation of Investigatory Powers Act 2000
 Criminal Justice and Immigration Act 2008
 Education and Inspections Act 2006

Taken from the Kent e-Safety Policy Template:
http://www.kenttrustweb.org.uk/UserFiles/CW/File/Childrens_Services/Childrens_Safeguards_Service/esafety/e-Safety_policy_template_2012.pdf

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UK: The New CPS Guidelines
<http://www.cps.gov.uk/legal/a-to-c/communications-sent-via-social-media/index.html>

www.bbc.co.uk/news/uk-england-22083032

NEWS ENGLAND
Home World UK England N.Ireland Scotland Wales Business Politics Health Education Sci

9 April 2013 Last updated at 16:57

Paris Brown: Kent youth PCC resigns after Twitter row

Maidstone police station

Shift-R improves the quality of this image. Shift-A improves the quality of all images on this page.

Protecting and serving the community

CPS
Home
Victims and Witnesses
Your CPS
News Centre
Publications
Prosecution Policy and Guidance
Code for Crown Prosecutors
The Director's Guidance
Legal Guidance
A to C
D to G
H to K
L to O
P to R
S to U

Guidelines on prosecuting cases involving communications sent via social media

- Introduction
- General principles
- Initial Assessment
- Children and young people
- Public order legislation
- Handling arrangements

DEMO

What do you think are some of the challenges that new media brings to young people and educators?

Tension between the opportunities and challenges
– educating for life

Learning from others fields of work

Videos to watch –

Xilent Flex

<http://www.youtube.com/user/XilentFlex>

Sugata Mitra -

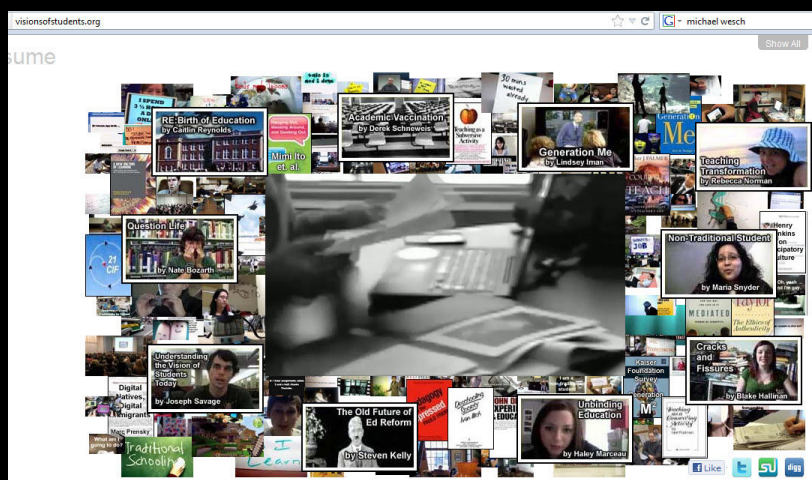
TED 13 Prize Winner

http://www.ted.com/talks/sugata_mitra_build_a_school_in_the_cloud.html

Nicole Pinkard

<http://www.edutopia.org/digital-generation-youth-network-video>

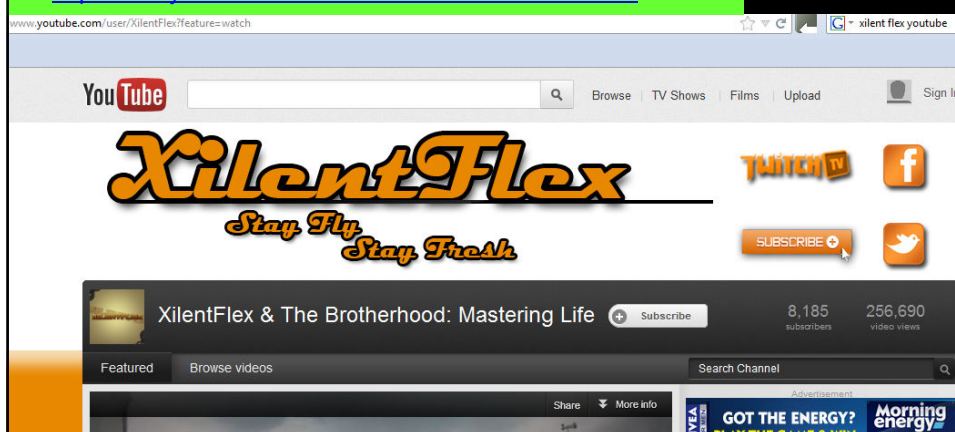
Engaging Pupils....



