cyber(smart:)

Lower secondary unit

Ethical use of technology

Inform
Empower
Educate

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Before you start

This unit is designed for students aged 12—13 years.

Before you start this unit it is important that you are aware of what your students, and others in this age group, are doing online and how they use online technologies. For some general information visit the 'What are students doing online?' section at www.cybersmart.gov.au/schools.aspx.

This section provides information on children and technology, including cybercitizen profiles, videos of students discussing their online activities and links to ACMA research regarding online behaviour.

Teacher background information

The Internet provides a wealth of opportunities to be entertained and to communicate and collaborate with diverse audiences. Unlike the traditional mass media, the Internet and readily available digital tools allow people to be both consumers and creators of content. Learning about ownership of digital content and the rules and laws governing Internet use can help students to contribute to ethical, respectful and responsible use of this medium.

This unit covers the following topics:

- plagiarism
- copyright
- illegal downloads.

Teachers should review all suggested websites, videos and other digital content before use in the classroom to ensure that they meet school guidelines and student needs.

Unit overview and objectives

This unit aims to help students to:

- begin to understand what ethics are and how they apply to use of the Internet
- acknowledge the effect that plagiarism, copyright breaches, and illegal downloading have on the owners of content.

By the end of this unit, students will be able to:

- explain key responsibilities in relation to ethical use of the Internet
- explain how to avoid plagiarism
- list possible consequences for themselves and others of illegally downloading content.

Unit duration

The time allocated to this unit will depend upon the prior knowledge and skill levels of your students. It comprises seven activities, each designed to take approximately one or two 45 minute lessons.

Required resources

- Worksheet 1
- 'All Right to Copy?' video at http://activated.act.edu.au/copyright
- Interactive whiteboard with Internet access
- www.copyright.org.au
- Several computers with Internet access
- 'Ownership' clip at www.staysmartonline.gov.au
- 'Sharing' clip at www.staysmartonline.gov.au
- 'Frank Hardcase' animation at www.smartcopying.edu.au
- 'What the?' video at http://www.cybersmart.gov.au/wiseuptoit
- www.in-tune.com.au

Further information

For more information, contact:

Australian Communications and Media Authority Cybersafety Contact Centre

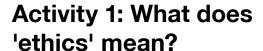Tel: 1800 880 176
Email: cybersafety@acma.gov.au

www.cybersmart.gov.au

Activity 1: What does 'ethics' mean?

Students to write down what the concept of ethics means to them. Share the ideas.

Provide students with various definitions.

> Some definitions of ethics include:
> * a set of beliefs or rules about what is right and wrong
> * moral principles that govern a person's or group's behaviour
> * a system of moral principles by which human actions may be judged as right or wrong.

Discuss the concept of ethics using the following guiding questions:

* Is there an accepted set of ethics or moral principles that everybody should live by? If so, what are they?
* Are ethics directly linked to the law, religious beliefs and/or cultural practices?
* Can ethics change over time, or are there some ethical principles that will always remain the same?
* Are our ethics simply based on our feelings?
* How do we develop our own ethical beliefs/ behaviours?
* What are the consequences if everyone has a different set of ethics?
* What can we do if our personal set of ethics clashes with someone else's?

As a class brainstorm a list of specific ethical behaviours which the students try to demonstrate in their lives.

For example:

* not stealing
* telling the truth
* not sharing friends' secrets with other people
* being generous to others
* respecting the rights of others
* not hurting others
* treating all living beings with compassion.

Activity 2: Ethics and the Internet

What you will need:

* Worksheet 1: Internet use poll

Take a poll on how the students use the Internet. Use worksheet 1 to record the results.

Discuss each of the uses with students. Ask the following questions:

* Do students think about who owns the content (information, images, music) that they download or upload?
* Do students use sites that require payment for content, or do they download it free?
* If you use content do you acknowledge its original creator?
* Is using content that does not belong to you (or that you have not paid for) stealing?

Revisit the ethics discussion from activity 1. In small groups students to discuss how they think ethics apply (if at all) when using the Internet. Students to report back to the class.

Activity 3: Plagiarism

What you will need:

- 'All Right to Copy?' video at
  http://activated.act.edu.au/copyright
- Interactive whiteboard (or several computers) with Internet access

Write 'plagiarism' on the board. Ask students what they think it means and how it applies to ethical use of the Internet.

Plagiarism is using work (text, images, video, music etc.) that belongs to somebody else and pretending that it is yours, or not acknowledging where it came from.

Ask students to list some examples of how they have plagiarised, or could plagiarise, content from the Internet. What consequences (if any) do students think plagiarism has for the owner of the content and the person using it without permission?

Watch 'All Right to Copy?' from the ACT Department of Education. This can be found at http://activated. act.edu.au/copyright > enter > (select applicable Internet speed).

In the videos, two students, Donna and Joe, are trying to create a website for a web design competition. Along the way they confront the issues of seeking permission to use other people's work (including text, images, film and website referencing) for their project. They also learn how to avoid plagiarism.

Watch clip one (Introduction) and then discuss:

- What is wrong with what Joe is doing?
- What do you think 'copyright clearance' means?

Watch clip two (Copyright?) and then discuss:

- What is copyright?
- What is protected by copyright?
- Do you think it is fair to have to pay for or ask permission to use someone else's work?

Watch clips three to seven (Text, Images, Film, Music, and Websites) and then discuss:

- Is scanning a picture or text plagiarism? Why or why not?
- Whom would you need to contact to ask for permission to use text or images from a printed source on the Internet?

Watch clip eight (What now?) and then discuss:

- If you were Donna or Joe would you give others permission to use your website? Why or why not?
- What can you do to avoid being accused of plagiarism?

