Parenting in the Digital Age:
Topics, Resources, & Discussions
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Note: Current information specific to ISD191 can be found under the Parent section of our website:

http://www.isd191.org/learning/technology-one91/one-one-student-devices

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The Ten Commandments of Computer Ethics by the Computer Ethics Institute

Thou shalt not use a computer to harm other people.
Thou shalt not interfere with other people's computer work.
Thou shalt not snoop around in other people's computer files.
Thou shalt not use a computer to steal.
Thou shalt not use a computer to bear false witness.
Thou shalt not copy or use proprietary software for which you have not paid.
Thou shalt not use other people's computer resources without authorization or proper compensation.
Thou shalt not appropriate other people's intellectual output.
Thou shalt think about the social consequences of the program you are writing or the system you are designing.
Thou shalt always use a computer in ways that insure consideration and respect for your fellow humans

Johnson's 3 P's of Technology Ethics:

Privacy - I will protect my privacy and respect the privacy of others.
Property - I will protect my property and respect the property of others.
a(P)propriate Use - I will use technology in constructive ways and in ways which do not break the rules of my family, faith, school, or government.

Ethics scenarios

Privacy - I will protect my privacy and respect the privacy of others.

For each scenario, discuss:

- *Whose privacy is at risk?*
- *What harm might the unethical or unwise action cause?*
- *Is there a parallel in the physical world to this scenario?*
- *Can you think of other incidents that would fall into this category?*

1. John fills out a survey form on a computer game web page. The survey asks for his email address, mailing address, and telephone number which he fills in. In the following weeks, he receives several advertisements in the mail as well as dozens of email messages about new computer games.

2. Adele “meets” Frank, who shares her interest in figure skating, online. After several conversations in the following weeks, Frank asks Adele for her home telephone number and address. Adele likes Frank and gives him the information he asked for.

3. The principal suspects Paul of using his school email account to send demeaning messages to other students. He asks the network manager to give him copies of Paul's email.

4. Ms. West, Terry's teacher, needs to leave the room to take care of an emergency. While she is gone, Terry finds that Ms. West had been working on student progress reports and that her grading program is still open on her computer. He checks to see what grade he is getting and finds the grades for several other students.

5. Beth shared her password for her network access account with her BFF buddy Maria. She has found that several documents are missing from her online storage space.

6. While the teacher was out of the room, Trixie decided to visit a site that she knew violated the school and classroom rules. The next day, the teacher brought Trixie and her parents in for a conference. A program on the computer she was using logged the Internet sites she visited. Trixie felt her privacy had been violated.

7. Anne has a credit card with the permission of her parents. She finds a music CD that is not available locally on a website. She fills in the online order form with her name, address, telephone number and credit card, and hits the “submit” button.

8. In Sun-Kim’s house the computer with Internet access is in the family room. Sun-Kim has been lobbying her mother to let her have a computer with Internet access in her room since her younger brothers often make it difficult for her to concentrate while she is online.

Ethics scenarios

Property: I will protect my property and respect the property of others.

For each scenario discuss:

- *What is the property?*
- *Who is its owner?*
- *What harm might the unethical action cause?*
- *Is there a parallel in the physical world to this scenario?*
- *Can you think of other incidents that would fall into this category?*

9. Brady has been taking advantage of a peer-to-peer service to download all his favorite songs, save them on his hard drive, and loading them to his phone. He can cite articles that show the sales of music CDs have actually risen as a result of music “swapping” on the Internet.

10. Cindy finds some good information about plant growth nutrients for her science fair project in an online reference title. She uses the copy function of the computer to take an entire paragraph from the article and paste it directly into her report. She writes down the title of the article and the source from which it was taken. When she writes her report, she provides a citation and lists the source in her bibliography.

11. Fahad is upset with his friend George. He finds the flash drive on which George has been storing his essays and erases it.

12. Lucy uses the family computer to download a program from the Internet that has instructions on how to make paper airplanes. After using the program, the computer does not seem to work very well, crashing often and randomly destroying files. Lucy thinks she might have downloaded malware along with the paper airplane program.

13. Henry's older friend Hank, a high school student, has discovered the password to the school's student information system. Because Hank feels a teacher has unfairly given him a poor grade, he plans to create a "bomb" which will erase all the information on the office computer.

14. Sara has begun working and has some money she would like to invest. She receives an email that promises a 500% return on her investment. She sends the company a check for $200.

