

Syllabus

Course: *Cyber Savvy: Promoting Students' Safe and Civil Internet Practice*

Presenter: Nancy Willard

Overview

Cyberbullying. Sexting. Connecting with unknown people of questionable character.

The Internet poses many opportunities for impulsive, curious kids to do the wrong thing – sometimes with serious consequences.

Most of this activity takes place in environments where adult supervision is not possible, making education an essential tool in preparing “Cyber Savvy” young people for the challenges and opportunities of life lived online. Not only is this education part of a comprehensive, thoughtful curriculum, it’s the law.*

Join cyber-expert Nancy Willard as she navigates the ins and outs of digital technology, explaining what kids need to know to be smart and safe online. You’ll hear from public-health practitioners, a savvy school administrator, and a chorus of knowledgeable teens who describe their daily experiences in the digital world.

*The Protecting Children Act states that in order to be E-Rate compliant, a school district receiving E-Rate discounts must now show that *“as part of its Internet policy [it] is educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.”* (47 USC 254(h)(5)(B)(iii))

Objectives

After completing this course, educators will know:

- How to collaborate with other educators to help their students become cyber savvy
- What influences youths’ online behaviors
- Their legal responsibility to students

Student Learning Outcomes

After completing this course, educators will be able to:

- Promote their students’ cyber savviness, i.e., how to:

- Be safe and civil
- Present a positive image
- Show respect and take responsibility for others in digital environments
- Identify and manage influences on students' behavior
- Focus students on positive norms
- Teach students skills in:
 - Becoming allies
 - Avoiding impulsivity
 - Recognizing online traps
 - Making ethical choices
 - Assessing credibility and trustworthiness of sources and contacts
 - Reporting to adults as necessary

Units

Unit 1: Introduction

“Don’t talk to people you don’t know.” “If you don’t have anything good to say, don’t say anything.” This course begins with teens sharing advice given to them about how to conduct themselves online, which bears a remarkable resemblance to advice given to teens about how to conduct themselves *anywhere*. In this unit, Nancy Willard lays out a framework for a sensible, research-based, multidisciplinary approach to safe and civil online behavior.

Objectives

After completing this unit, educators will know:

- Guiding principles and essential components of instruction in digital safety and civility
- Four key characteristics of cyber-savvy young people
- The truth behind the myths concerning online risk behavior
- What research says about effective approaches

Student Learning Outcomes

After completing this unit, educators will be able to:

- Consider possible approaches to Cyber Savvy instruction in light of research evidence

Unit 2: Positive and Negative Influences on Digital Behavior

In this unit, Nancy Willard explores the influence of three developmental factors (failure to consider consequences, exploring personal identity, and maturing sexuality) on the online behavior of teens. She also sheds light on the unique aspects of the digital world that teens need to navigate successfully:

- Visibility: Can others see my online activity?
- Tangible feedback: How does my online behavior affect others?
- Social norms: What's the usual standard of behavior among others my age?
- Standards and values: Does being able to "get away with something" make it ok?
- Influence of others: Whose leadership is worth paying attention to?

Teens weigh in on regrets over material they've posted while angry, and whether they're visible or invisible online. Youth advocate Allison Trachtman-Hill describes the power of student leaders in sharing knowledge with peers, younger students, and even adults.

Objectives

After completing this unit, educators will know:

- Developmental and technological factors that influence the digital behavior of teens, both positively and negatively

Student Learning Outcomes

After completing this unit, educators will be able to:

- Use strategies to address the harmful impact of negative factors and exploit the productive impact of positive factors

Unit 3: Surveying Youth

In this unit, Nancy Willard describes the use of student surveys as a means of transmitting positive social norms, identifying problem areas (negative incidents and outcomes), and evaluating the effectiveness of instruction.

Clinical Social Worker Gary McDaniel describes the use of survey data in Morgan County, WV.

Objectives

After completing this unit, educators will know:

- How to use student surveys to facilitate planning, instruction, and evaluation

Student Learning Outcomes

After completing this unit, educators will be able to:

- Collect student data using Nancy Willard’s Cyber Savvy Survey

Unit 4: Norms, Skills, and Allies

In this unit, Nancy Willard delivers specifics on the use of social-norms data to create screensavers, posters, PSAs, and instructional slide shows to launch student-led campaigns about safe and civil online behavior. An added benefit? Surveys can be used to collect information on the *reasons* for good behavior as well as the statistics on its frequency.

Lisa Jones, Associate Professor of Psychology at the University of New Hampshire, Patricia Agatston, Prevention Specialist, Cobb County Schools, Georgia, and Justin Patchin, Associate Professor of Criminal Justice at the University of Wisconsin, describe prevention research regarding cyberbullying. Students explain the role of helpful allies in real-life cyberbullying situations.

Objectives

After completing this unit, educators will know:

- How to use survey data as an instructional tool

Student Learning Outcomes

After completing this unit, educators will be able to:

- Provide instruction that focuses on positive norms, effective skills, and helpful allies

Unit 5: School Staff Online

We’ve all read the distressing headlines: “Teacher Resigns Over Facebook Photos,” “Teacher Suspended After Posting Essay Question Online,” and worse. In this unit, Nancy Willard extends the cyber-savvy instruction to teachers, telling you where, and how, to draw the line regarding Internet use.

Objectives

After completing this unit, educators will know:

- Online risks for school staff

Student Learning Outcomes

After completing this unit, educators will be able to:

- Identify protective strategies re: personal Internet use

- Implement protective policies for buildings and districts

Unit 6: Cyber Savvy: Foundational Issues

In the first of three units covering key issues for cyber-savvy teens, Nancy Willard sets forth objectives for student learning, and details strategies for meeting those objectives, for example, analyzing news stories or closer-to-home incidents: How did the situation start? What choices were made and why? What happened as a result? What other choices could have been made, and how might this have changed the outcome? Strategies are suggested for intervening in, and publicly protesting, cyberbullying.

