Social Media Education Trainer's Manual

For Media Education Trainers

Edited by Dr. Magimai Pragasam

SIGNIS ASIA
World Catholic Association
for Social Communication

SIGNIS South Asia - SIGNIS Asia

SOCIAL MEDIA EDUCATION TRAINER'S MANUAL

For Media Education Trainers

`

SIGNIS
ASIA

World Catholic Association for Social Communication

Signis South Asia
Sub-regional Project on Social Media Education
2017

Message from SIGNIS World Vice-President and
Chair, SIGNIS Global Media Education Desk

Media education has been one of the key activities of SIGNIS for several decades. Its importance keeps increasing as the Mass Media is being used by business interests more than ever before. Commercialisation of the media industry has become very common and open today. One of its crucial impacts is the destabilisation of the values system in society. Children are the worst affected by the negative content and commercialisation of media.

SIGNIS efforts are geared towards encouraging the younger generation to look at media positively while raising critical questions about irrelevant content and their motives.

Today, social media (internet media, new media) are becoming more powerful and more irresistible, reaching out to almost every section of society all over the world. The power comes from its character of 'many to many' in contrast to mass media's 'one to many'.

The younger generation has easy access to social media on their own with no one's instruction or initiative, and thrive on their own as social media has an answer to every question they raise.

SIGNIS South Asia has published a useful Trainer's Manual to equip teachers to impart social media education to students and children. Meeting the need of the hour, this manual is the outcome of two workshops held in India and Sri Lanka.

I request SIGNIS members to encourage teachers, social workers and facilitators to use this resource manual to create an awareness among the younger generation so that they use social media appropriately for self-growth, and for the unity and development of the community and society.

<div align="right">

Lawrence John
Vice President, SIGNIS
Chair, SIGNIS Media Education Desk
1 June, 2017

</div>

INTRODUCTION

Signis South Asia feels extremely happy in presenting 'Social Media Education Trainer's Manual' to you!

The contribution of SIGNIS in imparting Media Education for the youth and children in the world has been significant. The process started with 'Media Literacy' in the beginning, moved to 'Media Education' later and reached 'Beyond Media Education' over a period of time.

Numerous experiments, books, research materials, videos, audio programmes, training manuals have been produced by various institutions and individuals across the world on Media Education.

Now, it is time that we focus on 'Social Media Education' too, as it is difficult to think of today's youth and children without Social Media.

The idea of bringing out a standardised set of syllabus for Social Media Education for South Asia emerged during the Sub-regional Action Plan Meeting held in Sri Lanka in August 2015.

A core team of three members, Fr. Gamini Fernandes, Fr. Ashok Vaghela and Dr. Magimai Pragasam was formed during the meeting and the responsibility of coordinating the activities was assigned to Dr. Magimai.

The core team had a series of email discussions and finally decided to have two workshops, one in India and the other in Sri Lanka.

In March 2016, the first workshop was held in Chennai in which 14 scholars, researchers and media education practitioners participated. They identified ten broad areas with related sub-topics around which the lesson plans could be drawn up. Thanks to Fr. Harris Pakkam, Principal of Don Bosco College of Design, who was the Local Host of the workshop.

The second workshop was held in July 2016 in Sri Lanka in which 14 scholars, researchers and Media Education practitioners participated. Fr. Lal Pushpadewa replaced Fr. Gamini Fernandes in the core team as Fr.Gamini was transferred to another mission. Fr. Lal was the Local Host of the Second phase in Sri Lanka and contributed immensely for the success of the workshop. Based on the work done in the first phase, participants of the second phase, continued their work, wrote lessons, evaluated them, modified them further to arrive at the present form. We had practical sessions in a school in Sri Lanka to test the lessons we have drawn up and modified the lessons further.

The Core team decided to include support materials on Social Media Education as part of this book to equip teachers to handle the topics with suitable data and examples for the students. Hence, we requested Don Bosco Communications- India and Tej Prasirini –Don Bosco Communications, Mumbai to support us with the lessons on Social Media from their publication titled 'Communication for Pastoral Leadership'. Our sincere thanks to Fr. Joaquim Fernandes, SDB, Director of Tej Prasirini and the Secretary of Boscom India and Fr. George Plathottam SDB, Project Director and Former Executive Secretary of CBCI

Commission for Social communications for granting permission to reproduce the articles written by Fr. Louis Kumpiluvelil SDB and Fr. Robert Pen SDB in this manual. Signis Asia is grateful to Tej prasirini, Mumbai and Don Bosco Communications - India.

Sincere thanks to Mr. Lawrence John, the Vice President, Signis World and the Chair, Media Education Desk for his guidance in conducting the workshops and constant encouragement towards bringing out this manual.

I would like to thank Fr. Gabriel Htun Myint, the Signis Asia President and all the board members, members of Signis Asia and all the Country Presidents of Signis South Asia for their support and cooperation.

Sincere thanks to the Core Team members Fr.Ashok Vaghela SJ and Fr. Lal Pushpadewa OMI for their support and cooperation.

Sincere thanks to all the scholars who participated in both the workshops, in India and Sri Lanka. Their dedication is highly appreciated.

I look forward to your support and cooperation in making this manual useful to teachers and media educators across South Asia.

Dr. A. Magimai Pragasam
Coordinator, SSA Common Project on Social Media Education,
Coordinator, Media Education Desk, SAB and Editor.
June 2017

CONTRIBUTORS

1. **Ms M. Antoinette Jerom**

2. **Fr. Lourdu Raja SJ**

3. **Dr. A. Magimai Pragasam**

4. **Ms. Grena Christian**

5. **Fr. Lal Pushpadewa OMI**

6. **Fr. L.G. Priyantha Silva**

7. **Mr. Michael Peria**

8. **Mr. Maxwell Christian**

9. **Fr. Joaquim Fernandes, SDB**

10. **Fr. Ashok Vaghela SJ**

11. **Fr. David Maria Selvam SDB**

12. **Mr. Nirmal Kirtisinghe**

13. **Mr. Quintus Colombage**

SUPPORT MATERIALS:

14. **Fr. Joaquim Fernandes SDB**

15. **Fr. Louis Kumpiluvelil SDB**

16. **Fr. Robert Pen SDB**

CORE TEAM MEMBERS

Fr. Ashok Vaghela SJ

Fr. Lal Pushpadewa OMI

Dr. Magimai Pragasam

CONTENT

Message from SIGNIS World Vice-President and Chair, SIGNIS Global Media Education Desk

Introduction

Contributors

Lesson 1
Social Media – An Overview
Ms M. Antoinette Jerom

1.1.   Starter

1.1.1.   A video on SM – How it's part and parcel of one's life.

1.1.2.   Use of logos/images/audio/video [to inquire the awareness of students]

1.1.3.   Interrogation with students as to what SM applications they are aware of/ use.

1.2.   Purpose

1.2.1.   Introduce the students to the concept of 'Social Media' and make them aware of the various SM tools and technologies available.

1.3.   Material(s) required

1.3.1.   Videos about SM

1.3.2.   A handout with the definition of SM, its purpose and job designations explained.

1.3.3.   Chart with different logos/images

1.3.4.   List of different social media applications [Whatsapp, Facebook, Twitter, LinkedIn, Pinterest, Instagram, etc.]

1.3.5.   Statistical data showing the usage of SM among the people

1.4.   Duration

1.4.1.   Usually 45 minutes

1.5.   Input

1.5.1.   What is Social Media? [A working definition that could be understood according to the audience]

1.5.2.   Purpose of Social Media [Explanation with examples]

1.5.2.1. Learning, Sharing, Networking, Entertainment, Reporting, Marketing, Branding, Analysis

1.5.2.2. Types of SM tools and technologies [Whatsapp, Facebook, Twitter, LinkedIn, Pinterest, Instagram, etc.]

1.5.2.3. Advantages of using SM [Comparison between Digital vs Analog Media, current and future trends in SM]

1.5.2.3.1. Accessibility, Interaction, Audience, Scalability

1.5.3.   Job Opportunities in the field of SM [Social Media Specialist, Content Writers, Marketers, Image Builders [Branders], SEOzers, Designers &   Developers, Data Analytics, Data Scientists, Social Psychologists, etc;]

1.6.   **Methodology**

1.6.1.   Design a crossword puzzle or scrabble with different social media platform names and allow the students to familiarize with the different applications and their purposes.

1.6.2.   List of features which would match the corresponding SM application.

1.6.3.   Paired discussion and sharing in large groups [Inquire whether students have used social media and if yes then for what purpose?]

1.7.   **End Result**

1.7.1.   Create your own definition for "Social Media" from what you understood.

1.7.2.   List out the SM applications available in your country.

1.7.3.   List of benefits acquired using SM.

1.8.   **Review**

1.8.1.   Define what is meant by 'Social Media.

1.8.2.   Is Social Media essential? Why?

1.9.   **Resource(s)**

1.9.1.   Teaching Crowds Learning and Social Media – Jon Dron [Books]

1.9.2.   http://www.smartinsights.com/social-media-marketing/social-media-strategy/new-global-social-media-research/ [Accessed 27 July 2016]

1.9.3.   https://www.techinasia.com/talk/digital-southeast-asia-q4-2015 [Accessed 27 July 2016]

1.9.4.   http://www.statista.com/statistics/272014/global-social-networks-ranked-   by-number-of-users/ [Accessed 27 July 2016]

1.9.5.   http://www.iacpsocialmedia.org/GettingStarted/SocialMediaAnIntroduction.as   px [Accessed 27 July 2016]

1.9.6.   https://moz.com/beginners-guide-to-social-media [Accessed 27 July 2016]

1.10.   **Take home point**

1.10.1.   Identify the benefits of SM.

1.10.2.   How are you able to use SM more effectively after participating in this session?

1.10.3.   Which SM Platforms would you like to use in future which you haven't been using?

1.10.4.   Find out from your friends which SM platforms they are using and for what purposes.

1.10.5.   Gather at least two positive and two critical experiences related to SM from your friends.

1.11.   **Terminologies**

Facebook, Instagram, LinkedIn, Pinterest, Social Media, Twitter, Whatsapp

Social Media - An over view
Crossword Puzzle
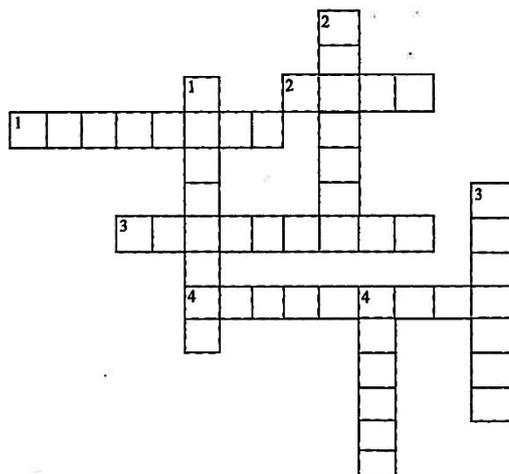
Across

1. Used to share self destructive multimedia messages (lasts for only 10 seconds) inclusive of photos, videos, text and drawings.
2. Allows users to share video clips of up to six seconds.
3. Allows to upload photographs, short videos, follow others and geotag images.
4. An online pinboard, a visual bookmarking tool which allows you to discover and save creative ideas.

Down

1. A cross-platform mobile messaging app which allows you to exchange messages without having to pay for SMS.
2. An online social networking service that enables users to sen d and read short 140- character messages called "tweets".
3. A global video-sharing website.
4. An entertainment, social news networking service, and news website.

Answers

Across
1. snapchat
2. vine
3. instagram
4. pinterest

Down
1. Whatsapp
2. Twitter
3. Youtube
4. reddit

Appendix

Topics for further reading/ research
1. Myths about SM

☐ It's bad! [Speak of the positives with examples]

☐ It's only about Facebook or posting updates/ images [A video which shows the different tasks performed using SM]

2. Future of SM [Research & Development areas of utilizing SM, for example in the areas of SM Medicine, Agriculture, etc;]

Lesson 2
Benefits and Impact: Benefits of Social Media and Their Impact on People
Fr. Lourdu Raja SJ

Target Group: 6th to 12th students

2.1. Starters

Ask the following questions to put at ease your students or youth. The following questions will bring out the truth about the group's usage of social media and their habits both positive and negative.

- ☐ How do social media help you positively?
- ☐ Why do you want to use social media?
- ☐ What do you gain by using social media?
- ☐ How much time you lost because of social media usage?
- ☐ Do you get distracted because of the use of social media?
- ☐ What part does social media play in your family? Do all the family members use social media?
- ☐ On an average, how much time do you spend on social media?

2. 2. Purpose

2.2.1 To make the students and youth become aware of the benefits of using social media and also to realize the pitfalls attached to social media.

2.3 Material(s) required

2.3.1 The trainer hands out a sheet where explanations for the different concepts are given.

2.3.2 The website citations are given in the handout for reference.

2.3.3 Reference: John Drone & Terry Alderson. 'Teaching Crowds: Learning and   Social Media.'

2.4 **Duration :** 45 minutes

2.5 Input

2.5.1 A 7-page material is provided for the students as a hand-out

2.5.2 A short discussion on the topic at the outset of the session.

2.6. Methodology

2.6.1 Display printed cards with the icons of FB, Twitter, Whatsapp, LinkedIn, YouTube, Pinterest, and whatever the trainer could add to the social media.

2.6.2 Start with questions and end with questions on social media. Questions on social media will make the listeners to think and   reflect.

2.6.3 A short small group discussions on the positive and negative impact that the social media have on the users.

2.7 **End Result**

2.7.1 The students and the youth must realize the effects of social media in their personal lives.

2.7.2 The questions raised would bring them to reflection and reflective action at the end of the session.

QUESTIONNAIRE

Benefits and Impact: Benefits of Social Media And Their Impact on People

1.   Name: (Optional)

2.   Age: _____

3.   Religion: _____

4.   I use the following social media: (tick your choices)

    a. Facebook b. Twitter c. Whatsapp d. Pinterest e. innocentive f. Others

5.   I benefit positively through the use of Social media:

    a. Education   b. Politics   c. Information d. Social benefits   e. Others

6.   Social media has the following negative effects: (tick your choices)

    a. Addiction   b. Waste of time   c. posting irrelevant pictures d. Others

7.   In my opinion, Social media helps me to:

    a.   b.   c.

8. What are the negative effects of Social Media on you?

_____

_____

9. How do I connect with my family using social media

_____

_____

_____

10. What have I gained by attending this session?

_____

_____

_____

Reading Material :

Uses and Benefits: Use / Purpose and Benefits
of Social Media Impact on People

Social media has benefits for the users and they do impact people both the ways. The purpose of social media is to network people. The convergent medium (cell phone) is doing its bit to bring together people.