15. Raul is creating a videotape for his History Day project. As background music he is using Billy Joel’s song “We Didn’t Start the Fire” that he has digitized from a CD he owns. The song works well for his exploration of the causes of global conflict. The projects will compete initially within his school and winners will advance to regional competitions.

16. Benita is rightfully proud of her Pinterest page. She has found pictures, cartoons, and sayings on the web and linked them to her site. She links to lots of other favorite sites. When asked if her use of items she has found on the web might violate copyright, she replied that she was careful to use only those things that did not have a copyright notice.

Ethics scenarios

aPpropriate use (place, audience, purpose): - I will use technology in constructive ways and in ways which do not break the rules of my family, faith, school, or government.

For each scenario discuss:

- *What is the inappropriate action?*
- *Who committed it?*
- *What harm might the unethical action cause?*
- *Is there a parallel in the physical world to this scenario?*
- *Can you think of other incidents that would fall into this category?*

17. Jack's class has been using the digital camera to take pictures for the school year book. Jack has found that he can use a computer program to change the photographs. He has used the program so far to make himself look like the tallest boy in the class, to blacken out the front tooth of his best buddy who will think it is funny, and to give his teacher crossed eyes.

18. Just for fun, thirteen year old Alice tells the other people on her electronic mailing list that she is twenty years old and a nursing student. Others on the list have begun emailing her health-related questions, but she hasn't answered them.

19. Penelope has been having difficulty getting her school work turned in in a timely manner. Her mother is concerned that she is distracted by social media while working in her bedroom.

20. 14-year old Otis received a SnapChat photo forwarded from a friend of a classmate posing in a very revealing outfit. He makes a screen capture and forwards it to other friends in his class.

21. As a joke, Chang sends an email message to his sister who attends a school across town. In this email he uses profanities and racial slurs.

22. Linda suffers from an eating disorder. She has been accessing “pro-anorexia” sites on the Internet and participating in chats with other young people who share her condition in order to get support for the continuation of her behaviors.

23. All the students at Peter and Paul’s school have been given Chromebooks. The boys have been using them to exchange notes and test answers in class

24. Bill has created an “alternative” school website on a commercial website. His site satirizes school activities, holds doctored photos of staff members, and makes fun of fellow students. When the principal discovers the website, he withdraws the recommendation he has written for Bill in application for a college scholarship.

What homes need to do to teach and encourage ethical behaviors

1. **Parents need to become educated about the ethical and safety issues regarding technology use.** By reading guides, related newspaper and magazine articles, and attending information sessions offered by schools and community organization, parents can stay informed about the problems and dangers associated with technology use – especially online computer use.
2. **Rules for computer and other technology use need to be clearly stated.** Basic rules for technology use should be short, simple and clear. By posting a list of rules by the home computer, parents can help children remember them.
3. **Parents should articulate personal values in situations where ethical decisions must be made and encourage the discussion of ethical issues as a part of family discussions**. "Cases," whether from news sources or from actual school events, can provide superb discussion starters and should be used when students are actually learning computer skills.
4. **Parents should model ethical behaviors of technology use.** Children learn more from what we do than what we say. Verbalization of how we personally make decisions is a very powerful teaching tool.
5. **Parents should reinforce ethical behaviors and react to non-ethical behaviors.** Technology use behaviors should be treated no differently than other behaviors - good or bad - and the consequences of children's behaviors should be the same. It is important not to overreact to incidences of technological misuse. Building a trusting relationship between parent and child is of tremendous importance.
6. **Parents should work to create environments that help students avoid the temptation to misuse technology resources.** Computers that are connected to the Internet should be in common family areas – the kitchen, family room, den, or living room – NOT in a child's bedroom.
7. **Ethical instruction needs to be on going.** Each skill taught or resource provided by parent for a child needs a discussion on its ethical use.

Dad's Household Computer Rules

- Obey the law. I don't have money for bail or fines.
- Respect others' privacy (and I will respect yours).
- Do not give out ANY personal information about yourself or the family.
- Be truthful about who you say you are in online communications.
- Talk to me if anything about a website concerns or confuses you. I know that bad sites can be accessed accidentally.
- Don't download and install software without permission. I mean it.
- Be as smart, skeptical, and cautious online as you are elsewhere.
- Don't do anything you wouldn't do if I were watching you. I just might be.