<http://www.visionsofstudents.org> and
http://www.youtube.com/watch?feature=player_embedded&v=jrXpitAlva0

Xilent Flex on YouTube:

<http://www.youtube.com/user/XilentFlex?feature=watch>



New [Khan Academy](#); [Math Train](#);

The Knight Commission recognised that successful participation in the digital age entails two kinds of skills sets – digital literacy and media literacy:

“Digital literacy means learning how to work the information and communication technologies in a networked environment, as well as understanding the social, cultural and ethical issues that go along with the use of these technologies. Media literacy is the ability to access, analyse, evaluate, create, reflect upon, and act with the information products that media disseminate.”

Taken from a Nesta Futurelab Publication: Big Data - The power and possibilities of Big Data

http://www.nesta.org.uk/library/documents/Hot_Topics_Big_Data_v5.pdf

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Net Smart - cyberculture expert Howard Rheingold –

Text below taken from <http://mitpress.mit.edu/books/net-smart>

Picture by Joi on Flickr: <http://www.flickr.com/photos/joi/2121488118/sizes/mv/in/gallery-tamaleaver-72157623386374447/> - Creative Commons License (CC BY 2.0)



- Mindful use of digital media means thinking about what we are doing, cultivating an on-going inner inquiry into how we want to spend our time.
- Rheingold outlines five fundamental digital literacies, online skills that will help us do this:
 - Attention – how we use this to focus on the tiny relevant portion of the incoming tsunami of information
 - Participation – quality of participation that empowers the best of the bloggers, netizens, tweeters, and other online community participants
 - Collaboration - how successful online collaborative enterprises contribute new knowledge to the world in new ways
 - critical consumption of information (or “crap detection”)
 - network smarts - lesson on networks and network building
- Rheingold points out that there is a bigger social issue at work in digital literacy, one that goes beyond personal empowerment. If we combine our individual efforts wisely, it could produce a more thoughtful society: countless small acts like publishing a Web page or sharing a link could add up to a public good that enriches everybody.

Michael Wesch – Professor at Kansas University and expert on the effects of new media on culture and society

[quote extracts taken from <http://mediatedcultures.net/news/michael-wesch-its-a-pull-pull-world>]

- “The new media landscape is a ‘pull’ environment,” Wesch said. “Nothing is pushed to you from the Web, which makes it essential that we inspire students to seek out the knowledge that’s out there. The content isn’t fundamentally different, but the environment just demands more curiosity and imagination.”
- “We have to recognize in our society that the new media we see in our environment are not just new means of communication, not just tools”
- “Media change what can be said, how it can be said, who can say it, who can hear it, and what messages will count as information and knowledge.”
- Wesch compared the need to “re-inspire curiosity and imagination” in students with bridging the digital divide. “We’ve talked for years about the digital divide and how, if you’re on the wrong side of that technology access gap, you get left behind,” he said. “I think there’s the potential now for a kind of curiosity gap. Consider how much further ahead a curious student will be, compared with a student who lacks curiosity, in an environment in which he or she can reach out and grab new knowledge anytime, anywhere on all kinds of devices. If you’re a curious person, you’ll learn and grow; if you’re not, you could just drift along while others race ahead.”
- “knowledge-able” - the ability to find, sort, analyze, criticize, and ultimately create new information and knowledge.