Mobile Internet Connections

The current mobile Internet population in India stands at over 160 million (according to various sources like IAMAI, IMRB and KPMG), which is close to 50% of the total Internet population in India. This number is expected to swell to 315 million by the end of 2017, and that number alone is impressive.

The mobile Internet revolution has been largely driven by the phenomenal growth of smartphone adoption across the country. The demand for smartphones can also be attributed to the increase in demand for Internet services like chatting, social media, entertainment and convenience services like mobile-banking and travel reservation services that are now accessible via apps. http://indianeye.org/useful-resources/india-internet-statistics

Reasons for Social media adoption

Jon Drone & Terry Alderson (2014) give 3 reasons why the users adopt social media. The first reason is that we connect with groups, organizations, companies, institutions, networks, communities, nations, and cultures through social media. Social technologies for learning, from email to learning management systems, are universal in our schools and colleges.

The second reason for learning online with others is that, with every connection, direct and indirect, comes the opportunity to learn, and learning happens in many of these interactions. Almost every search on Google, visit to a page on Wikipedia or a how-to site is an act of intentional learning, one that is only possible because many people have, intentionally or otherwise, acted on our behalf as teachers.

Meanwhile, a vast amount of intentional and unintentional learning is facilitated every day through posts on Twitter, Facebook, YouTube, LinkedIn, Pinterest, and countless other services. Smartphones and dumb phones (basic phones) are increasingly used more as information-finding devices than as simple communication tools. Large-scale courses and tutorials, often pushed under the label of MOOCs (massive open online courses) are gathering millions of learners, eager and willing to learn.

Values of Social Software or media

- ☐ Helps to build communities
- ☐ Creates knowledge
- ☐ Engages, motivates and is enjoyable
- ☐ Cost-effective
- ☐ Encourages active learning
- ☐ Accountable and Transparent
- ☐ Spans the gap between formal and informal learning
- ☐ Addresses individual and social needs
- ☐ Builds Identity, Expertise, and Social Capital
- ☐ Easy to Use
- ☐ Accessible
- ☐ Protects and Advances Current Models of Ownership and Identity
- ☐ Persistent and Findable
- ☐ Supports Multiple Media Formats
- ☐ Encourages Debate, Cognitive Conflict, and Discussion
- ☐ Leads to Emergence
- ☐ Supports Creativity

Other people have many roles to play in the learning process, not just in the construction of factual or procedural knowledge. From an educational perspective, social software can, for instance, enable users to:

- Provide helpful resources
- Solve problems
- Present multiple perspectives and enrich connections
- Model different ways of thinking
- Explore ethical problems
- Learn to work with others
- Connect ideas from different perspectives and fill in gaps to connect   existing ideas.

Impact of Social Media on us

Beyond formal settings, social software has become <u>one of the most central means</u> which <u>enable lifelong learning</u>: Google Search and Wikipedia, both social technologies that benefit from extremely large crowds, are the first port of call for many learners seeking knowledge.

Whereas learning with others in the past often meant giving up certain freedoms, such as those of place, time, or direction, increasingly our social technologies support networked

individualism (Rainie & Wellman, 2012), where we interact with others but remain at the centre of our social worlds.

By definition, learning is associated with change. We change our ideas, actions, capacities and skills in response to challenges and opportunities. For most types of learning, the necessary knowledge or skills needed to solve our problem already exists in the mind of another person or resource. Our job as learners and educators is to provide tools, paths, and techniques, by which this knowledge can be accessed, appropriated, constructed, and re-constructed so as to meet our individual and collective needs.

Crowdsourcing

A particularly powerful use of sets in learning is found in question-and-answer sites and other approaches to crowdsourcing work, problem-solving, and creative construction. From simple Q&A sites such as *Quora* to more complex brokerages for skills and services, the crowdsourced solution to learning problems is popular and thriving. Again, many of these sites shift between network and set modes, sometimes intentionally, sometimes seamlessly. For example, Amazon's Mechanical Turk or *Innocentive* (a website that rewards innovations of the public) both provide a mediating role between those with problems and those able to provide solutions, typically using set-based characteristics to match the two, and facilitate the exchange of money between the parties. Other systems, such as Yahoo Answers and Quora, are less obviously incentive-driven: while social capital often plays a role, in which case interactions drift toward network-based models, many people contribute answers because they can.

Crowd funding

Increasingly, learners are funding their learning with the aid of the crowd. Crowd funding sites for students such as *Upstart* (www.upstart.com) or *Scolaris* (www.scolaris.ca) match sets of people interested in funding learners with donors.

The effects of social media on the users

A survey pertaining to social media listed 10 results. http://blog.degreed.com/10-ways-social-media-affects-our-mental-health/

1. Social media is addictive

Studies show that 63% of Americans log on to Facebook daily, and 40% log on multiple times each day. People use the site for myriad reasons; however, it usually serves, on some level, the same basic purposes: distraction and boredom relief.

"Likes" and comments are positive reinforcement for posting information, making it difficult for a person to stop. Researchers have found this so common that they created a scale to measure this addiction: The Berge Facebook Addiction Scale.

2. Social media makes us compare our lives with others'

Posts on social media many times present an idealized version of what's happening, what something looks like, or how things are going. This can lead users to constantly compare themselves to others and think less of their own lives. If things are going particularly well for people in your newsfeed and you're having a rough day, of course this will likely negatively affect your mood. In fact, in 2012 a team of researchers in the UK surveyed users, 53% of whom said social media had changed their behaviour; 51% said it was negative behaviour because of decline in confidence they felt due to unfair comparisons to others.

3. Social media makes us restless

Out of the same sample as the above example, two-thirds admitted to having difficultly relaxing when unable to use their social media accounts.

4. Social media gives rise to cyber bullying

Cyber bullying is an enormous concern, especially for adolescents. An organization that aims for internet safety, called Enough is Enough, conducted a survey that found 95% of teenagers who use social media have witnessed cyber bullying, and 33% have been victims themselves.

5. Social media glamorizes drug and alcohol use

A study that explored the relationship between teenagers, social media, and drug use found that 70% of teenagers ages 12 to 17 use social media, and that those who interact with it on a daily basis are five times more likely to use tobacco, three times more likely to use alcohol, and twice as likely to use marijuana. In addition, 40% admitted they had been exposed to pictures of people under the influence via social media, suggesting correlation between the two factors. Although a correlation is all it is, it makes sense that social media would increase the amount of peer pressure to which teenagers are exposed.

6. Social media can make us unhappy

A study from the University of Michigan collected data about Facebook users and how it correlated with their moods. Simply put, they found that the more avid users were overall more unhappy than those who used the site less. Over more time, avid users also reported lower satisfaction in their lives overall.

7. Social media can lead to fear of missing out, aka FOMO

Fear of missing out is a phenomenon that occurs when you feel pressure to be doing what everyone else is doing, attend every event, and share every life experience. It can evoke anxiety and cause social media users to question why everyone is "having fun without them." Surveys have even found that people feel insecure after using Pinterest because they feel that

they aren't crafty or creative enough. Facebook and Twitter can make people feel like they aren't successful or smart enough.

8. Social media often leads to multitasking

How many tabs do you have open right now? How are you even concentrating on one thing? The thing is, you're probably not – especially if one of those tabs is a social media site. Research has shown that our brains don't have the capacity to fully focus our attention on two things at once, and instead multitasking causes our brain to quickly switch from one task to another. This hinders information processing and productivity. Closing out your Twitter feed can seriously help you get some work done. Social media isn't all about selfie-taking narcissists, cyberbullies, and killing productivity. When used in moderation with the right intentions, it really can achieve what it was first set out to do: connect people. Which brings us to…

9. Social media enhances our connectivity

A paper linking social media usage to the Freudian ideas of the id, ego, and super-ego cites many examples of positive psychological effects of social media. Perhaps one of the most important points is that social media doesn't necessarily take us out of the real world. It can instead be used to revive and preserve relationships with other people. Even more exciting about this technological world is that there is an incredible number of like-minded people who can connect in just one click. Research presented in the journal The British Psychological Society found that students who experience low self-esteem could take advantage of social media and its capability to bond them with others in order to pull themselves up from slumps in their mood.

10. Social media can help with socialization

Research presented at the 119th annual American Psychological Association found that introverted adolescents could actually gain social skills by using social media. In part, this is because shy individuals may feel safer behind a computer screen (or smartphone, or tablet, or… well, you get the idea…it's everywhere). Dr. Larry D.Rosen, who presented the information, also stated that teens were becoming very good at virtually expressing empathy towards others.

Positive Effects of Social Media

1. Social networks help the businesses in a variety of ways. Traditional marketing mediums such as the radio, TV commercials and print ads are completely obsolete now and demand for thousands of dollars. However, with social media the businesses can connect with their targeted customers for free, the only cost is energy and time. Through Facebook, Twitter, LinkedIn or any other social site you can lower your marketing cost to a significant level.

2. The increasing popularity of social sites like Twitter, Facebook and LinkedIn, social networks has gained attention as the most viable communication choice for the bloggers, article writers and content creators.

3. These social networking sites have opened the opportunity for all the writers and bloggers to connect with their tech savvy clients to share your expertise and articles. Your audience will further share your articles, blog or expertise in their social circle, which further enhance your networks of the followers.

4. Social networks have removed all the communication and interaction barriers, and now one can communicate his/her perception and thoughts over a variety of topics. Students and experts are able to share and communicate with like-minded people and can ask for the input and opinion on a particular topic.

5. Another positive impact of social networking sites is to unite people on a huge platform for the achievement of some specific objective. This is very important to bring the positive change in society.

Negative Effects of Social Media

1. One of the negative effects of social media or network is it leads to addiction. Spending countless hours on the social sites can divert the focus and attention from a particular task. It lowers the motivational level of the people, especially of the teenagers and students. They mainly rely on technology and the Internet instead of learning the practical knowledge and expertise of the everyday life.

2. Kids can be greatly affected by these social networking sites if they are allowed to use them. The reason is that sometimes people share photos on social media that contains violence and sex, which can damage the behavior of kids and teenagers. It put the negative impact on overall society as these kids and teenagers involve themselves in crime related activities.

3. Another downside of the social media is that the user shares too much information, which may pose threats to them. Even with the tight security settings your personal information may leak on the social sites. Downloading your videos or pictures and copying your status is an easy task and can be done within few clicks. https://www.linkedin.com/_pulse/ positive-negative-effects-social-media-society-ali-kingston

Effect of Social Media on Youth

The statistics all tell the same story: Social media are gaining in popularity every day.

• The average time spent on social networks per day: 1.72 hours (in 2015).

• The average number of hours a teenager spends online per week: 27 (2015).

Social media have become prominent parts of life for many young people today. Most people engage with social media without stopping to think what the effects are on our lives, whether positive or negative. Are we as a society becoming more concerned with Facebook "friends" than we are with the people we interact with face-to-face in our daily lives? What will the long term effects of today's social media use be?

There are many positive aspects, but there are equally as many dangers that come with the use of sites such as Facebook, Twitter, LinkedIn, Pinterest, Google +, Tumblr, Instagram, gaming sites, and blogs.

The positive effects on the youth

Education:

- Teachers are able to easily collaborate and communicate with students and one another.
- Students have easy, free access to resources online to help them learn.
- Grades improve and absenteeism is reduced.
- 59% of student users report that they use social networking to discuss educational topics and 50% use the sites to talk about school assignments.

Politics:

- Voter participation is increased. Facebook users said they are more likely to vote if they see that their online friends did. During the elections of 2010, users who visited Facebook more than once a day were 2.5 times more likely to attend a political rally or meeting and 43% more likely to say they will vote.

- Social media facilitates political change: Online networks give social movements a quick, cheap method of disseminating information and mobilizing people.

Awareness/Being Informed:

- 27.8% of Americans get their news online. (28.8% get it from newspapers and 18.8% from radio.)
- Information spreads faster online than any other media. More than 50% learn about breaking news on social media.
- Social networking provides academic research to everyone with online access, allowing people access to previously unavailable resources.
- Social media sites inform and empower individuals to change themselves and their communities.

Social Benefits:

- Social media allow people to communicate with friends and this increased online communication strengthens those relationships. 52% of online teens say social media

have helped their friendships. 88% say being online helps them stay in touch with friends they don't see regularly.

• People make new friends. 57% online teens report making new friends online.

Job Opportunities:

• Great for professionals for marketing, connecting, and finding business opportunities.

• Employers find employees and unemployed find work. 89% of job recruiters have hired via LinkedIn, 26% via Facebook, and 15% via Twitter.

• Social media sites have created thousands of jobs and new avenues of income. https://turbofuture.com/internet/effects-of-social-media-on-our-youth

Conclusion: Social media has its advantages as well as disadvantages. The benefits are both positive and negative and it impacts the youth in a big way. The data shows that the youth are affected positively and negatively. There could be many reasons for the youth to get attracted to social media and the fact is that social media have taken the world population by storm and for the coming decades they will remain the focus of our business, relationship and connectivity.

Lesson 3

Building Positive Images in Internet
Dr. A. Magimai Pragasam

3.1. Starter

Geetha, well known for her skills in relationships and decision making, was proposed to Kumar and the wedding day was finalised. Kumar has the habit of posting all kinds of photographs in his facebook account. When Geetha happened to see the visuals of Kumar with other girls, she got angry and decided to distance herself from Kumar. One fine day, there was a message from Geetha's family to Kumar which said that the wedding has been cancelled due to unavoidable circumstances. The marriage never took place. Kumar could not accept the decision and went into depression.

Do you agree with Geetha's decision to cancel the wedding?

People's 'perception of who we are' is as important as 'what we really are'!

3.1 Purpose

At the end of the session, the participants will be able

3.2.1   to know the need for image building in the internet,

3.2.2   to understand the meaning of exhibitionism and voyeurism and

3.2.3   to equip with skills to network with individuals, open groups and closed groups safely.

3.3 Duration: 45 Minutes

3.4 Input

3.4.1 Creating positive impressions are very important.

People come to know about us through social media even before we meet them face to face. Hence, managing your online presence is very important.

Upload only appropriate pictures. If your field is tourism or sports, your picture with casuals is fine.

There are two steps for managing your online presence: eliminating negative content and creating positive content.

Manage your images on all social media websites including, Facebook, LinkedIn, Instagram, Pinterest, Twitter, Google+, YouTube, Flickr, Reddit, and Tumblr etc on regular basis.

