Lesson plan

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| Topic 1 Privacy and online behaviour |
| Learning Objectives:   * Describe the moral and ethical factors relating to the use of information technology: * Online behaviour and netiquette * Privacy * Freedom of speech and censorship * Acceptable use   Please note: This topic covers four of the specification points in F1. Other specification points are covered in Topic 2 and Topic 4. |
| Content |
| Starter  PowerPoint Guide: Topic 1 Privacy and online behaviour  Start with a discussion of ‘etiquette’. Get students to suggest some rules of everyday etiquette – e.g. appropriate dress, table manners, politeness, and so on.  Main  Netiquette / Email etiquette  A few general rules are given here. Some other rules that might be suggested:   * Don’t send large attachments such as high-res photos to someone who may not have a fast Internet connection. Change the resolution before sending. * Think about why you are sending an email at all. Would the information be better communicated in person or by phone? Don’t email the person sitting two desks away! * Use short sentences, short paragraphs and a blank line between paragraphs. It makes the email easier to read.   Workplace netiquette  A few tips are given here. You could also include:   * Don’t send bad news or complaints at 4:59 on Friday. * Remember, once you press *Send* you can never get the email back – it’s out there forever.   You might want to make the point here that email and internet etiquette is about doing the right thing. There are no laws determining what people do, only common sense and courtesy, whereas there may be codes of practice that govern what people are allowed to do in their workplace.  Online behaviour  Some online content is shocking, violent, or hateful. Some would argue that free speech should be allowed; others would say that content deemed to be unethical or harmful should be censored by the human moderators scanning the site with the aid of computer algorithms. Unfortunately, with millions of posts daily, such content sometimes gets through.  The Racial and Religious Hatred Act (2006) deals with speech or materials that are threatening to those with or without religious beliefs. It explicitly does not restrict discussion, criticism or ridicule of religion. Paragraph 29J states:  "Nothing in this Part shall be read or given effect in a way which prohibits or restricts discussion, criticism or expressions of antipathy, dislike, ridicule, insult or abuse of particular religions or the beliefs or practices of their adherents, or of any other belief system or the beliefs or practices of its adherents, or proselytising or urging adherents of a different religion or belief system to cease practising their religion or belief system."  <http://www.legislation.gov.uk/ukpga/2006/1/schedule>  Violent and abusive content  There is a great deal of concern about violent and abusive content on social media sites. The volume of data posted on YouTube, for example, makes it virtually impossible to police.  Videos that prey on children’s worst fears are bundled up into nightmare playlists, while at the same time rewarding their creators for increasing their view counts. *(ref: The Observer, Science and Tech 17/06/2018)*  Give out **Worksheet 1** and ask students to do **Tasks 1** and **2.**  Topic 1 Worksheet 1  Topic 1 Worksheet 1 Answers  Privacy on the Internet  Bits of information will be held about you all over the Internet. By law, the holder of the information cannot divulge it without your permission. However, they can use it for various purposes such as research or marketing.  Digital footprint  Passive and active digital footprints are explained. More information can be found on:  <http://www.itpro.co.uk/strategy/29259/what-is-your-digital-footprint>  Photos of yourself incapacitated, as the office clown or being aggressive, for example, may create a negative online image for you.  Internet cookies, personalised advertisements  The issue of data collection by companies such as Google, Facebook, YouTube and other social media platforms is discussed on the next several slides. Data is an extremely valuable commodity to millions of organisations.  Data collection  Discuss how data is collected – other ideas include store loyalty cards, credit and debit cards, bank accounts, electoral register.  Store loyalty cards  Every time a customer uses a loyalty card in a supermarket or makes a purchase online, information about their purchases is gathered. This can be used to send them targeted advertisements, for example, if they buy cat food, they will be sent special offers on cat food, cat litter, etc. If the store has the customer’s permission to sell their data to ‘relevant organisations’, they may also receive adverts from catteries, vets in the area, and so on.  The website link given below gives lots of interesting information about how stores collect data and how they use it.  See <https://www.theguardian.com/money/2013/jun/08/supermarkets-get-your-data>  It states that: “Sainsbury's and Tesco also stressed that they do not sell their loyalty data to third parties but would not divulge details about how they work with brands to provide customers with ‘relevant’ offers and promotions.”  Information used for security  Governments gather massive amounts of information about online activity. They track the movements and communications of known criminals or terrorist suspects and use the information to prevent attacks.  Could the data be misused?  This could be a topic for an interesting class discussion on the fine line between law enforcement and privacy. See  <https://www.bloomberg.com/quicktake/privacy-vs-security>  Ask students to do **Task 3** on the worksheet  Finding potential customers  Using social media is one way that businesses can legitimately target customers with particular characteristics. e.g. in a certain age range, living in a certain area, with particular interests, as revealed by Facebook ‘Likes’, for example  Freedom of speech  The Human Rights Act guarantees freedom of speech in the UK but there are exceptions. ISPs censor unsuitable content by blocking Internet access to sites which display unethical or illegal content.  There have been a rising number of cases of censorship on many media platforms such as Facebook and YouTube. Task 4 part (a) deals with a 2018 case of Facebook censorship. This happened close to the midterm elections in the US. Previously, Facebook and other social networks had been under scrutiny with respect to reports of Russian hacking and fake news. These were said to have possibly affected the outcome of the election contest between of Donald Trump and Hillary Clinton.  On one side, social networks were under pressure to not influence elections with fake news (or propaganda). But on the other side, many accounts and pages were blocked for expressing views.  More information can be found at the following sites:  <https://www.theguardian.com/technology/2018/oct/16/facebook-political-activism-pages-inauthentic-behavior-censorship>  <https://www.theguardian.com/technology/2018/oct/11/facebook-purge-page-removal-spam>  <https://edition.cnn.com/2018/10/11/tech/facebook-removes-pages/index.html>  Internet censorship  Human monitors and computer algorithms may censor undesirable Internet content. Types of censored content are listed on the slide.  Note that users can opt-in to all content, or it will by default be filtered.  See <https://en.wikipedia.org/wiki/Internet_censorship_in_the_United_Kingdom>  Facebook has published its censorship rules. It deletes millions of posts every day. Students could look up ‘Facebook censor’ on the internet, or see:  <https://www.theguardian.com/technology/2018/apr/24/facebook-releases-content-moderation-guidelines-secret-rules>  Acceptable use policy  A sample Acceptable Use policy can be found by typing ‘acceptable use policy UK’ into your internet search bar. Your school or college may have one which students can study and comment on. For a sample policy, see  <https://schools.essex.gov.uk/data/information-governance/Documents/Model_Policy_ECC_e_Safety_Policy_May_2012_V2.doc>  Ask students to do **Tasks 4 and 5** on the worksheet.  Sir Stephen Sedley’s comments relate to a court case, details of which are at: <http://epubs.surrey.ac.uk/3055/2/Redmond-Bate.pdf>  Plenary  Two plenary slides are given, focussing on Freedom of Speech and Acceptable Use policies. Hand out **Homework 1**.  Topic 1 Homework 1  Topic 1 Homework 1 Answers |