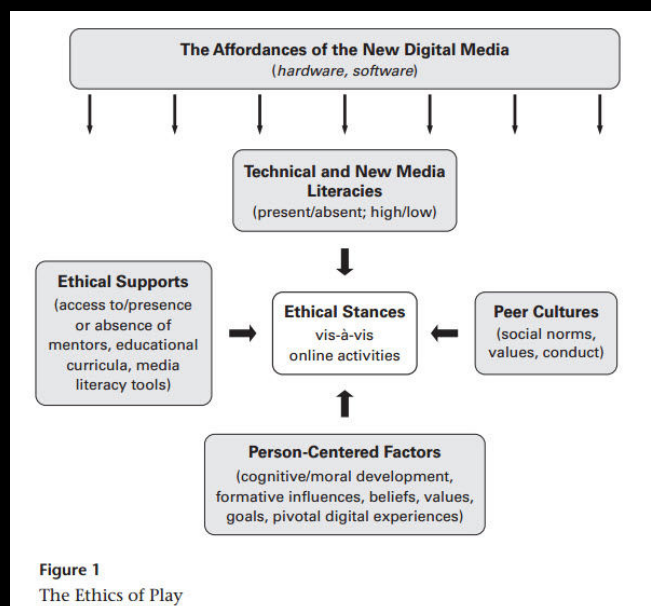
[See also <http://mediatedcultures.net/news/wesch-named-coffman-chair-for-university-distinguished-teaching-fellows>]

Pedagogy, Teaching and Learning and Digital Citizenship

- A whole raft of pedagogies are developing - amongst them are pedagogies which focus on personalising learning, enabling the learner, developing the interpersonal nature of learning and developing learning communities [see [Pedagogies for the 21st Century - ACEL 2007 International Conference, Sydney, Australia](#)].
- In a recent [guest blog post](#), Brock University professor and C21 Canada supporter Dr. Camille Rutherford explains that students do not become 21st century learners on their own. They need *learning opportunities that challenge them to utilize 21st century fluencies and integrate 5 key dimensions of 21st century learning, which include: collaboration, knowledge building, the use of ICT for learning, self-regulation, real-world problem-solving and innovation.*



From John D. and Catherine T. MacArthur Foundation Reports on Digital Media and Learning
 Young People, Ethics, and the New Digital Media
 A Synthesis from the GoodPlay Project



What do you think are some of the opportunities that new media brings to young people and educators?

Understanding the meaning of young people's experiences online


- What are the experiences of young people in this space?
- What are their motivations?
- How do they perceive risk, safety?
- What is their concept of the Internet?
- Is it a universal world view?
- What does it mean to them?



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Munch, Poke and Ping (updated report Nov 2012) – by Stephen Carrick-Davies



MUNCH POKE PING

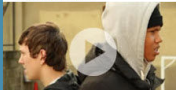
Munch, Poke, Ping* is a project which explores how social media and mobile phone technology affects young people's peer relationships, behaviour and identity and how they cope when there is conflict online. The project is run by Stephen Carrick-Davies.

The project works directly with young people who are, or who feel, excluded and uses film-making to help 'unlock' and explore young people's experience of growing up online.

All the films on this website have been devised and acted by young people who have been excluded from main-stream schools and being taught in Pupil Referral Units.


Click [here](#) to read Stephen's Blog published in the Huffington Post

IDENTITY




WHO'S THIS?

RELATIONSHIPS



NICE PICS


CONFLICT



**MUNCH
POKE
PING**

Under construction by students working in Hammersmith and Fulham BRIDGE Academy
Uploaded April 2012

COPING



**MUNCH
POKE
PING**

Planned for completion by PRU students from a non-urban environment. Due to be completed by July 2012

From: <http://www.carrick-davies.com/mpp>

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Young People and Mental Health

<http://katcormack.wordpress.com/tag/nhs-london>
www.internetmentors.org.uk
www.childline.org.uk
www.beatbullying.org