At times your friends might have posted pictures that you do not like. Search for them and make changes.

Around 40 per cent of employers use social media sites to recruit potential employees.

3.4.2 Negative Content: Any picture that leads others to form negative opinion need to be eliminated.

In the internet discussions, avoid name-calling or any uncivilized usage of terms and words. Even if it is present in another person's post, wall, or comment feed, eliminate them.

Do not use harsh and judgemental language even if you speak about celebrities or public figures. That may show more negatively on you than on the persons you are complaining about.

Avoid speaking negatively about past employees or jobs. Social media is not an outlet for frustrations. Future employers may not like this. Even current employer may put you into trouble.

Keep an eye on what your friends post onto your profile. This includes things that are posted directly onto your wall or things you are tagged in, including tweets, statuses, blogs, and pictures.

3.4.3 Positive Content: Employers want to have a glimpse of your personality.

Posting pictures of your participation in a fund raising campaign of an old age home, or in a seminar can give a positive image of yourself to future employers and friends.

Facebook is a great medium to post social pictures. LinkedIn profile pictures may attract professionals.

3.4.4 Privacy settings

In certain websites you can control the viewers. However, it is still important that you manage what you or your friends post to your wall.

Your pictures can be easily taken from your site, morphed and posted back by your friends and strangers. .

Some people choose to create two accounts, one for personal use, and one for professional use. This is a violation of the user agreement that you sign when you registered for your profile. But people can easily identify this to be your account.

Be aware that your facebook profile picture and cover photo are never private.

Social media can be used as a powerful tool to positively influence your followers, subscribers, peers, and potential employers. Individuals must take care to understand the implications of releasing information into the Internet.

3.4.5 Exhibitionism

Some people use strange methods to attract and influence others. Exhibitionism is one of them. It is an act of exposing in a public or semi-public context those parts of one's body that are not normally exposed.

The practice may arise from a desire or compulsion to expose themselves in such a manner to groups of friends or acquaintances, or to strangers for their amusement or sexual satisfaction or to shock the bystander.

Exposing oneself only to an intimate partner is normally not regarded as exhibitionism. In law, the act of exhibitionism may be called indecent exposure, "exposing one's person", or other expressions.

Exhibitionism was first described as a disorder in 1877 by French physician and psychiatrist Charles Lasègue. When exhibitionistic sexual interest is acted on with a non-consenting person or interferes with a person's quality of life or normal functioning, it can be diagnosed as exhibitionistic disorder.

3.4.6 Voyeurism

Using an average PC, a fast modem and a link-up with Internet, some people keep cameras running in their homes or offices so web users can watch them 24 hours a day. They are called "cewebrities".

It's the global electronic spying, a kind of voyeurism of the third millennium. Some sites have more than 500,000 subscribers around the world, making the exhibitionists real millionaires. According to experts, this new wave is dangerous. Once this act was considered outrageous. Now it is treated as normal.

Overnight, regular people become notable and rich, just by sharing their intimacy or by showing scenes of their daily lives in the Internet. And there are millions who are dying to know or watch anything about somebody's private life.

Internet is a world by itself with lots of freedom, possibilities, opportunities to grow, connect, and become familiar. But we need to use freedom with responsibilities, follow decency and be truthful when we deal with others in this world.

Access to any information is only a click away. Over one billion people use internet all over the world. People go to the internet for information, entertainment, relationships and support. The number of text messages sent each day is greater than the population of the world. One can post whatever he or she likes. There is no one to control or monitor!

Freedom without responsibility is not dangerous. Misuse of medium is not ethical. Negative impressions about us can affect our reputation, opportunities and relationships.

3.5. Methodology

A case study of a person who exposes himself indecently in the internet and loses friendship with his close friend. A small group discussion followed by a large group sharing.

3. 6. Materials

A copy of the case study with questions for discussion

3.7.Review

☐ People come to know of us through social media.

☐ Eliminating negative content and adding positive content in social media is very important not only for building relationships but also for securing jobs.

☐ 40% of Employers recruit their employees through social media. You need to be present online.

☐ Maintain your privacy settings. Let private messages not reach public arena.

☐ Exhibitionism is an act of exposing in a public or semi-public context those parts of one's body that are not normally exposed. It is a psychological disorder. Focus on creating a positive self- image.

☐ Voyeurism is allowing others to see your private life so that you get familiarity and also earn income. It may affect ones image negatively.

☐ Let us use internet freedom with due responsibility.

☐ Let us respect privacy of others and ours as well.

3.8 End result

3.8.1   What are the ways to eliminate negative content and load positive contents about us?

3.8.2   Exhibitionism and Voyeurism are not healthy ways of communicating about ourselves.

3.8.3   We need to adjust our privacy settings to control people's access to our sites.

3.9 References

https://en.wikipedia.org/wiki/Exhibitionism

http://iml.jou.ufl.edu/projects/Spring99/Wesley/default.htm
Internet, Nicholas Baran (1995, July).

Privacy, Damergian, 1998).
Image building, Mannix, 1997

Sherry Turkle ("Session with the Cybershrink", 1996).
http://www.lexology.com/library/detail.aspx?g=a9cb6985-860d-4bc3-a794-e56afbef5e0a

3.10 Take home points

- ☐ Have you come across any face book account with negative content?

- ☐ Do you know anyone from your circle who posts obscene pictures and does not worry about such negative content ? How will you help them?

- ☐ Gather all positive qualities about yourself with relevant pictures .

- ☐ Are there any other ways of gaining popularity through internet and earn money rather than engaging in voyeurism?

Lesson 4

Social Media for Social Change
(Whatsapp, Facebook, Twitter, Blogs, etc.)

Ms. Grena Christian

4.1 Starters

4.1.1   A short video on use/effects of social media

4.1.2   Asking social account details from students

4.1.3   Ask the students to identify the oldest social media platform from the listed platforms

4.1.4   Also ask students to arrange the platforms in chronological order of their existence

4.1.5   Let the students watch the video and then ask them questions related to their views on the video. Have they ever come across such situations? Have they themselves experience the same ever?

4.2 Purpose

4.2.1   To make students aware about different prevalent social media platforms and also their benefits and usages.

4.3 Material(s) required

4.3.1   List of different social media sites like Facebook, Twitter

4.3.2   Different videos demonstrating the effect of usages of social media [both good and bad effects]

4.3.3   Different statistics of usages of SM depending on gender, age group, social background, family income, etc.

4.3.3.1 http://www.pewinternet.org/2015/10/08/social-networking-usage-2005-2015/

4.3.4   Demographics of different SM platforms like Facebook, Pinterest, Instagram, etc.

4.3.4.1 http://www.pewinternet.org/2015/08/19/the-demographics-of-social-media-users/

4.4 Duration : 45 minutes

4.5 Input

4.5.1   Theoretical material on information of SM [Different explanation(s) pertaining to the audience/context]

4.5.2   Special usages of engaging in various SM platforms

4.5.3   Five uses of social media [grouping, contacting individuals, networking amongst different interested persons, etc.]

4.5.4 Five benefits of using social media [faster reach, quicker response, relationship enhancement, knowledge improvement, etc.]

4.5.5 List of creative usages of SM [Opinion polls, meeting invitation, etc.]

4.5.6 Inter/cross – disciplinary learning. Example: support for collaborative learning, cross-course projects, beyond the campus learning, beyond the course learning, self organizing groups, creating committees/clubs/student-organizations, peer support

4.6 Methodology

4.6.1 Questions and answers [about which social media the target audience is using]

4.6.2 Video demonstrating the use/benefits of social media

4.6.3 Dividing in small groups as per the social media platforms (WhatsApp groups, Facebook group etc.) and give them around 20 things to communicate like conversations, chats, messages, private messages, audio, video, images, likes/shares, comments, reminders, invitations, game invitations, followings, followers, interested in, notifications, geo locations, etc.

4.6.4 Finding the differences amongst the listed SM platforms on the basis

4.6.5 Detailed explanation of the listed SM platforms

4.7   End Result

4.7.1 The students should be equipped with the knowledge of different usages of the listed social media platforms

4.7.2 They should also know the differences, limitations and advantages of these listed social media

4.8   Review

4.8.1 A grid checklist with row headings as different platforms and column headings as features

4.8.2 The student should be able to match the features with the platforms

4.9 Resource(s)

4.9.1 Teaching Crowds Learning and Social Media – Jon Dron

4.9.2 Video 1

4.9.3 Video 2

4.10   Take home point

4.10.1 Find out at least two examples from your friends where they have helped some one using social media

Lesson 5

Social Media and Parenting

Dr. A. Magimai Pragasam

5.1 Starter: A fourth standard boy has around 700 face book friends and mostly girls. He has four fake FB accounts. A girl of 8th standard, has the habit of chatting till 2 am everyday with known and unknown friends. She is not able to concentrate in the class room as she feels sleepy. She scores low marks in the examinations. Another girl frequently comes home late. She responds angrily when parents ask for reasons. She says, don't police me. I am a grown up girl and I can do whatever I like. Usually parents do not allow their children to talk to strangers. But internet is filled with unknown friends.

5.2 Purpose:

> At the end of the session, the participants will be able

- ☐ to realise that it is their responsibility to protect their children

- ☐ to encourage proper use and discourage misuse

- ☐ to understand the need of knowing more about internet

5.3 Duration: 45 minutes / 60 minutes

5.4 Materials:

5.4.1 A video on the positive and negative sides of Social Media and the role of parents in monitoring and supporting their children

5.5 Content

- ☐ Children connect to all kinds of information
- ☐ Children can have strong negative emotional, psychological and moral impact
- ☐ Elders may chat with children hiding their age.
- ☐ Children should not talk to strangers in internet .
- ☐ No underage facebooking
- ☐ Child's privacy setting
- ☐ Filtering software
- ☐ Ground rules (timings, friends, social media etc)
- ☐ Children habits
- ☐ Children's friend circle and relatinships
- ☐ Place computer at central location
- ☐ Avoid free give away questionnaires in internet

☐ Pictures posted

☐ Limit cell phone use

☐ Online reputation

☐ Discuss dangers of technology

☐ Teachers should know child's family background, father, mother, brothers and sisters, how long a child is alone, relationship between family members and the child, between parents and their children

☐ Need for counselling children

☐ Self- confidence exercises

5.6 Methodology: A video film is shown on the impact of Social Media on Children.

Three questions are given for discussion in groups and group leaders present them to the large group.

Give a copy of the questionnaire given below to each one. Then do the scoring and analyse questions one by one.

S.No.	Action	Frequently	Sometimes	Seldom
1	I spend quality time with my children			
2	I find out the habits and interests of my children			
3	I help children to manage time , sleeping time, studying and playing time, time for social media etc.,			
4	I spend time to know about social media, softwares and operating systems			
5	I engage in counselling my children			
6	I provide alternatives for children to get engaged like drawing, painting, writing poems			
7	I engage in spiritual formation of my children Personal reflection and meditation, prayers, yoga etc			
8	I spend time for inculcating values, transparency, setting vision etc.,			
9	I practice what I preach to my children			
10	I evaluate my own actions			

Ask them to give marks for each question: Frequently-10, Sometimes - 5, Seldom- 0

Scoring: 90 and above = Safe zone, 70-85 = Ok but needs improvement, Below 65 = Attention is required before things go out of your control.

5.7 Review:

5.7.1   Children can get to any content

5.7.2   Parental regulation is necessary

5.7.3   Chat with friends and not with strangers

5.7.4   Post relevant pictures only

5.7.5   Set time for SM and let SM not encroach into your other schedule

5.7.6   Increase dialogue

5.7.8   Spend quality time with children

5.7.9   Get professional help

5.7.10   Monitor habits

5.8   End result:

Question and answer:

5.8.1   How can parents safeguard their children from internet addiction?

5.8.2   What are the precautions children need to take before chatting?

5.8.3   How can parents monitor their children's internet activities?

5.9 References:

Critical understanding of social communication by Tej Prasirini How can parents support children's' internet safety?

http://www.parenting.com/gallery/social-media-monitoring-kids?page=14

The Role of Parents in Digital Safekeeping and Advice-Giving ...

www.pewinternet.org/.../part-4-the-role-of-parents-in-digital-safekeeping-and-advice-...

wwwvicscouts.com.au/uploads/33/ParentalMediation.pdf

5.10   Take home points:

5.10.1 Identify a friend who spends more time with social media and find out whether it is really useful.

5.10.2 Find out the link between overuse of social media, academic results and health.

5.10.3 When you reduce time in engaging with social media, how would you spend the time gained and what will be your area of focus ?

Lesson – 6

Healthy SM Habits and Management

Fr. Lal Pushpadewa

6.1. Starters

6.1.1. Use of logos/ Flash animators/images/audio/video [to make awareness among Students, the healthy and unhealthy habits of SM]

6.1.2. Relating a story or video of an example of a known public figure who manages his/her time well along with presence in SM as opposed to an example of a person who fell sick due to unhealthy SM Habits

Are you addicted to facebook?

Bergen Facebook Addiction Scale

The scale, developed by Dr. Cecile Andraessen and colleagues at the University of Bergen in Norway, uses six criteria to measure Facebook addiction (1) Very rarely, (2) Rarely, (3) Sometimes, (4) Often, and (5) Very often:

	Very Rarely	Rarely	Some Times	Often	Very Often
1. You spend a lot of time thinking about Facebook or planning how to use it					
2. You feel an urge to use Facebook more and more.					
3. You use Facebook in order to forget about personal problems.					
4. You have tried to cut down on the use of Facebook without success.					
5. You become restless or troubled if you are prohibited from using Facebook.					
6. You use Facebook so much that it has had a negative impact on your job/studies					

Andreassen and colleagues suggest that scoring "often" or "very often" on at least four of the six items may suggest the respondent is addicted to Facebook.

They found that various personality traits related to the scale: for instance neuroticism and extraversion related positively, and conscientiousness related negatively.

They also found that high scores on the BFAS were linked to going to bed very late and getting up very late.

6.2. Purpose

Make the students aware that as much as healthy use of SM can be a treasure, the unhealthy SM habits and management can harm one's own psychological/ physical/spiritual growth, personality and reputation.

To assist the learner in self disciplining themselves and proper management of their online reputation.

6.3. Material(s) required

6.3.1. List of common activities of a person of the relevant student group on a daily basis.

6.3.2. List prioritizing the activities of the day.

6.3.3. Chart that suggests proper time allocation according to the priority list of the activities

6.3.4. List of sites suitable for study purposes depending on the age group and subject matter.

6.3.5. List of sites that enhance talents related to the students concerned and useful for the extra-curricular activities one is involved in.