A video clip from Common Sense Media provides insights into cyberbullying from the target’s point of view. Teens weigh in re: determining the credibility of an online source, choosing privacy settings, and posting appropriate photos. Allison Trachtman-Hill describes a student-led “Delete Day.”

Objectives

After completing this unit, educators will know:

How to help students

- Engage in effective, ethical decision-making and problem-solving
- Assess the credibility of online materials and people
- Balance their use of digital technologies with other life activity
- Use care in posting information
- Interact effectively and safely with those they meet online

Student Learning Outcomes

After completing this unit, educators will be able to:

- Design or select instructional activities that support the objectives described above

Unit 7: Technology and Types of Sites

In this unit, Nancy Willard addresses the more technical aspects of online use, including everything from passwords and phishing to market profiling and pornography. She also explains aspects of social networking, highlighting underlying marketing objectives.

Allison Trachtman-Hill expands on the idea of creating and controlling one’s own “digital footprint.”

Objectives

After completing this unit, educators will know:

How to help students

- Ensure computer security and recognize and avoid scams
- Understand policies, agreements, and laws governing digital activities
- Understand online market profiling and advertising

- Use social networking sites safely and responsibly

Student Learning Outcomes

After completing this unit, educators will be able to:

- Design or select instructional activities that support the objectives described above

Unit 8: Digital Aggression and Cyberdating

In this unit, Nancy Willard focuses on the most significant digital risks – digital aggression and cyberbullying – and provides strategies for resolving conflict and restoring relationships.

A video clip from Common Sense Media provides insights into cyberbullying from the aggressor’s point of view. Lisa Jones calls for research on Internet victimization to be put to greater use in education and prevention efforts. (She says parents are focusing on the wrong thing.) Principal Peter Tromba describes his handling of an online “mean girls” incident. Teens talk about the migration of online altercations into the real world, and offer final words of advice to adults concerned about online behavior.

Objectives

After completing this unit, educators will know:

How to help students

- Protect themselves from, and respond appropriately to, hurtful online situations
- Avoid engaging in hurtful digital actions and restore relationships if they’ve caused harm
- Be helpful allies if they witness harm caused to others online
- Recognize and respond to risks associated with online interactions involving sexuality and personal relationships

Student Learning Outcomes

After completing this unit, educators will be able to:

- Design or select instructional activities that support the objectives described above

Presenter’s Bio

Nancy Willard, the director of the Center for Safe and Responsible Internet Use, is the author of two books critical to the developing study around cyber use and abuse: *Safe and Responsible Use of the Internet: A Guide for Educators* and *Computer Ethics, Etiquette, and Safety for the 21st Century Student*, both primary resources in the field. Willard has testified before the Children’s Online Protection Act Commission, as well as before a National Research Council Committee. She has a Bachelor of Science degree in elementary and early childhood education, a Master’s of Science in special education, and is a Doctor of Jurisprudence. She has taught children with emotional and behavior difficulties, practiced law, and provided consulting services to schools on the implementation of educational technology. Willard specializes in issues of youth behavior when using information communication technologies and safety,

legal, and ethical issues related to the use of the Internet in schools. She is an in-demand presenter on these issues across the globe.

Methods of Instruction

- Videos with Power Point presentations (presentations consisting of lecture, interviews, and classroom footage)
- Reflection questions (open-ended questions at intervals throughout the videos where participants are asked to reflect on the course content, their own practice, and their intentions for their practice)
- Quiz (selected-response 20-question quiz to assess understanding of the course content)

All steps listed under each topic must be completed to receive credit for the course. No partial credit will be given.

Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the dishonest passing off of someone else’s work as one’s own and includes failing to cite sources for others’ ideas, copying material from books or the Internet, and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

KDS Rubric for Pass/Fail Option: CEU

Passing Requirements:

- 70 points or more
- No “unsatisfactory” in either category

Quizzes	40% of total grade
Reflection questions	60% of total grade

COMPO-	Unsatisfactory	Basic	Proficient	Distinguished
--------	-----------------------	--------------	-------------------	----------------------

NENT				
<p>Quizzes</p>	<p>(16 points)</p> <p><u>Quizzes:</u></p> <p>0 - 40% correct</p>	<p>(24 points)</p> <p><u>Quizzes:</u></p> <p>60% correct</p>	<p>(32 points)</p> <p><u>Quizzes:</u></p> <p>80% correct</p>	<p>(40 points)</p> <p><u>Quizzes:</u></p> <p>100% correct</p>
<p>Reflection questions</p>	<p>(30 points)</p> <p><u>Reflection questions:</u></p> <ul style="list-style-type: none"> -Participant includes no content from the course in his or her responses -Participant does not address the questions posed 	<p>(40 points)</p> <p><u>Reflection questions:</u></p> <ul style="list-style-type: none"> -Participant includes some content from the course, usually appropriate, in his or her responses -Participant answers the questions directly, not always fully 	<p>(50 points)</p> <p><u>Reflection questions:</u></p> <ul style="list-style-type: none"> -Participant includes appropriate content from the course in his or her responses -Participant makes thoughtful comments in direct response to the questions 	<p>(60 points)</p> <p><u>Reflection questions:</u></p> <ul style="list-style-type: none"> -Participant provides rich detail from the content of the course in his or her responses -Participant makes his or her responses to the questions personally meaningful