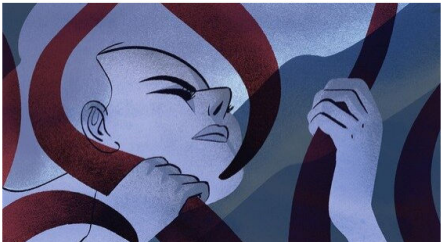
Tweets
Tweet
✍

M

Mashable
@mashable

How the same social media that promotes eating disorders is also helping patients recover:
on.mash.to/18dNAME #longreads

08/12/2013 22:01



Home
Connect
Discover
Me

Young Mind CONFERENCE REPORT: DANGERS AND OPPORTUNITIES OF THE INTERNET

The conference heard about the benefits of the internet, including vivid and personal testimony from members of the [YoungMinds VIK \(Very Important Kids\) participation project](#)

A video made by [VIK Amy](#), who posts films about her mental health onto YouTube, was shown to the conference. "YouTube helped me through traumatic and difficult times. It gave me an outlet and release better than my other coping mechanisms," said Amy during her film.

VIK Carrie @EscapingEntropy explained how she found support online at a time when crippling anxiety meant she was housebound and unable to speak. "I had no idea how to communicate to adults and never discussed my anxiety with anyone.

[extracted from
http://www.youngminds.org.uk/news/blog/1158_conference_report_dangers_and_opportunities_of_the_internet

Innovative Online Services - Peer Support (including online and offline counselling – BeatBullying/ The FutureYou / Kooth

NSPCC Sexting Report : Key messages

The findings reveal that sexting does not refer to a single activity but covers a range of activities experienced by young people.

The top messages from the research are (taken from the report):

- the primary technology-related threat comes from peers, not 'stranger danger'
- sexting is often coercive
- girls are the most adversely affected
- technology amplifies the problem by facilitating the objectification of girls
- sexting reveals wider sexual pressures
- ever younger children are affected
- sexting practices are culturally specific
- more support and resources are vital to redress the gendered sexual pressures on young people.

See: Ringrose, Jessica, Gill, Rosalind, Livingstone, Sonia, Harvey, Laura (2012) A qualitative study of children, young people and 'sexting': a report prepared for the NSPCC. London: NSPCC.
NSPCC (2012) Children, young people and 'sexting': summary of a qualitative study. London: NSPCC.
http://www.nspcc.org.uk/inform/resourcesforprofessionals/sexualabuse/sexting-research_wda89260.html

We need to think differently...

Research report 'Talking Self-harm' done with Young Mind:

"Thousands of young people get emotional support from online communities rather than going to their parents, teachers or GPs. Everyone concerned about the emotional wellbeing of young people needs to acknowledge and accept this and look at why young people are supporting each other online"

"The organisations and professionals that can offer support need to be more present in the online spaces that young people feel comfortable going to"

"They need to develop their online presence in a sensitive way that works for young people, respecting what they are already doing online and centrally involving them as experts in the development of all online service provision"

See http://www.cellogroup.com/pdfs/talking_self_harm.pdf

Tensions

Education vs. Child Online Safety

Openness, Sharing, Participation, Collaboration
vs. Protection, Filtering, Walled Gardens