6.3.6. Articles/publications on proper time allocation for SM according to age group.

6.3.7. Success stories of proper time allocation and benefits availed Proper-use of SM.

6.3.8. A brochure/ leaflet with explaining healthy SM habits.

6.4. Duration

6.4.1. Usually 45 minutes

6.5. Input

6.5.1. **Self**

6.5.1.1   Chat with a purpose

6.5.1.2   Choose responsible response: Likes / Dislikes, Posting comments

6.5.1.3   Make sure the freedom of speech / expression does not harm / hurt anyone or puts into problem

6.5.1.4   Have self control fixed mins / hours of mobile use

6.5.1.5 Place your duties / Responsibilities first

6.5.1.6 Avoid sharing personal/ intimate information

6.5.2.   Studies

6.5.2.1 Supplement your class room learning with enhancing learning through SM

6.5.2.2 Make the SM network into learning network

6.5.2.3 Chat, discuss, evaluate content taught at the class room

6.5.2.4 Share content

6.5.3   Family / Society / Faith

6.5.3.1 Proper use of mobile in the places of worship, while studying, eating, guests at home

6.5.3.2 Use it to meet friends, create like minded groups Organizing kids camps/ youth camps in a natural surrounding where children are disconnected from social media.

6.5.4   Health

6.5.4.1 Care for your health > have enough sleep switch off your mobile while sleeping

6.5.4.2 Side effects of excessive usage of Social Media   and addiction to SM

6.5.4.3 Physical - Irregular sleeping pattern, lack of   concentration, distanced from real world   experiences, lower productivity levels

6.5.4.4 Psychological– Internet Gaming Disorder,   Anxiety, Depression (American Psychiatric Association)

6.5.4.5   Social – Limited social interactions, behavioural patterns of an introvert

6.5.5   Job Related

6.5.5.1   Use it to search for internships and finding jobs

6.5.6.   Business

6.5.6.1 Advertise / Market business / products

6.5.6.2 Increase business

6.5.6.3 Use it for customer relation

6.6. Methodology

6.6.1.   Questions and answers (about their proper and improper time allocation for SM)

6.6.2.   Questions and answers (parental control about their use of SM)

6.6.3.   Small Group Discussion, large group sharing (investigate amongst different groups about their response towards parental control; whether they see the necessity of it; whether they realize the need of discipline in the use of SM)

6.6.4.   Paired discussion and sharing in large groups (The same subject above)

6.7.   End Result

6.7.1.   Questionnaire to identify SM habits of students

6.7.2.   Checklist of difference. (The awareness increase of unhealthy use of   SM amongst students)

6.7.3.   Benefit list of disciplined use of SM.

6.8.   Resource(s)

6.8.1.   Five Ways To Keep Your Social Media Habits Healthy - http://www.bustle.com /articles/ 105902-5-tips-for- keeping-your-social - media-habits-healthy-because-offline-life-is-stressful-enough

6.8.2.   A normative study of family media habits

6.8.2.1.1. Douglas A. Gentile*, David A. Walsh National Institute on Media and the Family, 606 24th Avenue South, Suite 606, Minneapolis, MN 55454, USA Accepted 28 January 2002.

6.8.3.   creating-healthy-social-media-habit https://barrebody.com.au/wellness/

6.8.4.   the-healthy-use-social-mediahttps://www.psychologytoday.com/blog/positively-media/201310/

6.9.   Take home points

6.9.1.   Find out from your friends about their use of different social media sited, time they allocate for each in proportion to other activities.

6.9.2.   Gather at least two positive and two critical experiences related to SM   habits   and online reputation from your friends

6.9.3.   List of sites suitable for study purposes depending on the age group and subject matter.

Lesson 7

Introduction To Audio / Visual Content

Fr. Priyanth Silva & Mr.Qintus Colombage

7.1   Starters:

7.1.1   Displaying in a minute all the types of SM in order to identify where (various types of) the audio/visuals are used in SM. E.g. Profile photograph, wall banner and other uploads (to the wall). (Images, photographs, videos, movies, animations, Audios – interviews, songs etc.) [to inquire the awareness of, or inform the students]

7.1.2   Provide statistics explaining the reasons for using Visual Content.

- Visual content is shared 3 times faster than text.
- 90% of information transmitted to the brain in visual.
- People retain only 10% of what they hear, 20% of what they read and 80% of what they see.

For further explanation refer the appendix

7.1.3   Identifying the methods of obtaining the audio / visual materials. Images scanned or drawn (including cartoons), photos (An image is a visual impact of a story),videos, movies, animations & audios: self-made or already circulated in SM.

For another starter refer the appendix

7.2   Purpose:

7.2.1   Make the students aware of various types of use of audio/visuals in SM and methods of obtaining the materials.

7.2.2   Help the students identify, chose and produce qualitative and positively effective Audio / visual materials

7.2.3   Help the student identify and avoid/shun qualitatively inferior and ethically unsuitable materials.

7.3   Material(s) required

7.3.1   General examples of profile photos, wall banners, other Images, photographs, videos/movies/animations/audios that are uploaded to the wall.

7.3.2   Examples of technically good and bad images and videos. Examples and Non examples of images,

7.3.2.1   that follow the golden rules of photography.

7.3.2.2   where subject within the image are properly spaced out / properly cropped to highlight the message conveyed.

7.3.2.3   where colour is used creatively and effectively.

7.3.2.4   with proper use of lighting.

(Certain materials illustrating the above are included in 14.8-resources)

7.3.3 Example of ethically suitable and unsuitable materials (images, audio, video)

Materials related to input 7.5.1.1 to 17.5.1.5

7.3.4   A list of different sites that teach about/support audio/visual materials, especially related to the topics discussed below.

7.4 Duration : minutes

7.5 Input

7.5.1   While displaying the material related, discuss the effects of

7.5.1.1 Material that shun/fuel religious, racial, social extremism.

7.5.1.2 Material that condemn/indicate or use phonography, condemn/advocate harmful addictions like drugs, smoking, alcoholism etc.

7.5.1.3 Material that adversely affect the sensitivity of individuals like inability to see blood.

7.5.1.4 Material that support/advocate wrong values, cruelty, vengeance etc.

7.5.1.5 Material that propagate or expose adherence to diabolic powers.

(**Explanations and figures are given in the appendix**)

7.5.2   Encourage students to produce and upload/share qualitatively good and meaningful messages through audio/visuals.

7.5.2.2. Videos that inspire the creativity of others. **E.g. refer Appendix**

7.5.2.3. Videos that give human values and good virtues. **E.g. refer Appendix**

Equip the students with some technical knowledge. Photographs:

7.5.3   Explain some simple ways to make photos look better. Photo composition is a visual language. Discuss the elements that make an effective photograph. (with theoretical materials.)

7.5.3.1 The golden rules of photography.

Explanations of points below and figures are given in the Appendix

- The rule of thirds.
- The Rule of Golden Spiral
- Play a video on Golden rules of photography. E.g. refer Append**ix**

7.5.3.2 **Spacing out the subjects** within the image **and cropping** the image to highlight the message conveyed.

7.5.3.3 **Effective use of colour.**

Using matching (colour tones) and contrasting colours.

7.5.3.4 **Proper use of lighting.**

- Back light, front light, angle light and over exposure.
- Natural light (from the sun) or artificial light /giving preference to natural light is encouraged.

7.5.3.5. **Advantages of using a tripod** (The shots will not be noticeably shaky)

7.5.4 Inquire about their awareness or inform about the various common technics available in mobile phones for photos.

- Rectangle and square photos, Panoramic photos, Photos with different effects (mono colour, chrome, noir etc.)

7.5.5. Give information about High and low resolution images and resolutions proper for various media E.g. Resolutions proper for Youtube video) provide a chart of the required/suitable resolutions of images, audios and videos for various types of SM.

AUDIOS:

7.5.6. Guidelines on using audio more creatively &effectively.

7.5.6.1 Minimize noise, vary the loudness of audio, use music with care, always monitor sound, good audio conveys information.

7.5.6.2 Display websites that use sound creatively and effectively.

7.5.6.3 Give a list of right audio recording and editing tools.

VIDEOS:

7.5.7 Camera shots, angles and Movements of general photography & videography

7.5.7.1 A longshot, Medium shot, Medium close up, Close-up, Extreme close up, Deep Focus, Low angle shot, High angle shot, Down shot, Over the shoulder shot, Pan, Tilt, Top shot, Zoom in and zoom out, Wide shot, Extreme wide shot etc. **For E.g. video refer Appendix**

7.5.8   Various common technics available in mobile phones for videos.

- Normal speed, Slow-motion, Time laps etc.

7.5.9   Explaining some simple ways to record & edit a video.

7.5.10 Instructions on the basic grammatical rules of editing videos.

Explanations and figures are given in the appendix

7.5.10.1 Non-verbal communications in the Movements.

7.5.10.2 Non-verbal communications of ideas like stability,   strength etc.

7.5.10.3 The Third Dimension.

7.5.11 Creating Inforgrafic :Teach methods of writing effective short captions for images / videos on FB and Twitter (Twitter up to 140 characters in length) to get more traffic for photographs, audio and videos.

7.5.12 Discuss the importance of a simple 'Hashtag' on FB and Twitter (use key words with photos and videos)

7.5.13 Make the students aware of the necessity to get permission to photograph others   and to obtain photographs, images, audios and videos belonging to others.

7.5.14 Make the students aware of the value of recognizing and appreciating the digital audio / visual works shared. Saying "thank you" (a personnel thank you note) or making a constructive remark when someone shares an image or an audio/ visual material.

7.5.15 Inculcate in the students the value of creating original material rather than coping and sharing that of others.

7.5.16 Encourage students to upload and share quality and meaningful messages on audio/visuals.

7.6 Methodology

7.6.1   Ask to write on a piece of paper, what response they expect to the images and Audio Visuals they upload to SM, specially their self - photographs. (Paste all   papers   on a white board to be compared and summarized).

7.6.2   Questions and answers [to understand what they know about audio/visual content and their capabilities related to the same.

7.6.3   Small Group Discussions, large group sharing [Have them form different groups   and investigate amongst different groups about awareness of audio/visual]

7.6.4   Give students the assurance of their own ability to produce creative materials.

7.6.5   Summarize the information and editing processes in a presentable form and disseminate to individuals. (use audios, videos, charts etc.)

7.6.6   Formulate a simple chart on editing process in a website.

7.6.7   Demonstrate how to tag and retweet the audio/visual in the class   room.

7.6.8   Download a video and a photo through Youtube. (E.g.SS)

7.6.9   Evaluate and reassess progress along the way (Teacher).

7.7   End Result

7.7.1   To be able to identify, chose and edit/produce qualitative, ethical and   positively effective audio/visual materials.

7.7.2   To be able to identify and avoid producing and uploading qualitatively inferior   and ethically harmful/unsuitable materials. E.g. avoiding background voices from audio.

7.7.3   Identifying problems, successes and recording those for future planning (Teacher).

7.8   Resources

7.8.1   Fundamentals for Visual Impact (https://blog.udemy.com/photojournalism-tips/)

7.8.2   How to take better photographs (http://www.wikihow.com/Take-Better-Photographs)

7.8.3   A good example for artificial light : three rules of lighting for photography https://www.youtube.com/watch?v=EJWNQv01VtI

7.8.4   Basic rules for using audio and video materials file:///C:/Users/User/Downloads/ BASIC%20RULES%20FOR%20USING%20_AUDIO%20_AND%20_VIDEO%20 MATERIAL.pdf

7.8.5   How to make videos with the mobile phone: https://www. youtube.com/ watch? v=L7CHITySS1s

7.8.6   The 5 Golden Rules Of Recording Audio for Your Video Production https://blogs.jobs.ac.uk/media-and-communications/2011/08/24/the-5-golden-rules-of-sound-recording/

For more resources refer the Appendix

7.9   Take home points

7.9.1   Assess the self-photographs, wall banners, other images and audio/video material they have used in their SM.

7.9.2   Assess the self-photographs, wall banners, other images and audio/video material their friends have used in their SM.

7.9.3   Write down the corrections and improvement that could be done to the same.

7.9.4   Do the corrections, make the improvement and upload them anew and assess the positive effects.

7.9.5   Help the friends with the knowledge gained to use/ produce better quality and positively effective audio visuals.

7.9.6   Make a resolution to report and block material related to the above discussions that are harmful for a better society.

7.9.7   Questionnaire& pledge.

<div align="center">

Appendix

</div>

7.1 Starters:

7.1.2   Article   on   'Why Visual   Content   Drives   Social   Media   Engagement'
[http://fredericgonzalo.com/en/2015/10/06/why-visual-content-drives-social-media-engagement/]

7.1.3   Get the students to bring a good photo according to their thinking, as a picture, paper cutting or a mobile/tab photo. Get them to choose the best out of all and then speak about the existence of rules for judging the standards (Which are explained in **14.5 Input**.

7.5 Input

7.5.1.5 **Material that propagate or expose adherence to diabolic powers.**

Some persons use pictures such as given below not knowing the hidden meaning of them while devil worshippers and ACDC[1] members usethose purposely in their SM domains to show allegiance to demonic powers as oppose to the positive Divine powers. This is a way of adhering to the

powers of darkness.