Students to work in pairs, or small groups, to list several reasons why they think plagiarism is unfair to the content owner. Pairs (or groups) to prepare a speech to convince others that plagiarism is wrong and present it to the group or another class.

> The Internet provides ready access to digital tools that enable people to easily create or synthesise online content, including text, music and images. However, they often do not realise how serious it is to copy or use the creative work of others.
>
> Taking someone's work and pretending that it is yours, or using their work without acknowledging who created it, is like stealing. In some cases, people face fines or can be sued for plagiarism.

Activity 4: Copyright

What you will need:

- www.copyright.org.au
- Several computers with Internet access

Students to work in pairs to research what is meant by 'copyright'. Visit www.copyright.org.au and answer the following questions:

- What is the definition of copyright?
- What is covered by copyright?
- What is not covered by copyright?
- How does the copyright process work (i.e. is there an application process or is it automatic)?
- What can someone do if they believe their copyright has been infringed?
- When can you use content without obtaining permission?
- How can you obtain permission to use copyrighted content?

Students use this information to create a report titled 'What is copyright?' The reports can then be delivered to the class.

> Copyright protects a content owner's rights to use or exploit a work. People who own a work such as music, an article, or an image, can decide how that work can be used through copyright. Students need to understand that a work is subject to copyright, and that they may seek to access and use that work in keeping with its licence, or under the exemptions of the copyright act. As content creators, they may wish to protect their rights as the owner and apply a licence to their work.

Activity 5: Effects of copyright infringement

What you will need:

- 'Ownership' clip at www.staysmartonline.gov.au
- Interactive whiteboard (or several computers) with Internet access

Watch 'Ownership', a video produced by the Department of Broadband, Communications and the Digital Economy. It can be found at www.staysmartonline.gov.au > Teens > budd:e > Demo > Videos > Ownership.

It provides an overview of ownership from both the content creator's and the consumer's perspectives.

Ask the students to consider the following questions while watching the clip:

- What are the responsibilities of content consumers when it comes to copyright?
- Why are some content creators happy for their work to be shared?
- Why do people want to be acknowledged for their work?
- Why shouldn't you post someone else's work online without acknowledging the creator?
- Who should make money out of a work?
- What is 'creative commons' and how does it differ from copyright?
- Who is most responsible for copyright infringements: the creator of the work (after all they post it online where anyone can access it) or the content consumer (the person who downloads it)?

Activity 6: Illegal downloading

What you will need:

- 'Sharing' clip at www.staysmartonline.gov.au
- Interactive whiteboard (or several computers) with Internet access

Provide students with the following scenario:

> A group of young people form a band. They work hard to save enough money to record their songs on a CD. They then post one of the songs for free download on a website to promote their album, which is available for purchase. You really like the song.

As a class discuss 'Is it ethical to download the band's album from a peer-to-peer website onto your MP3 player without buying the CD?'

Consider:

- Is downloading this music the same as stealing it from a shop? Why or why not?
- What are the consequences for this band if everyone obtains their music this way?
- What would be an ethical way of obtaining this band's music?

Watch 'Sharing', a video produced by the Department of Broadband, Communications and the Digital Economy. It can be found at www.staysmartonline.gov.au > Teens > budd:e > Demo > Videos > Sharing.

It provides an overview of sharing content via peer-to-peer (P2P) networks.

After watching the video ask the following questions:

- Do you use P2P networks? Which ones?
- What are your general thoughts about file sharing?
- What are the risks associated with using P2P networks?
- Can you ever really be sure of what is attached to the files you download?
- Chun says that she makes sure a site 'looks proper and seems proper' before she downloads anything. Is she doing the right thing? Why or why not?
- Can file sharing be done safely?

> The use of the Internet to download music, games, films and other forms of entertainment or content raises many complicated and controversial issues in relation to ethics and the violation of copyright. In addition, file sharing can open your computer, enabling others to 'see' your files including personal information or content, which can lead to identity theft or inappropriate postings and can also allow viruses, worms, Trojans and other malware to invade your computer.

Activity 7: Putting it all together (assessment opportunity)

What you will need:

- 'Frank Hardcase' animation at www.smartcopying.edu.au
- 'What the?' video at http://www.cybersmart.gov.au/wiseuptoit
- www.in-tune.com.au

Students to work in pairs or small groups to develop an advertising campaign to raise awareness about the consequences of plagiarism, copyright infringements and/or illegal downloading. The campaign could take the form of a print advertisement or a series of television commercials, or use the Internet (e.g. a website or a social networking campaign).

In their campaign students could:

- define plagiarism, copyright and/or creative commons
- explain how plagiarism affects the owners of content
- list ways to avoid plagiarism
- define illegal downloading
- outline the issues associated with illegal downloading
- provide alternatives to obtaining content illegally
- persuade their intended audience to stop downloading content illegally.

The campaigns should be displayed around the school or shared with other classes.

The following websites and videos will provide students with more information, particularly about the consequences and effects of copyright infringement, plagiarism and illegal downloading, and may assist students with this activity:

- 'Frank Hardcase' found at www.smartcopying. edu.au. Type 'Frank Hardcase' into the site's search facility to locate the video.
- 'What the?' found at http://www.cybersmart. gov.au/wiseuptoit > video clips > What the?
- 'Australian Music IN TUNE' at www.in-tune.com.au

Worksheet 1: Internet use poll

Survey the class to find out how many students use, or have used, the Internet in the following ways:

Internet uses	Number of students
Copying and pasting information	
Copying and pasting pictures or photographs	
Downloading music	
Playing games online	
Downloading games	
Downloading movies	
Downloading television shows	
Chatting or instant messaging	
Looking for information (general surfing)	
Uploading images	
Uploading music or video	