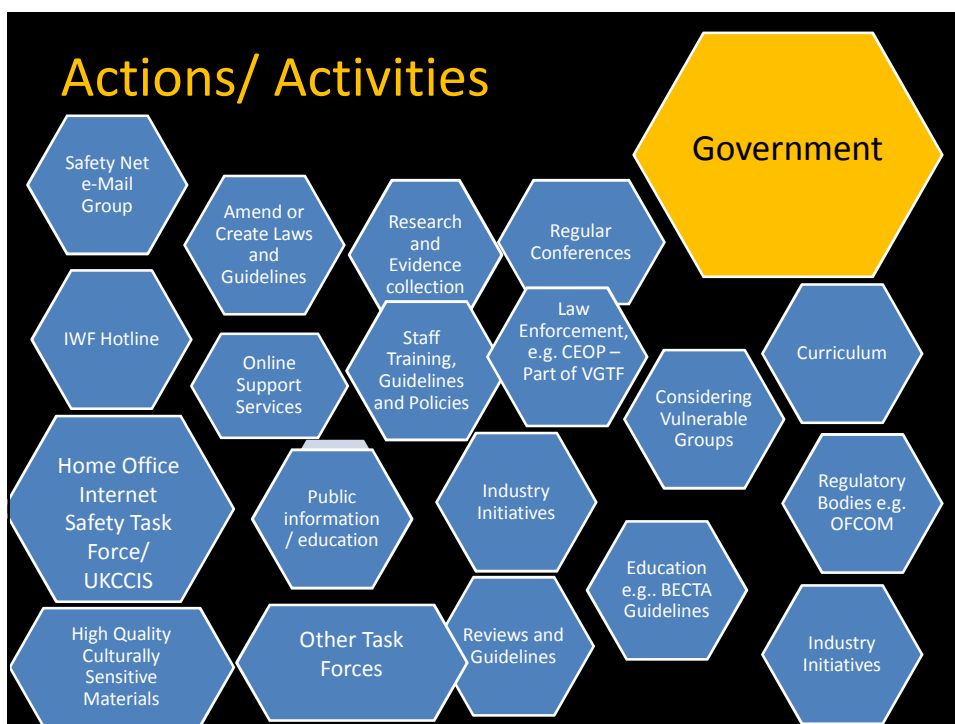
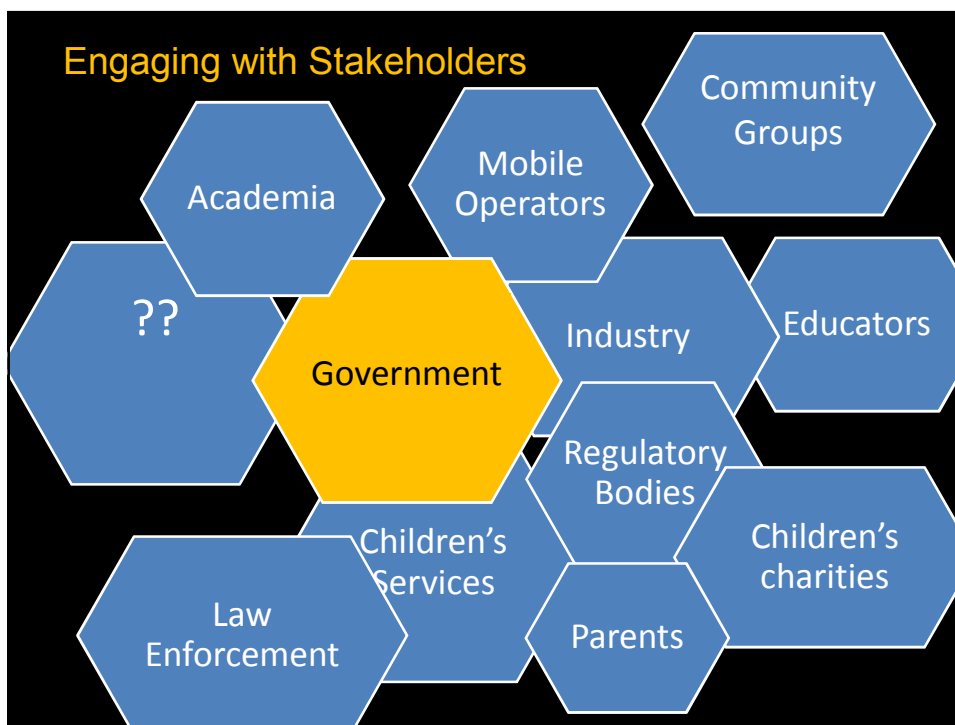
Risk vs. Opportunity