7.5.2.1 Videos that inspire the creativity of others. E.g. Video on Hand painting https://www.facebook.com/tharunaya.co.uk/videos/1145325888842804/

7.5.2.2.Videos that give human values and good virtues. E.g. Video of two brothers caring for each other. https://www.facebook.com/SoranAdamm/videos/561586114005925/

7.5.3.1 The golden rules of photography.

- **The rule of thirds.**
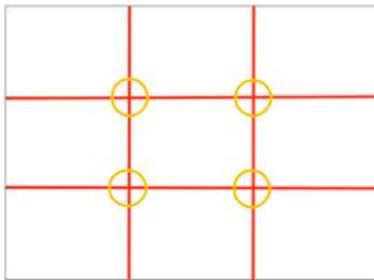
Basically this advises students taking photos to avoid placing in the centre the main subject(s) or the object(s). The basic principle behind the rule of thirds is to imagine breaking an image down into thirds (both **o**horizontally and vertically) so that you have nine (9) parts as illustrated and four intersections which are called the focal points

The theory is that if you ou place points of interest in the intersections or along the lines your photo becomes more balanced and will enable a viewer of the image to interact with it more naturally and easily. Our brains are programed to grasp visuals through the eyes in this manner.
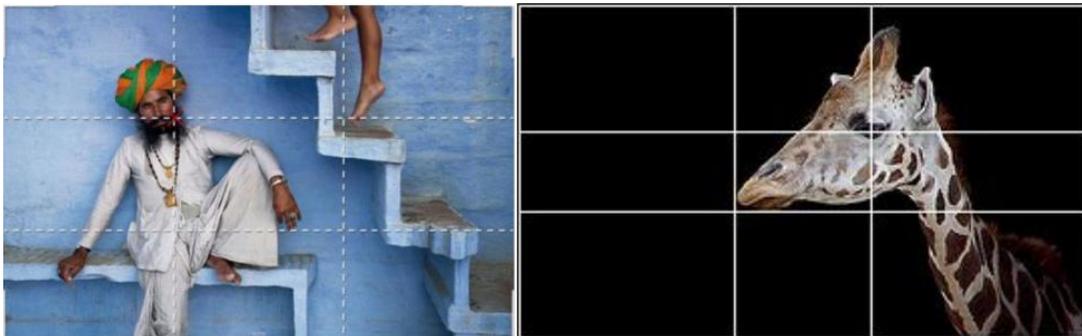
- **The Rule of Golden Spiral**

- `The golden Spiral is made out of a numeric series named after Fibonacci, the person who brought the mathematics of it to Europe.
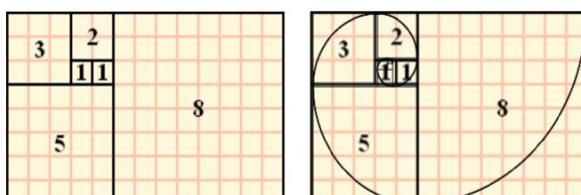
The series goes as 0.1.1.2.3.5. 8.13.21.34…..below is the way it is constructed. This too creates a focal point and

a focal field. Placing the points of interest on those makes it look attractive and easily comprehendible by the brain through the human eyes.
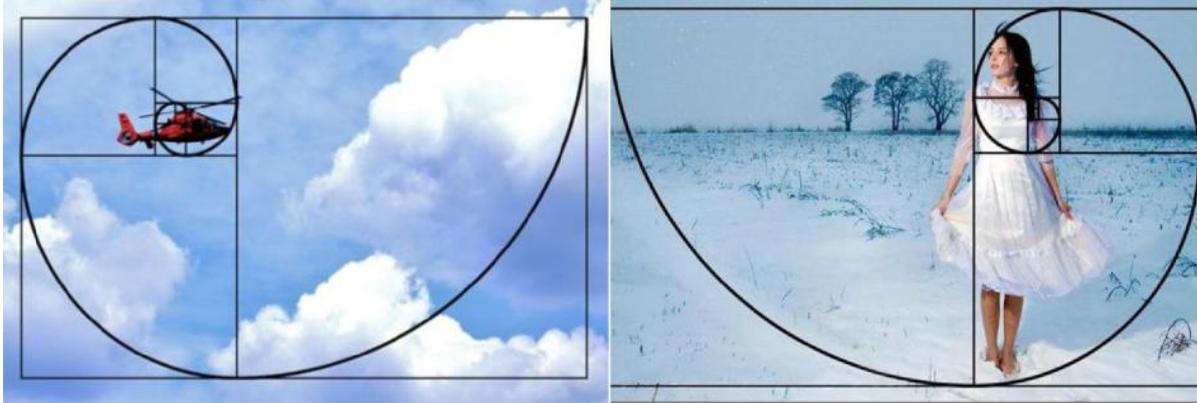
- **Video on Golden rules of photography.**-Powerful Photography Tips: YouTube video (https://www.youtube.com/watch?v=YZPuc3HV5O8)

7.5.7 Camera shots http://www.empireonline.com/movies/features/film-studies-101-camera-shots-styles/

7.5.10.1 Non-verbal communications in the Movements. A few examples:

- Movement of one subject to the right & the other to the left facing each other in two different frames mean contrast or enmity.

- Movement of the same subject towards the same direction in different frames mean continuity.

- Placing one subject higher than the other and bringing up the lower subject above the higher communicates change of power.

7.5.11.2 Non-verbal communications of ideas like stability, strength etc.

A well rooted tree near waters, a rock broader at the bottom creates a nonverbal communication about stability& strength than a rock with a narrow bottom.

7.5.11.3 Third Dimension:

In the film industry, a third Dimension is created in the mind of the viewer by mixing an audio that relates a story different to the video that is displayed. An example from the Sri Lankan film 'Dadayama' Meaning 'the hunt' by the director Vasantha Obeysekara, gives a visual of a man driving a car at high speed with his teeth grinding in tension while the audio played together reveals a discussion between two, planning a murder with a car accident. The viewer realizes why the man is so tensed and for what purpose he is driving so fast – the third dimension is a way of allowing the viewer to create what we want in his/her mind and is considered a higher and an artistic way of communicating a message.

7.8   Resources (More)

7.8.4 Three Principles of Light Behaviour Every Photographer Needs to Know(http://digital-photography-school.com/3-principles-of-light-behaviour-every-photographer-needs-to-know)

7.8.5   Ten photography lighting tutorials from beginners to professionals(http://www.diyphotography.net/photography-lighting-tutorials-video-roundup/)

7.8.6   Best Free Audio Tools for Teachers (http://vocaroo.com/)

7.8.8   How to make a movie on a smartphone
(https://www.youtube.com/watch?v=oljt8IU0Npk)

7.8.11 Ten Best Video Editing Apps for Phones and Tablets (http://www.tomsguide.com/ us/ pictures-story/511-Video-Editor-Android-iOS-Video-Filters.html)

7.8 Take home points

7.9.6 Questionnaire& pledge.

Questionnaire

1. Age: _____

2. Gender: _____

3. School:_____

4. Do you use Social Media? Yes/ No

5. If 'Yes', what are the applications you use at present?

    _____

    _____

6. How often do you upload images on Social Media platforms?

    ☐ Very often   ☐ Sometimes ☐ Rarely   ☐ Never

7. What are the applications you use to edit images?

    _____

    _____

8. How often do you upload audio/video content on Social Media platforms?

    ☐ Very often   ☐ Sometimes ☐ Rarely   ☐ Never

9. What are the applications you use to edit audio/video content?

    _____

10. How often do you take selfies?

    ☐ Very often   ☐ Sometimes ☐ Rarely   ☐ Never

11. What sort of selfies do you take? Who else or what else will be included in your selfies?

_____

12. How often do you change your profile picture/ cover photos?

☐ Very often ☐ Sometimes ☐ Rarely ☐ Never

13. What sort of images are you inspired to post/ share?

_____

_____

_____

14. According to you what would be the perfect profile picture of yourself?

_____

_____

_____

Social Media User's Pledge

for Appropriate Use of Visual Content

Preamble

This pledge for appropriate use of visual content on Social Media expresses my aspirations, is a commitment to my values and principles, and is my declaration to be mindful and ethical in my Social Media engagement. This pledge affirms `my responsibility to publish appropriate visual content edited using principles that govern visual content and with the aid of relevant tools.

Pledge

I pledge to my fellow Social Media Users that,

I will follow the guidelines I learnt today in editing the visual content prior to publishing.

- I will verify the authenticity and accuracy of news items and any other sensitive content prior to sharing.

- I will acknowledge the sources of information I am sharing and give them due credit.

- I will be true to my faith and conscience in choosing what I publish on Social Media and vouch to protect the reputation of myself and the others.

_____

[1] Anti-Christ Devil's Children.

Lesson 8

Safety Measures

Michael Peria

8.1   Intro - Take off / Starter

8.1.1   Playback 1 min video clip or flash animation with stills and textual bullets o   (Girl tags the cinema hall where she goes to watch a movie

- A boy who is in her network group follows her

- an uncalled for incident happens at the Cinema Hall between this boy and the girl)

8.1.2   If no electronic support apparatus / tools available, identify one boy and a girl before the class ask them to role play the incident

8.1.3   Or down load and playback   https://www.youtube.com/watch?v=LekHQrQ-exQ   Or https://www.youtube.com/watch?v=hqezbib5qpQ

8.1.4.   After the playback ask the learners about what they saw

8.1.5   Conclude the interaction with… the incident has happened due to the **geo   tagging**

8.1.6   Lead the incident to the purpose of learning this lesson

8.2 Purpose

After learning this lesson the learners will be able to

8.2.1   Know and follow the 15 safety measures / tips learned in this lesson while using the Social media / network.

- Use strong passwords.

- Prevent identity theft.

- Stop unwanted comments or users.

- Be in touch with the service provider.

- Be true to your age.

- Avoid creating fake account.

- Think before you share.

- Stop and look before downloading.

- Avoid sending sensitive info especially to an open group.

- Log out of your public or shared network.

- Lock your screen or device when not in use.

- Secure your router.

- Be careful while taking a selfie.

- Never tag or post your specific location.

- Avoid using social network page from public computers.

8.3 Duration : 45 mins to 60 mins (If time permits this lesson can be extended to 90 mins by displaying / demonstrating each tip with examples)

8.4 Input Session

8.4.1 The instructor is advised to go through these tips and guidelines before hand and be prepared to use appropriate examples or non-examples and apply creative ways of teaching.

8.4.2 Followings are some of the Safety Measures to be kept in mind while using Social networks and Social Media

8.4.3 15 useful hints and tips those are easy to remember and put into action are listed in this lesson

8.4.4 Keeping in the time available and the background of the learners / students pick measures from the 15 points above and teach

8.4.5 **Use strong passwords**

8.4.5.1 Write on the blackboard a few samples of PW

8.4.5.2 Create with combination of numbers, letters and symbols.

8.4.5.3 Use different password for different network / application

8.4.6 Prevent identity theft

8.4.6.1 Show a few samples of screens on a hard copy or on the screen

8.4.6.2 Don't reply if you see a suspicious and instant message

8.4.6.3 Never enter your password if you've arrived at a site by following a link or a chat that you don't trust.

8.4.6.4 Don't send your password via email, and don't share it with others.

8.4.7 **Stop unwanted comments or users…**

8.4.7.1 If display system is available show how we block a person's entry

8.4.7.2 Go to unwanted person's profile and block

8.4.7.3 Choose to delete comments from unwanted persons

8.4.8 Report to the service provider if any inappropriate comment or post you receive

8.4.8.1 Service provider can stop their account if found violating their policies

8.4.8.2 One can approach / request the service provider to stop / block interaction with you from un wanted persons

8.4.9 Be true to your age while logging into application / sites / network that is not meant for your age…

8.4.9.1. Narrate a few incidents that is happening by posting wrong age in the profile. (19 / 20 year old girl falling in love with 40 above men who have posted their as has 24 years…)

8.4.9.2 Avoid being a cheat or liar

8.4.10 Avoid creating fake account

8.4.10.1 Will lead you into trouble

8.4.10.2 The cyber crime personnel can find you and punish you

8.4.10.3 Avoid being a cheat or liar

8.4.11 Think before you share…

8.4.11.1 The info you send may not be right to that particular person… There may be wrong language… At times you may be shouting that is not called for… Some time you might be writing to your superior the same way your write to your friend…

8.4.11.2 First of all read your message / info once before you send

8.4.11.3 Think twice before you share an image

8.4.12 Stop and look before downloading

8.4.12.1 The download should be useful to you or not meant for you

8.4.12.2 They may fill your saving space

8.4.12.3   The download may lead you to other info that may not be safe or needed

8.4.13   Avoid sending sensitive or personal info especially to an open group

8.4.13.1   Posting your image

8.4.13.2   Posting on what you do… where you go… what you are planning to do… what you think about a person…

8.4.14   Log out of your public or shared network

8.4.14.1   Most important is to log out of your social network once your communication is over

8.4.14.2   If not someone else will get into your account and disturb or steal your information

8.4.15   Lock your screen or device and set your device to automatically lock when it goes to sleep

8.4.15.1   Others may access your info

8.4.16   Secure your router

Steps to secure your router;

8.4.16.1   Look up the make and model of the router, and find. ...

8.4.16.2   Enable MAC Filtering. ...

8.4.16.3   Enable Encryption. ...

8.4.16.4   Disable SSID Broadcasting. ...

8.4.16.5   Install Who's On My Wifi.

8.4.17   Be careful while taking a selfie

8.4.17.1   Narrate or playback video clips of a few incidents

8.4.17.2   Make sure how safe is your background

8.4.18   GPS / Geo Tagging, Never tag or post your specific location

8.4.18.1   Play back the take off video / animation clip again or

8.4.18.2   Narrate a few other incidents of this kind

8.4.18.3 It is an exciting feature but most of the time it makes you and your home vulnerable At times you may be tracked and harassed

8.4.18.4 After you are back from your trip post the images of the place visited and never while on your trip and you need to judge… At times your house may by looted

8.4.19   Avoid using social network page from public computers…

8.4.19.1 Avoid using public internet cafe for social network / social media interaction

8.4.19.2 Someone might have installed a key logger and would later get access to your credentials

8.5 Methodology of Teaching

8.5.1   Start with an attention grabber… this could be a video / flash animation clip related to one of the 15 measures talked about in this lesson.