Does your child's school have these guidelines and are you aware of them?
School officials who understand the ethical issues surrounding technology use can use those understandings to formulate policies, rules and guidelines for it use by both students and staff. These rules should be in written form, readily available, and frequently revised.

1. **Acceptable Use Policies.** Most schools now have adopted an "Acceptable Use Policy" that governs the use of the Internet and other information technologies and networks in a school. This policy needs to be school board adopted and should apply to both staff and student technology use. Everyone in the school, as well as parents, needs to know and understand these policies. ISD191's' Acceptable Use Policy, for example, describes the role of networked technologies in education, the due processes by which violators of the policy are protected, and some explicit rules of use.
2. **Website guidelines.** Schools that have created websites will need to establish guidelines. These guidelines usually address:
    a. the purpose of the website
    b. the identification and responsibility for oversight of the website
    c. the persons authorized to create and maintain pages on the site
    d. content standards for the site including subject matter and quality
    e. privacy safeguards for students placing work on the site including whether photographs, email addresses, and whether parental permission needs to be given
    f. a short restatement of general technology use policies of the district that apply to the use of the website specifically
    g. technical standards including using standard html conventions, limiting the size and amount graphic files, establishing the date and authorship of pages, and establishing a schedule for page updating and revisions
    h. contact information for questions or problems about the site
3. **Building and library rules.** Individual buildings and library media centers may choose to create rules for technology use that are more specific to their own programs. These rules, which are often driven by the availability of technology, should be created by a building-wide committee rather than a single individual. Such rules might cover:
    a. the appropriate use of email, chat rooms, and recreational use of the Internet
    b. the downloading and use of bandwidth intensive files such as those that carry sound and video
    c. printing policies
    d. length of time an individual student may use an Internetworked computer
    e. use of privately owned and downloaded software (software installation policy) by both students and staff
    f. where and how student created files are stored
    g. whether and how student activities while using technology are monitored
4. **Plagiarism guidelines.** Increasingly buildings are writing specific guidelines that address plagiarism. These guidelines clearly state in language appropriate to the age level of the student:
    a. what plagiarism is
    b. how to correctly identify sources, including text and graphics from both print and electronic sources, interviews, and ideas from a variety of sources including conversations, songs, television programs, computer programs, etc.
    c. the ideas that do not need to be documented, including personal experience, generally accepted facts, and results from personally-conducted experiments
    d. the penalties for submitting work that has been plagiarized
    e. a warning of how plagiarism can be detected

The family's role in helping prevent plagiarism:

1. Do you help your student develop original, personal opinions and observations as a result of a research project?
2. If assigned research does not seem to ask for creative thinking, can you help your student think originally about the material?
3. Do you as an adult and model stress the importance of respecting intellectual property?
4. Can you help your child understand that it is OK to use the work of others so long as they are given credit?
5. Do you assist and guide your child's efforts but not complete the work for them?
6. Others?

Filtering information for parents

In compliance with the Federal Children's Internet Protection Act (CIPA) and board policy, the district filters all Internet connections using an appliance and software called SecURLy. The purpose of the filter is to help assure that students do not get access to inappropriate materials online. The district filters at the district level which means that filtering settings apply to all grade levels and to students, staff, and visitors.

Access to the Internet using school-issued Chromebooks is also filtered by SecURLy, regardless of where the access occurs - at school, at home, or on any other network.

The practice of the district has been to filter at a minimum level. At the current time, we block these major categories: malware, porn/nudity, adult content, gambling, porn-child, and web-proxies. We also force the "safe search" mode in Google Images and YouTube.

Parents who wish to have greater restrictions placed on their children's access have some options:

- We highly recommend all student use be monitored when possible by adults and create good guidelines for technology use. The Family Online Safety Institute <https://www.fosi.org/> is a good starting point for learning about "good digital parenting."
- Parents may wish to check with their Internet service provider to see what tools they offer to filter Internet content. Comcast, for example, offers Parental Controls. These restrictions will only be in place when the child is using the home network.
- There are extensions that can be added to the Chrome OS that allows customized filtering. There is a small cost for these services and parents need to set up and manage the extension. FoxFilter is an example of such a program.

Please remember that no filter is 100% effective and adult supervision is still the most effective means of keeping our children from harm.

Resources

Common Sense Media <https://www.commonsensemedia.org/>
Family Online Safety Institute <https://www.fosi.org/>
American Academy of Pediatrics Family Media Plan
<https://www.healthychildren.org/English/media/Pages/default.aspx#wizard>