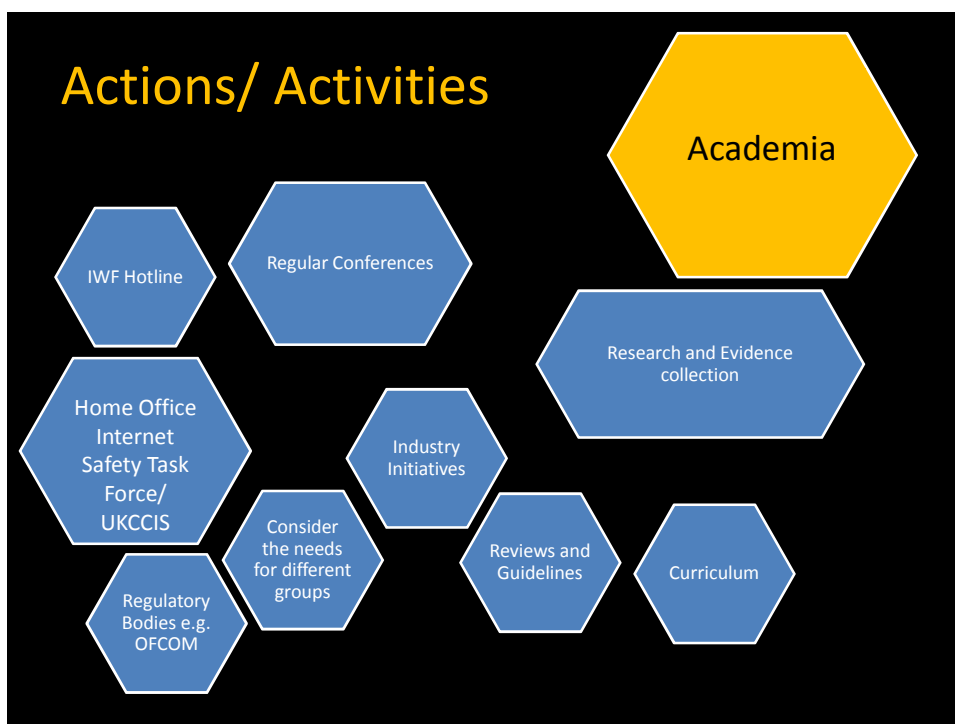
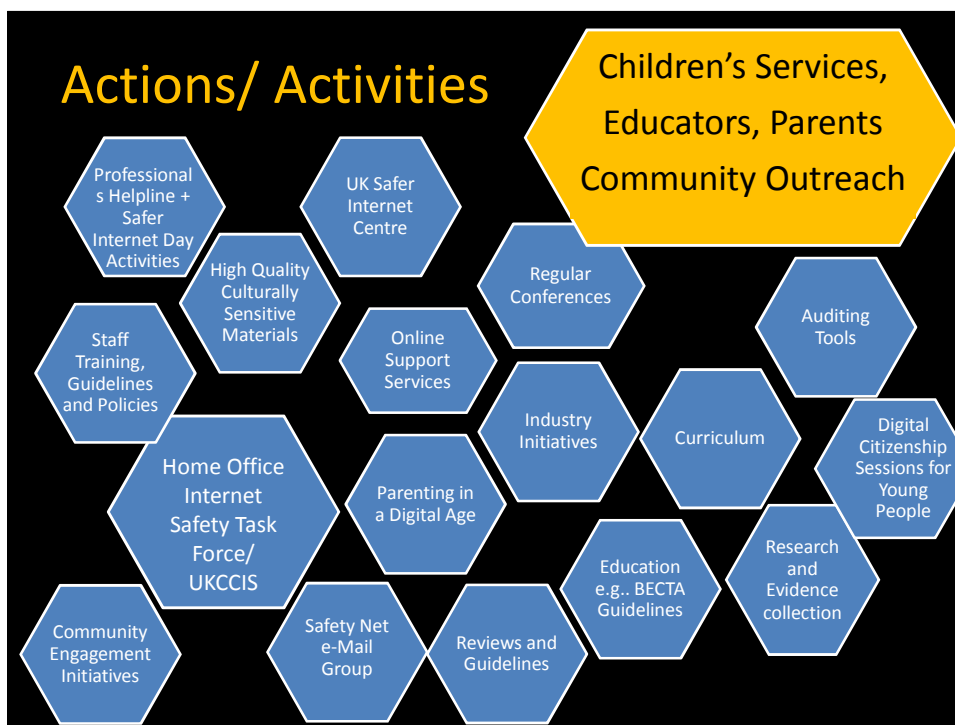
Global culture/laws vs. local/national cultures
and laws

Exercise

How do you currently address COP in your country?