8.5.2   The ideal methodology is show /playback / demonstrate / narrate events or incidents related to each measure and then give the guidelines or explain

8.5.3   After the playback / demonstration / narration interact with learners about what they saw

8.6 Materials required (Instructional / supporting aids)

8.6.1   In an ideal situation / Use of modern technology and media apparatus;

- Collection of video / audio clips, images needed for the topic
- Computer, LCD projector & screen
- Sound playback system
- Well prepared PPT
    - Good and useful handouts

8.6.2   Non- availability of modern technology and media apparatus;

- Points for role plays
- points for buzz sessions and group work and group discussion
- Posters and displays related to the topic
- Good and useful handouts

8.7   Review

8.7.1   Probe the learners or recap the examples given for each measures and make them to come out with measures learned;

8.7.2 We learned the following safety measures while using the social media or social network

- Use strong passwords…
- Prevent identity theft…
- Stop unwanted comments or users…
- Be in touch with the service provider…
- Be true to your age…
- Avoid creating fake account…
- Think before you share…
- Stop and look before downloading…
- Avoid sending sensitive info especially to an open group… o Log out of your public or shared network…
- Lock your screen or device when not in use
- Secure your router
- Be careful while taking a selfie
- Never tag or post your specific location…
- Avoid using social network page from public computers…

8.8 References

For in-depth information visit

www.google.com/safetycenter

http://www.networkworld.com/article/2346606/microsoft-subnet/12-tips-for-safe-social-networking.html

http://www.gfi.com/blog/top-10-security-precautions-social-networking-sites/

https://www.youtube.com/watch?v=LekHQrQ-exQ

https://www.youtube.com/watch?v=hqezbib5qpQ

8.9   Take home points / Personal task

8.9.1   This is a home work / Project to do and to follow

8.9.2   Request the learners to tick YES / NO

8.9.3   his is a personal commitment / follow up

8.9.4   During the next class ask them if they really follow what they commit in this exercise

| Yes | No | will check all my passwords and modify if needed |

| Yes | No | I will be careful while responding to suspicious message and never giveaway / send my password to any person |

| Yes | No | I will block or delete any unwanted person or his / her comments |

| Yes | No | If any threat / problem, I shall be in touch with the service provider… |

| Yes | No | I will not fake my age or name |

| Yes | No | I will avoid creating fake account and also advise my friends |

| Yes | No | I will read message or image twice before I click send |

| Yes | No | I will stop downloading if I suspect the info to be wrong or not good for me |

| Yes | No | I will avoid sending sensitive info especially to an open group |

| Yes | No | Whenever I am using public or shared network I will not forget to log out |

| Yes | No | I shall lock my screen or device when they are not in use |

| Yes | No | Besides securing my screen and device I shall secure my router especially in house |

| Yes | No | I will always make sure of my surroundings before I go for a selfie |

| Yes | No | I will never tag or post my specific location… where I am and where I am going to |

| Yes | No | I will avoid using social network page from public computers |

Lesson – 9

Search (SEO/Meta Tag, Where and how to search)

Maxwell Christian

9.1. Starters

Many a time the students try to search for a specific content on the internet using Google, but land up finding irrelevant/inappropriate/not-useful content. Also sometimes the resulting content from search is not in the context of requirement. So what shall be done in such a situation? If we can really customize the output of the results from Google search as per our own requirement, it would be very much easy to traverse and reach the exact thing to be found from Internet.

9.2. Purpose

Make the students aware of various ways of searching like searching for specific content, only of specific file types [PDF, PPT, etc.], searching only from certain websites, direct non-site searching, conversions, tracking packages, image based search, advanced image searching, and others. Also make them aware about the tags that are used for all of the above-mentioned searching and roles of tags

9.3. Material(s) required

9.3.1.   Details regarding different techniques to search

9.3.1.1.   https://www.theguardian.com/technology/2016/jan/15/how-to-   use-search-like-a-pro-10-tips-and-tricks-for-google-and-   beyond

9.3.1.2.   http://www.techradar.com/how-to/internet/advanced-google-   search-tips-and-tricks-1322689

9.3.1.3.   https://www.google.co.in/advanced_image_search

9.3.2.   Information on various tags and their use

9.3.2.1.   https://en.wikipedia.org/wiki/Tag_(metadata)

9.4.   **Duration :** Usually 45 minutes

9.5.   Input

9.5.1.   Tags

9.5.1.1.   Theoretical explanation of tags [A single page document is provided to the students on the same]

9.5.1.2.   Why is it called tag and how it came to existence? [History]

9.5.1.3.   What does tag mean in context of social media?

9.5.1.4.   Different types of tags related to social media

9.5.1.4.1.   Hash tags

9.5.1.4.2.   Knowledge tags

9.5.1.4.3.   Advertisement tags

9.5.1.4.4.   Spam tags

9.5.1.4.5.   Others

9.5.2.   Searching

9.5.2.1.   Demonstrate the output of searching a specific term

9.5.2.2.   Then again demonstrate searching the same term using smart searching

9.5.2.2.1.   Searching for exact phrase/word/name/title ["example"]

9.5.2.2.2.   Searching only for definitions [Define: Social Media]

9.5.2.2.3.   Searching only from a specific site [site: social media]

9.5.2.2.4.   Search with results excluding specific terms [social media ~ social networking sites]

9.5.2.2.5.   Search using one or the other term [Max OR Maxwell]

9.5.2.2.6.   Search using Asterisk [effects * social media]

9.5.2.2.7.   Searching between two values [social media usage 2007.. 2016]

9.5.2.2.8.   Searching a specific part of the site/page [inurl:, intitle:,   insite:]

9.5.2.2.9.   Search for related sites [related:blogger.com]

9.5.2.2.10. Combination of all

9.5.2.2.11. Image based search

9.5.2.2.11.1.   Searching for specific images [as per size, resolution, color/black-and-white, background, format, etc.]

9.5.2.2.11.2.   Finding similar images [on basis of image that we already have]

9.6.   Methodology

9.6.1.   For searching

9.6.1.1.   Direct demonstration of all the above mentioned techniques of searching

9.6.2.   For tags

9.6.2.1.   Let students form small groups and write down the types of documents/information they search for and then instruct them to categorize into different tags

9.6.2.2.   Once categorized, let them finalize amongst different groups

9.7.   End Result

9.7.1.   The addition of searching knowledge amongst students

9.7.2.   Understanding of different tags and their usage

9.8.   Review

9.8.1.   A checklist to map the search requirement against the available tricks

9.9.   Resource(s)

9.9.1.   Google search guide [Accompanied resource folder]

9.9.2.   https://www.theguardian.com/technology/2016/jan/15/how-to-use-search-like-a-pro-10-tips-and-tricks-for-google-and-beyond

9.9.3.   https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=7&ved=0ahUKEwisuqz_o-_NAhXBwI8KHfODDngQFghEMAY&url=http%3A%2F%2Fwww.umsl.edu%2F~naumannj%2FGeography%2520PowerPoint%2520Slides%2Flearning%2520and%2520study%2520skills%2FEffective%2520Googling.pps&usg=AFQjCNHYkbV10-LyWkRXsngxamuV2mGIWg&sig2=AclAeR6-R17LS_rWQum5sQ&bvm=bv.126993452,d.c2I&cad=rja

9.9.4.   https://en.wikipedia.org/wiki/Tag_(metadata)

9.9.5.   https://en.wikipedia.org/wiki/Hashtag

9.10.   Take home point

9.10.1.   Ask students to note down the difference in number of results for the same search query when done

9.10.1.1. In some old-fashioned way

9.10.1.2. Using the demonstrated searching tips

9.10.2.   List other such searching tips that they have tried/explored/found

Lesson 10

The Global Goals
For Sustainable Development through Social Media
Fr. Joaquim Fernandes SDB

Sustainable Development through Social Media – An Overview

10.1.   Starter

10.1.1   A video on Sustainable Development – The concept of the SDGs was born at the United Nations Conference on Sustainable Development.

10.1.2   Use of SDGs logos/images/ [to inquire the awareness of students]

10.1.3   Applications process " We need you to think like you are the President of the Country". Identify the biggest problems facing your community, country and the world. These could be written down on the board. Show students the SDGs and point out which goals relate to the problems identified.

10.2   Purpose

10.2.1   Introduce the students to the concept of 'Sustainable Development Goals' and make them aware of its effect and impact on our generation.

10.3   Material(s) required

10.3.1   Videos about Sustainable Development Goals

10.3.2   A Placard of Sustainable Development Goals with the words written and placed on the students with different colours and one area of concern. 17 children with 17 issues on their backs.

10.3.3   List of different Sustainable Development Goals and integration through (Whatsapp, Facebook, Twitter, Pinterest, Instagram, etc.)

10.4   Duration ;.   45 minutes

10.4   Input

10.5.1 What is Sustainable Development Goals? [A working definition that could be understood according to the children]

10.5.2.1   Purpose of Sustainable Goals [Explanation with examples]

10.5.2.2 Learning, Sharing, Group Discussions

10.5.2.3 Integration of Sustainable Goals through tools and   technologies [Whatsapp, Facebook, Twitter, Pinterest, Instagram, etc.]

10.5.2.4   Pledge to be part of the movement on Sustainable Goals Interaction, Audience,

10.5.3   Writing to councils, local government, etc., to request small improvement and changes. Finding ways to protect our environment at school, around the home and in the local community, eg. recycling programs, saving electricity, water, community gardens, car-pooling etc.

10.6   Methodology

10.6.1   Design and print the Sustainable Development Goals

10.6.2   Paired discussion and sharing in large groups - Group drama contest with   the relevant theme, shoot and place it on the Youtube channel.

10.7   End Result

10.7.1   Define the 17 SDGs

10.7.2   Outcomes from students

10.8   Review

10.8.1   Define what is meant by 'Sustainable Development Goals. Is it really essential.

10.9   Resource(s)

10.9.1   https://sustainabledevelopment.un.org/?menu=1300

10.10   Take home point

10.10.1   Identify the benefits 17 SDGs

10.10.2   Gather at least two positive and two critical experiences after going through this session.

Take Action for the Global Goals

As an educator you have the power to channel students' positive energies and help them believe that they are not helpless, that change is possible, and that they can drive it.

The Design for Change "I Can" School Challenge invites children to take action, make change for themselves and share it with children across the world.

Problems Faced by People Today (use as prompt if necessary).

- Poverty
- Inequality between countries
- Hunger

- Poor health and disease

- Dirty water

- Lack of sanitation

- Poor education – some children can't go to school

- Low-paying and not enough jobs

- Low economic growth – countries do not earn enough money to pay for everything their people need

- Gender inequality – men and women are treated differently and not given the same opportunities

- War, fighting and instability

- People don't feel safe

- Violence between people

- Corruption and injustice

- No respect for human rights

- Countries never work together or agree on anything

- Not enough energy for everyone to live comfortably

- Weak infrastructures, poor technology and communications

- Un-safe towns and cities

- Unsustainable cities that consume more than the world can produce

- There's too much wastage of resources and not enough re-cycling

- Climate change

- Polluted seas and oceans

- Damaged habitats

- We have limited access to technology and expensive mobile phones and computers

- People don't feel they are protected properly

- Population growth

- Obesity

- Racism

- Breakdown of communities

THE GLOBAL GOALS
For Sustainable Development

1 NO POVERTY

2 NO HUNGER

3 GOOD HEALTH

4 QUALITY EDUCATION

5 GENDER EQUALITY

6 CLEAN WATER AND SANITATION

7 RENEWABLE ENERGY

8 GOOD JOBS AND ECONOMIC GROWTH

9 INNOVATION AND INFRASTRUCTURE

10 REDUCED INEQUALITIES

11 SUSTAINABLE CITIES AND COMMUNITIES

12 RESPONSIBLE CONSUMPTION

13 CLIMATE ACTION

14 LIFE BELOW WATER

15 LIFE ON LAND

16 PEACE AND JUSTICE

17 PARTNERSHIPS FOR THE GOALS

THE GLOBAL GOALS
For Sustainable Development

Lesson – 11

Morals, Values and Ethics / Principles

Fr. Ashok Vaghela SJ

11.1   Starters

11.1.1   How do the students wish/welcome the teacher in the class? Why? – discuss on this gesture. What are the other ways we wish each other? How is it done by the students in Europe or Western countries or Japan? – what value leads us to do that?

11.1.2   Discuss and List some of the values/principles for life.

11.1.3   What are individual/personal, family, Society values?

11.1.4   How do they get connected with their friends and family? Ask them the last time they spent the time with family chatting face to face, sharing a meal without attending to the cell phone etc.?

11.1.5   Play the video clip – Indian National Song by Physically Challenged Children – to depict how Social Media can enhance the values among the viewers?

11.2   Purpose

11.2.1   Make the students aware of the principles be kept in mind while engaging oneself in the world of Social Media.

11.2.2   To make the target audience be aware of the values, the use of language, responsible comments, sensible sharing and being authentic to oneself when sharing information with others.

11.2.3   Show the students the changes in the value system, behavior of people, family activities, quality time spending etc. before and after the invasion of Social Media in our rooms, dining table and other family time.

11.3   Material Required

11.3.1   Various examples of "good behavior" expected from the parents.

11.3.2   Video clip on the good ways to engage in SM (supplied)

11.3.3   The family values – in connection with the Social Media exposure by an individual and the family. (funny pictures where people are busy on various SM platforms ignoring the presence of others and present reality)

11.3.4   Various pictures, video clips, incidents depicting the value-system visual in behavior and the effects of the SM platforms.

11.4   Duration

11.4.1   Usually 45 minutes

11.5   Inputs

11.5.1   Theoretical material on information of SM [Some printed material depicting various values… how they are useful for the family, society and personal growth?]

11.5.2   The changes in behavior patterns by engaging oneself in the various Social Media Platforms – in moderate manner or in excessive manner.

11.5.3   Special cases five benefits of using social media [faster reach, quicker response, relationship enhancement, knowledge improvement, etc.]

11.5.4   A quest of being unknown to the risk of being open all the time to the world.

11.5.5   If everyone is indifferently present regardless of where one is located on the globe, no one is commandingly present. Those who become present via a communication link have a diminished presence, since we can always make them vanish if their presence becomes burdensome. Moreover, we can protect ourselves from unwelcome persons altogether by using these electronic devices. Being open to the world in the quest of hiding the true identity.

11.5.6   Truth and Falsehood – especially when exposed on the Social Media.

11.5.7   Comments, Shares and Likes – the quickness of responses, not much of reflections before the act and superfluous behavior to be one among the peers.

11.5.8   Indifference to the vision of human suffering gradually sets in due to the endless show of human suffering and violence.

11.6   Methodology

11.6.1   Questions and answers [about what they know about SM Platforms], why do they use these platforms?

11.6.2   Small Group Discussion, large group sharing [Have them form different groups and investigate amongst different groups about awareness of social media]

11.6.3   Paired discussion and sharing in large groups [Inquire whether students have used social media and if yes then for what purpose?]

11.6.4   List the old habits – heard or seen of their parents and grandparents – Do they still continue with those? The reasons for both. – What are the good habits the family, friends and in the society people still uphold?

11.6.5   Debate between two groups – what values, principles are important for a good family-life? – The SM platforms help us or hinder us in our family and society values?

11.7   End Result

11.7.1   The students start reflecting on the present situation and try to understand the principles that have kept them united with their families and friends.

11.7.2   The target audience understand the value system not only from their own perspective but engage in accepting the other views too.

11.7.3   The younger generation attending this class may start discussing seriously the morals and principles of the society.

11.7.4   May the group attending this lesson realize the shift in the source of advice and the effects of the social media usage on their value-system.

11.8   Resource(s)

11.8.1   Teaching Crowds Learning and Social Media – Jon Dron [Book]

11.8.2   Is Technology Creating a Family Divide [Accompanied Folder]

11.8.3   Parents-and-Social-Media-FIN-DRAFT-071515 [Accompanied Folder]

11.8.4   SOCIAL MEDIA AND ITS EFFECTS ON ETHICAL VALUES [Accompanied Folder]

11.8.5   Social responsibility [Accompanied Folder]

11.8.6   Social value of money [Accompanied Folder]

11.8.7   Social value orientations [Accompanied Folder]

11.8.8   Social Values [Accompanied Folder]

11.8.9   Social Networking and Ethics [Stanford Encyclopedia of Philosophy] first published Fri Aug 3, 2012.

11.9   Review

11.9.1   Check the five habits you have with the usage of Social Media platforms.

11.9.2   Remember the various suggestions, advice and orders you have received from your parents regarding your behavior. Check them against the lessons you have learnt today. Discuss with your friends and share in the larger group.

11.10   Take home point

11.10.1   How will you use/avoid to uphold the advice and principles of family life?

11.10.2   Will you connect with your family and friends with or without the use of Social Media? How? Give five concrete ways.

Lesson – 12

Content Adulteration

David Maria Selvam SDB

12.1. A short video clip or a starter

https://www.youtube.com/watch?v=YFzay3Vm860&list=PLMCF5XoqfWgXAlfef5md5ch4i sg USXLW https://www.youtube.com/watch?v=1Ya67aLaaCc

12.1.1. Give the same questions now and ask the children to answer

1. What is pornography?

2. What are the effects of Pornography?

3. What do you understand by the word Cyber Bullying?

4. What is morphing?

5. How will you react if someone bullies you?

6. What are the effects of watching Violent content?

7. What do you understand by exhibitionism and voyeurism?

8. What do you understand by dopamine secretion?

9. Are you in Facebook and My Space? What is the difference

10. What is sexting?

12.1.2. Story of Swathi

Chennai: The 'killer' arrested in the Infy employee's murder was not a total stranger to the deceased as investigations suggest the two were already connected on Facebook for some time.

Prime suspect Ram Kumar figures in the list of Swathi's FB friends.

Sources said they were in possession of messages exchanged between Swathi and Ram Kumar on the social networking site. The exchanges include chat history and some comments made by Kumar over photographs posted by Swathi.

A senior police official privy to the investigation maintained that most of the interaction between them were of generic nature in greetings. After media houses began flashing pictures of Swathi sourced from her FB page, the family had the page deactivated.

It was through social media that the duo exchanged phone numbers. This was how a text message sent by Ram Kumar before committing the murder got delivered to the cloned mobile phone of Swathi. "Being friends on FB doesn't mean that Swathi approved or encouraged him. She had numerous FB friends. Ram Kumar stalked Swathi on FB and he began tracking her in real life too", noted a senior police official.

Investigations reveal that Ram Kumar had moved to the city with dreams of making it big in Kollywood and had been waiting a 'chance' from filmmakers, including actor-turned-director S.J. Surya.

Ram Kumar chose Choolaimedu as his place of stay because it was near Swathi's home.

12.1.3 The woman, Vinupriya, a B.Sc graduate, committed suicide on Monday at her residence after discovering that someone had morphed her face on to photos of scantily clad women.

IndiaToday.in | Edited by Shruti Singh

The Tamil Nadu Police have arrested a man named Suresh for allegedly uploading morphed photographs of a 21-year-old woman on Facebook.

The woman, Vinupriya, a BSc graduate, had committed suicide on Monday after discovering that someone had morphed her face on to some obscene photos and had uploaded the same to the social networking site.

In her suicide note, Vinupriya had stated that she could not deal with the humiliation any longer. Police is suspecting it is an act of vengeance.

Vinupriya's parents had filed a complaint with the police regarding the Facebook page and had asked for the page to be taken down. However, before the police could take any action, the accused uploaded more morphed photos of Vinupriya. In the latest update on Sunday, June 26, the girl's image was posted with the contact information of her father.

This was the last straw for Vinupriya. She committed suicide when her parents had gone to the police station. She was later declared dead at the Salem Hospital. "We have lost our child; there is nothing more we can do. If officials had taken down the page when we had complained about it, this day may never have come for our child," lamented Annadurai, Vinupriya's father. Worse still, she was not sure whether her parents believed in her innocence. Vinupriya got to know of her fake Facebook profile on June 23 when she was alerted by a few friends. The fake profile had numerous obscene pictures of hers.

The family lodged a complaint with the Superintendent of Police (SP), Salem district, Amit Kumar Singh, and urged him to take action against the miscreants. The complaint was later forwarded to Magudanchavadi police by the SP. The family though has alleged that timely action was not taken by the officials. There are allegations that some police officials had

called up the family and had asked for a bribe in order to proceed with the investigation. Ironically, the police got the page pulled down an hour after Vinupriya committed suicide

12.1.4. Kelly Ellard murdering Reena Virk

'I pushed her in and walked away': Kelly Ellard admits to murdering Reena Virk as her day parole request is denied

She claimed that after the initial attack she sent her co-accused, Warren Glowatski, to talk to

Virk and "make sure she doesn't rat us out." She said Glowatski returned five minutes later, but he was not making sense, so she went with him to see Virk.

Through tears, Ellard said she saw Virk on the ground near the water's edge, her face bloodied.

She said she asked Glowatski to help her drag Virk, who was unconscious, into the Gorge waterway, where she splashed water on Virk's face.

"There was no movement, not even an eye twitch," said Ellard, who was 15 at the time. Rather than get help or bring Virk back to dry land, Ellard said, she panicked and decided to leave Virk in the water. "I pushed her in and walked away," Ellard said, crying.

Ellard denied beating Virk further and holding Virk's head under water to drown her. When asked by parole board member Ian MacKenzie who was responsible for Virk's death, Ellard replied, "I believe I am."

12.2. Purpose

The purpose of the lesson is to bring awareness among the students about the dangers involved in using social media without proper guidelines and precautions.

- To accompany the young and prevent them from the dangers of cyber bullying, pornography, violence etc.

- To help the students in becoming responsible users of social media

12.3. Duration :

From one to three hours depending on the available time

12.4. Input

12.4.1. Pornography

A decade back, we could see how the students exchange books which contained obscene pictures. There used to be such a big excitement and few students were expert in

bringing these books into the classroom. Occasionally they were also caught by the school teachers and punished severely. It interested the teenagers and to a certain extent served also as the sex education tool. In today's context we see students exchanging memory cards and in the absence of the teachers using apps like shareit, to share the pornographic materials. What once used to be very rare to access, is accessed most of the times by the children and the youth. Very recently when 857 websites were banned by the ministry of telecommunication in India for a short while, the whole nation made hue and cry and made sure that the ban was lifted as early as possible.

The reaction of the people all the more confirmed that it has become an accepted online activity though still a lot of anonymity is maintained.

It is not easy to talk about the negative side of the social media and internet as it would hurt the sentiments of the generation today. That's why we need to frame some guidelines to help our children to encounter this big giant without becoming a prey to it.

It is said that social media has overtaken porn as the number one activity on web. It is estimated that there are more than 20 million porn websites but surprisingly Tumblr has more porn than these porn sites. Snapchat was recently purchased by Facebook for about 3 billion USD, only because Snapchat offers you to take pictures and video of you and share it with others in a very short time. The demographics of the youngsters were with them. Porn is becoming part of social media and that makes accompanying the young all the more challenging.

One of the big dangers for the adults of today is that we say we know the world of the adolescents but when we ask ourselves sincerely we actually do not know very many things. Let us quickly try to understand what the deviations the younger generations are into are and how we can educate them to come back from it.

Pornography is the depiction of sexual behavior that is intended to arouse sexual excitement in its audience. During the twentieth century, Americans debated whether pornographic material should be legally protected or banned. Those who believe pornography must be protected, argue that the First Amendment to the U.S. Constitution guarantees freedom of expression, including sexual expression. Traditional opponents of pornography raise moral concerns, arguing that the First Amendment does not protect expression that corrupts people's behavior. Toward the end of the century, some feminists advocated suppressing pornography because it perpetuates gender stereotypes and promotes violence against women.

http://legal-dictionary.thefreedictionary.com/pornography

12.4.1.1. Sexting

Eric Schaefer (2002) explains that the advent of 16mm film technology revolutionized pornographic films. Digital video technology and the popularity of the internet seem to have wrought a similar revolution. With the internet, channels of distribution have been eliminated, and anyone with a digital camera and exhibitionistic tendencies can expose himself or herself to thousands of people. Martin Barron and Michael Kimmel (2000, 165) trace the development of three forms of pornographic media — magazines, videos, and Usenet — describing how these shifts illustrate "the increasing 'democratization' of pornographic media." However, these forms of pornography remain relatively anonymous. Unlike those who post images online for their own sexual fulfillment, teenagers are currently engaging in distribution of pornographic images of themselves in a more targeted manner, often through cellular phones. Such acts have been described in the media as "sexting."

It seems clear that adolescents have embraced the pornographic mindset and are performing it in a logical manner. When adolescents are continually bombarded with imperatives to be both sexy and sexual, it should come as little that they would use new technologies to perform an identity that reflects these attributes. If the desire is to gain acceptance from others, especially peers, then sexting provides a means of generating considerable pleasure. New media provide a way to recalibrate ethical considerations surrounding sexuality, especially adolescent sexual activity. I have argued that legal and ethical concerns surrounding adolescent sexual expression must be considered within the larger culture that encourages such behavior. Moreover, one must also consider the constraints of the media themselves because, as Marshall McLuhan (1994) reminds us, the medium influences how the message is perceived. In the case of sexting, teens choose to send images to their friends or romantic partners; these images are not simply stumbled upon by surfing online. More importantly, the individuals depicted in these images are known to the recipients. This is likely one reason why these images have a greater potential to spread virally, even when the image was originally meant only for one person.

(Bruce Drushel Page 112)

12.4.1.2. Effects of Porn

Research shows that numerous aspects of Internet use can stimulate the brain to release dopamine, including its visual stimulation, the promise of rewards, and its unpredictability. Internet rewards take various forms, including reaching a new gaming level, accessing interesting content, or receiving a pleasurable e-mail or posting on one's social media page. Part of what makes these rewards so addicting and keeps users engaged is that they are unpredictable; users are never sure when they will receive their rewards.

(Andrea C Nakaya, Page 14)

Engaging oneself in watching porn for long hours alters the reward centre in the brain and results in dopamine secretion. This will result in watching porn without even liking it as it becomes the addiction.

The most obvious change in porn is how sex is so laced with aggression and sadomasochism. As tolerance to sexual excitement develops, it no longer satisfies; only by releasing a second drive, the aggressive drive, can the addict be excited. Porn sites are also filled with the complexes show us the Oedipus complex is alive; spanking sites sexualise a childhood trauma; and many other oral and anal fixations. All these features indicate that porn's dirty little secret is that what distinguishes "adult sites" is how "infantile," they are, in terms of how much power they derive from our infantile complexes and forms of sexuality and aggression. Porn doesn't "cause" these complexes, but it can strengthen them, by wiring them into the reward system. The porn triggers a "neo-sexuality" – an interplay between the pornographer's fantasies, and the viewer's.

12.4.2. Cyber Bullying

12.4.2.1. What Is Bullying?

Bullying among school children is certainly an old phenomenon, although it was not until the early 1970s that it was made the object of systematic research. In schools, bullying usually occurs in areas with minimal or no adult supervision. It can occur within or around school buildings, although it more often occurs in physical education classes, hallways, bathrooms, or classes that require group work, as well as during after-school activities. Bullying in school sometimes consists of a group of students taking advantage of or isolating one student in particular and outnumbering him or her. Targets of bullying in school are often pupils who are considered strange or different by their peers, making the situation harder for them to deal with. Bullying can also be perpetrated by teachers or instigated against them.

(Shaheen Sheriff, Page 22)

In the bullying and cyber-bullying context, I contend that even the bystanders who witness, reinforce, and support bullying are victims because they learn to engage in hostile behavior, following poor leadership models and being distracted from engaging in positive social relationships and beneficial learning. Whether the bullying takes place in school or in cyberspace, the fact is that it is perpetrated by human beings who act in particular social, institutional, political, and normative contexts. What changes, therefore, are the contexts, the actors, and the specific influences that affect their actions and forms of expression.

(Shaheen Shariif, page 2)

As McMorrow notes, reading about Piggy's treatment in *Lord of the Flies* one cannot help but feel enraged, just as reading about Jesus' treatment in *Vernon God Little* is disturbing – all the more so because the portrayal of injustice hits so close to home. The

scenarios are all too familiar when we recall the recent suicide deaths of fourteen-year-old Canadian teenagers Hamed Nastoh and Dawn-Marie Wesley as a result of bullying. Hamed jumped off a bridge, and Wesley hanged herself at home. Also devastating was the cold and callous murder of teenager Reena Virk by her peers, who beat and chased her over a bridge and down to the water where they burned her face with cigarettes and drowned her in the Pacific Ocean. The primary perpetrator, Kelly Ellard, held Reena's head under water with her foot while smoking a cigarette, until her victim breathed no more.

(Shaheen Sheriif, Page 4)

What frightens educators and policy makers is that cyber-bullying similarly puts students on a virtual island with no supervision and few rules. It might be assumed that this allows bullying to escalate to dangerous, even life-threatening levels. Further, the boys on the island realize that being "evil" is easier when they assume a different persona, and so they paint their faces for anonymity before they attack. Cyber perpetrators who bully their peers are no different. They hide behind pseudonyms and well-disguised IP (Internet protocol) addresses, making it difficult, if not impossible, for the victim to determine the source of the threat. This anonymous nature of cyber-bullying is perhaps the most troubling of all, for it leaves victims wondering which of their classmates might be a cyber aggressor.

(Shaheen Sherrif, page 5)

12.4.3. Digital Voyeurism and Social Control

Digital exhibitionism fosters its counterpart: digital voyeurism. Voyeurism has been considered a type of deviant behaviour because it relates to the pleasure provided by observing other peoples' private activities without participating in them or making one's presence known.

Voyeuristic activity becomes extremely easy in social networks. Facebook provides an application that allows members to seek information about users who visit their profiles.

However, it is seldom that members monitor who looks, and for how long, at the personal information they have uploaded, or follow all the conversations that take place among different members. Social networks therefore provide a double pleasure, that of social interactivity and that of social observation. As a researcher, there is nothing easier than to monitor and observe other members private behaviour without making oneself present and it is important to face this ethical problem, as mentioned previously in the methodological section of this paper.