UK Experience





Young People – a hidden resource

- Top down/ bottom up? Starting with young people as co-researchers; tell stories; listen to young people; young people as active participants shaping solutions
- Creating a shared understanding of the 'space';
- Exploring the dynamics/ potentials and challenges of different 'spaces' – e.g. Facebook vs. Twitter
- Exploring 'digital youth culture' - identity, relationships, values and behaviour



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Focus

- Young people as peer educators – understand and model norms – 'good'; explore differences between online and f2f
- Skills, knowledge, digital competencies + values + behaviour – self-esteem, confidence, respect, rights, support
- 'Positive presence' vs. 'negative footprint'
- Vulnerable groups
- Risk does not automatically mean harm

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What support is needed for educators?



Spring 2012

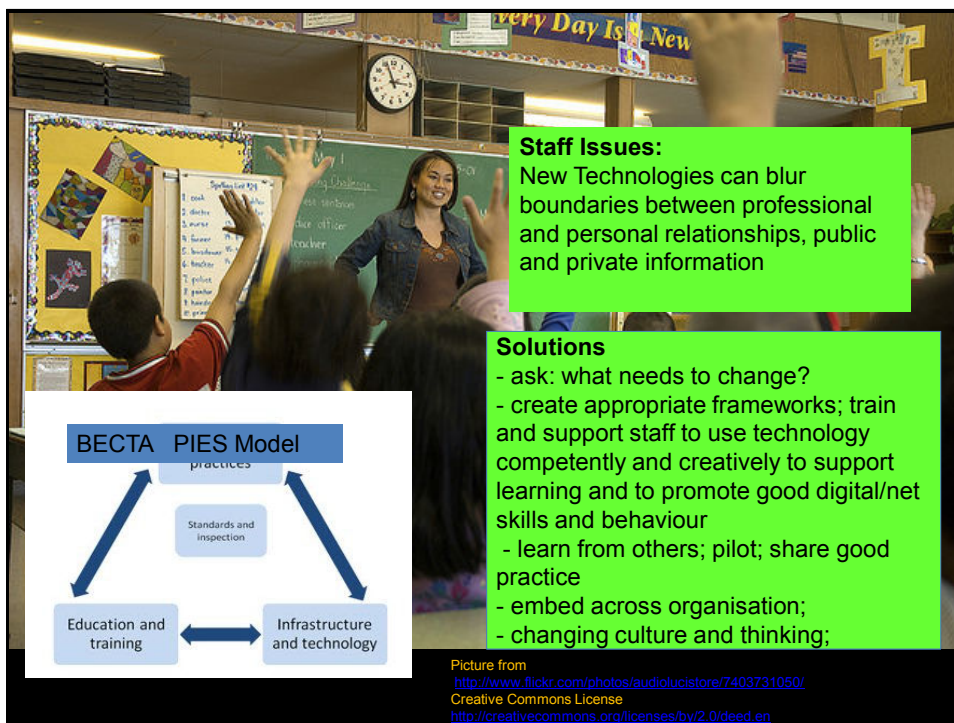
NYC Department of Education Social Media Guidelines

A. Introduction/Purpose

1. Social media technology can serve as a powerful tool to enhance education, communication, and learning. This technology can provide both educational and professional benefits, including preparing New York City Department of Education ("DOE") students to succeed in their educational and career endeavors.
2. The Chancellor is committed to ensuring that all DOE stakeholders who utilize social media technology for professional purposes, including staff and students, do so in a safe and responsible manner. The DOE strives to create professional social media environments that

Taken from:

<http://schools.nyc.gov/NR/rdonlyres/BCF47CED-604B-4FDD-B752-DC2D81504478/0/DOESocialMediaGuidelines20120430.pdf>

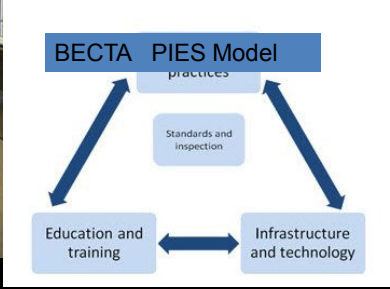


Staff Issues:
New Technologies can blur boundaries between professional and personal relationships, public and private information

Solutions

- ask: what needs to change?
- create appropriate frameworks; train and support staff to use technology competently and creatively to support learning and to promote good digital/net skills and behaviour
- learn from others; pilot; share good practice
- embed across organisation;
- changing culture and thinking;

BECTA PIES Model



```

graph TD
    Practices[BECTA PIES Model practices] <--> Standards[Standards and inspection]
    Standards <--> Education[Education and training]
    Education <--> Infrastructure[Infrastructure and technology]
    Infrastructure <--> Practices
  
```

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BECTA publications (saved from the National Archives since BECTA's closure)

Some of BECTA's guidance documents include:

[E-safety: a whole school approach](#)

[Safeguarding children in a digital world](#)

Safeguarding children online: [a guide for local authorities and local safeguarding children boards](#)

Safeguarding children online: [a checklist for local authorities and local safeguarding children boards](#)

Safeguarding children in a digital world: [Developing an LSCB e-safety strategy](#)

BECTA 'AUPs in context: Establishing safe and responsible online behaviours'

[Safeguarding learners online](#)

Country Level – What Can You Do?

Questions for discussion

- What do you think new technologies changes?
- What are your specific challenges?
- What do you think are the best ways to reach students to be more digitally literate, develop well being and be responsible online?
- How can you create a culture of digital citizenship?
- What support is needed to do this?
- What help do schools and teachers need?
- What are the current barriers to developing this?

Reaching Parents

- www.netfamilynews.org
- www.netmums.com
- www.mumsnet.com
- www.commonssensemedia.org
- Vodafone Parents Guide
www.vodafone.com/content/index/parents.html



Role of parents

- Be involved in their children's use of the Internet – values, boundaries, communication; a culture of support
- Filtering solutions not a replacement for parental involvement
- Net-etiquette: explore values, responsibility, the difference between online and face-to-face interaction; different digital spaces
- Privacy settings / practical solutions
- Parents need to update their knowledge and skills
- Start communicating messages with their children from a young age
- Be the parent!

Rethinking Internet Safety in terms of Digital Literacy and Well-being

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- Vision of young people and educators as active participants and creators with the skills and knowledge to use digital technologies and engage in digital spaces meaningfully

-boundaries, balance, self-respect and respect for others

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Thank you!



Email: sangeet@wisekids.org.uk

Website: <https://sites.google.com/site/itucoppartners>

Twitter: [sangeet](#)

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About WISE KIDS

- WISE KIDS believes that the Internet is a vital tool in the Information Age, and works to Promote New Media and Digital Literacies, Digital Citizenship and Online Safety.
- WISE KIDS provides:
 - Customised Training Programmes (online and face-to-face)
 - Consultancy
 - Research and Resource Development
 - Conferences and Outreach Events

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WISE KIDS works at a
Policy and Grassroots' Level with:



- Educators – Schools, Further Education Colleges
- Governors of schools
- Youth Professionals
- Young People
- Mental Health/Nursing Professionals
- Librarians
- Police
- LSCBs, Social Workers and Staff from Children's Services
- Community Groups
- Public and Private Organisations

- Law Enforcement
- Policy Makers
- Children's Internet Services
- Regulatory Bodies
- Government

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