The voyeuristic tendency of social media is in IT literature referred to as "lurking". A lurker is someone who does not participate, only observes the community and remains silent. A"voyeur" (from the French) is "one that looks". The exhibitionist tendencies of these media make voyeurism a normal form of online behaviour. It is easy to feel like a voyeur when

looking at intimate photographs portraying a couple in love or a private party, reading the results of a test about sexual preferences, or being updated about a member's gaming behaviour. However, observing private content is part of the meaning and value of these social com-munities. Depending of the cultural background of the user, what may be understood as voyeurism may differ a lot. In some cultures observing (or uploading) photos of physical intimacy among lovers or family members may seem deviant, in others publishing political or religious views may be perceived as incorrect behaviour. Therefore, these social networks are redefining what is to be considered as deviant in voyeuristic terms. (Exhibitionism, Page 12)

For many western cultures, to avoid interference by adults or authorities has traditionally been a part of being young. Parents are confronted with the dilemma of choosing between interacting with their children's virtual communities and becoming voyeurs, or keeping out of their children's online activities, which today are an important part of their social life. (Exhibitionism, Page 13)

12.4.4. Violence in Media

Studies tell us that children are scared by TV and films even more often than we adults think they are, suggesting that kids may not always tell us about these fears. Our fast-paced lives may at times keep us from slowing down long enough to access our kids' deeper feelings. And too many of us still assume that if a show or movie that contains some violence is okay for us to see, it's okay for our kids, too, forgetting that children are more affected by the frightening acts they see on the screen and less able to understand them in a context of character, motive, and plot than we are.

But even when we do try to diligently monitor our kids' exposure to violence in the media in our own households, it's simply not possible to ensure they will not encounter it elsewhere. Kids go to the homes of relatives and friends and get exposed to all kinds of things we might not want them to see. I spoke recently with nine-year-old Nelson, who told me, "One time I was at my dad's brother's house and his son was playing this video game.

There's terrorists and counter terrorists and you can blow other guys up. There were images of guys throwing grenades and other guys getting their heads and guts slathered all over the ground." Because the entertainment industry's marketing practices are so deceptive, it's genuinely confusing for many of us to know what's appropriate content for young children. When you see, for example, *Star Wars* pajamas, T-shirts, food, and toys marketed to your children, it gives you the message that this movie is for them.

12.5. The Methodology

12.5.1 Role Play depicting the harm pornography and cyber bullying, can do to the youngsters.

12.5.2 Group Discussion on these topics

12.5.3 Game can be also played, Stone, Scissors and Paper – Survival of the fittest

12.5.4 Debate on pertaining work

12.6. Material

12.6.1. A hand out could be given

12.6.2 News paper cutting of events related to social networking evil

12.6.3 Projector and PPT

12.7. Review

Give the same questions now and ask the children to answer

- What is pornography?

- What are the effects of Pornography?

- What do you understand by the word Cyber Bullying?

- What is morphing?

- How will you react if someone bullies you?

- What are the effects of watching Violent content?

- What do you understand by exhibitionism and voyeurism?

- What do you understand by dopamine secretion?

- Are you in Facebook and My Space? What is the difference

- What is sexting?

12. 8. Further reading and viewing

- *The Ethics of Emerging Media, Information, Social Norms, and New Media Technology Edited by BRUCE E. DRUSHEL AND KATHLEEN GERMAN*

- *Taking Back childhood, Helping Your Kids Thrive in a Fast-Paced, Media-Saturated, Violence-Filled World, Nancy Carlsson-Paige, ed.d.*

- *Internet and Social Media addiction, Andrea C. Nakaya*

- *Confronting Cyber-Bullying, What schools need to know, to control misconduct and avoid legal consequences, Shaheen Shariff, ph.d. Mcgill University.*

- *Social Media and Personal Relationships Online Intimacies and Networked Friendship Deborah Chambers University of Newcastle, UK*

- *http://legal-dictionary.thefreedictionary.com/pornography*

- *Digital Exhibitionism: The Age of Exposure, Ana María Munar, Journal of Current cultural Research*

12.9. Take home points

12.9.1 Oath taking

12.9.2 Can you help the students who are into addiction by way of arranging counselling?

Lesson 13
Textual Content

Ms. M. Antoinette Jerom
Mr. Nirmal Kirtisinghe

13.1.   Starter

13.1.1.   Show students various icons of SM applications and ask them which ones they know and use.

13.1.1.1. Which SM applications do you use?

13.1.1.2. How many friends do you have on Facebook?

13.1.1.3. How many followers do you have on Twitter?

13.1.1.4. What was the last update that you posted on Facebook? What sort of response did you receive for it? How many likes? Shares? Retweets? Comments?

13.1.1.5. Which language do you use to post updates?

13.1.1.6. What type of content would you post or are inspired to share?

13.1.2.   'From paper to online' – Explain the evolution of writing and publishing using visuals and statistical data pertaining to SM Writing.

13.1.3.   If the students are not familiar with posting, commenting, tweeting concepts show them a video which shows examples of doing so. [https://www.youtube.com/watch?v=Woujah66rac [Accessed 28 July 2016]]

13.1.4.   Speak to the students about writing and publishing, the concept of 'pen is mightier than the sword' and importance of writing. Among the audience if there are students who write they can share a brief testimony about what type of content they write and how they publish it.

13.2.   Purpose

Familiarize students with the different types of SM Writing, its advantages, writing tips that foster freedom of expression, creativity and critical thinking of content that is relevant for a target audience.

13.3.   Material(s) required

13.3.1.   A handout explaining what SM writing is, its benefits and tips for effective SM Writing.

13.3.2.   List of different SM Writing Platforms along with their icons [Wordpress, Blogger, Twitter, FaceBook, Instagram, Google+, etc.]

13.3.3. Samples of various types of SM Writing (Facebook updates, Tweets, Blog posts etc.,)

13.3.4. Examples of SM Writing Language – Hashtags, Neologisms, Emojis

13.3.5. A brochure/ handbill with the SM Writing applications and simple tips for SM Writing.

13.3.6. Different statistics of how SM writing has improved writing skills of people and any other benefits.

13.4. Duration

13.4.1. Usually 45 minutes

13.5. Input

13.5.1. **Purpose of textual writing**

13.5.1.1. Importance of writing and publishing one's thoughts, ideas and knowledge to encourage discussions, sharing of knowledge and information across the globe and for networking.

13.5.1.2. Advantages of textual writing.

13.5.2. **What is SM Writing?**

13.5.2.1. Introduction to various types of writings available on SM [through examples].

13.5.2.2. Examples of various platforms available for SM writing [A skim through the various platforms like WordPress, Blogger, Twitter, Pinterest, Instagram, Facebook, and the specific purpose of each of those platforms]

13.5.2.3. Types of SM Writing [Blogging, SM Marketing, Newsletters, Citizen Journalism, Micro-blogging (Twitter, Instagram, etc;)]

13.5.2.4. SM Writing Styles [News Reporting, Feature Writing, Entertainment, Educational, Story Telling]

13.5.2.5. Purpose of SM Writing [Freedom of Expression, Critical Thinking, Foster Creativity, Marketing, Branding, Obtaining prompt feedback]

13.5.3. **SM Writing Tips**

13.5.3.1. Keep it Simple, Interesting and Engaging

13.5.3.2. Write content that is relevant

13.5.3.3. Be mindful in choosing words/ lingo/ jargon, tone of writing depending on the target audiences

13.5.3.4. Search Engine Optimized Writing

13.5.3.5. Effective use of SM Language [Usage of Hashtags, Neologisms, Emojis to convey your content effectively]

13.5.3.6. The Don'ts [Letting your emotions rule, Complaining about your job, posting while you're supposed to be working, making fun of your boss/ team, making fun of clients/ donors, revealing company secrets, propagating hoaxes or false information, sexual over-sharing, incorrect political news reporting]

13.6.   Methodology

13.6.1.   Provide a news item that is printed on a magazine or newspaper and ask students to write their own

13.6.1.1. Headlines

13.6.1.2. Tweets

13.6.1.3. Status Updates

13.6.1.4. Blog Post

13.6.2.   Group the students and provide examples of various SM writings – Facebook updates, Tweets, Blog posts and ask each student to write a response to each of those posts or comment about it and pass it on to the next student in the group for their turn to comment.

13.6.3.   List of Emoticon codes to match with their respective pictorial emoticons or vice versa

13.6.4.   List of phrases or sentences to be re-written using SM Language or vice versa

13.7.   End Result

13.7.1.   Questionnaire of what type of content the students refer frequently online and how often they post content

13.7.2.   List top five sites/ blogs students often refer content online

13.7.3.   List of advantages in SM Writing

13.8.   Review

13.8.1.   A checklist of SM Writing platforms to map their usage

13.8.2.   A checklist of SM Writing tips to remember

13.9.   Resource(s)

13.9.1.   Websites

https://socialmedia4beginners.com [Accessed 28 July 2016]
https://blog.bufferapp.com/social-media-language [Accessed 27 July 2016]
http://blog.oxforddictionaries.com/ [Accessed 27 July 2016]

https://www.psychologistworld.com/emotion/emoticons-emojis-emotion-psychology.php [Accessed 27 July 2016]

13.9.2.   Everybody Writes. Your Go-To Guide to creating ridiculously good content by Ann Handley
https://books.google.lk/books?id=QGtECQAAQBAJ&printsec=frontcover&dq=writing+for+social+media&hl=en&sa=X&ved=0ahUKEwjxhbOij-_NAhUDPY8KHSkTDNsQ6AEIRzAH#v=onepage&q&f=false [Books]

13.9.3.   Social Media for Writers by Tee Morris and Pip Ballantine
https://www.amazon.com/Social-Media-Writers-Marketing-Strategies-ebook/dp/B0187QKC7E/ref=sr_1_1_twi_kin_2?s=books&ie=UTF8&qid=1468367791&sr=1-1&keywords=9781599639260 [Books]

13.9.4.   Online Surveys

Exploring the longitudinal relationships between the use of grammar in text messaging and performance on grammatical tasks. *British Journal of Developmental Psychology* http://onlinelibrary.wiley.com/doi/10.1111/bjdp.12049/full - Those who texted, tweeted, tumbled the most were "significantly better writers".

eenagers who don't have internet access at home are missing out educationally and socially. http://www.dailymail.co.uk/sciencetech/article-2255366/Teenagers-dont-internet-access-missing-educationally-socially.html [Accessed 12 July 2016]

http://www.pewinternet.org/files/old-media/Files/Reports/2013/PIP_NWP%20Writing%20and%20Tech.pdf [Accessed 12 July 2016]

http://aeolidia.com/ethical-guidelines-for-blogging/#.V4bLiM9CUyw.twitter [Accessed 12 July 2016]

13.10.   Take home points

13.10.1.   Identify anyone you know who are active writers on different SM Platforms

13.10.1.1.   Identify their writing styles, target audiences, strategies used in promoting their content

13.10.1.2.   Identify the reaction of the audience to their writings, whether they provide positive or negative feedback

13.11.   Terminologies

13.11.1.   Blogging, Emojis, Emoticons, Hashtags, Micro-blogging, Neologisms, Retweet, SEO, Texting, Tweeting

Textual Content

Questionnaire

1. Gender: Male   Female

2. Age: _____

3. Which of the following Social Media applications do you use at present?

☐ Facebook   ☐ Twitter   ☐ Pinterest   ☐ LinkedIn   ☐ Google+

☐ Whatsapp   ☐ Viber   ☐ Other   ☐ Please specify: _____

4. For what purpose do you use the above applications? (Eg: Talk to friends, work, etc;)

_____

5. How long have you been active on the above applications?

_____

6. How often do you use the above applications on a daily basis?

☐ Very frequently   ☐ frequently   ☐ Some times   ☐ Rarely

7. How many friends do you have on facebook?   _____

8. How many followers do you have on twitter?   _____

9. How often do you comment on your online friends' activities on a daily basis (photos, videos, posts, etc;)?

☐ Very frequently   ☐ frequently   ☐ Some times   ☐ Rarely

10. How often do you post anything online on a daily basis (photos, videos, posts, etc;)?

☐ Very frequently   ☐ frequently   ☐ Some times   ☐ Rarely

11. What type of photos, videos or posts do you share frequently?

_____

12. What is the average amount of likes, shares or retweets you would receive for any of your posts? _____

13. What are the other websites that you visit frequently and for what purpose?

_____

_____

_____

Appendix

Topics for further reading/ research

Negative impact of inaccurate SM Writing

☐ Examples where inappropriate content led to social blunders [6 HSBC bankers in Birmingham, England, were fired over re-enacting (and recording, and posting on

Instagram) a mock ISIS beheading, US Airways posting a pornographic tweet, BBC Journalist falsely tweets Queen's Death]

SM Writing Myths and Realities

☐ Is blogging, posting and texting real writing? [The arguments for and against]

☐ Impact of the use of textism, cyber slang [shortcuts, alternative words, or symbols (i.e. emoticons, emojis, or other) used to convey thoughts in an electronic document, be grateful and respectful to your followers]

☐ Human-Computer Interaction affecting Human-Human Interaction

Ways to improve SM Writing Skills

- Reading

- Practicing Consistent writing

- Fact checking

- Proofreading prior to publishing

- Peer feedback, Collaboration

- Including a summary or synopsis to long documents to save reader's time

Professional Writing vs Casual Writing

Achieving Google Ranking

- Use of SM Metrics like Analytics and Dashboards to keep track of the rankings of your writing

- Search Engine Optimized writing - Shares, Hashtags, Retweets

- Network and converse

Tips for Effective SM Writing and obtaining more readers

1. Writing effective Headlines
   http://www.copyblogger.com/magnetic-headlines/

According to research 8 out of 10 people will read headline copy, but only 2 out of 10 will read the rest. The impact of the headline of your post is that it is capable of attracting many readers. A powerful headline would create more views for your posts and encourage viewers to read.

2. Daily Updates https://blog.bufferapp.com/social-media-metrics-improve

http://www.socialmediaexaminer.com/26-tips-to-create-a-strong-social-media-content-strategy/

Good and relevant content would attract viewers who are interested. Frequent posting would assist you in creating a reader base for your posts which would eventually be a network that can keep growing in numbers depending on the content you write. Leo Weidrich proposes three tricks which would assist you in forming a reader base.

- ☐ Frequency – In order to obtain optimal outcome, you can post around 5-10 times a day on Twitter and 1-4 times a day on Facebook.

- ☐ Timing – Majority of research suggest that the primary working hours of 8am – 8pm is ideal for tweeting and posting on Facebook. This would also encourage people to engage in conversations pertaining to your posts.

- ☐ Multiple sites – Apart from your own blog or website, share the links on multiple social media applications to spread the word around and grab the attention of people.

Lesson 14

Social Media & Services

Fr. Lourdu Raja SJ and Fr. David Selvanagayam SDB

14.1 Starter

An ordinary man who wanted to help the poor tribal kids has been raising money through Facebook for the past 4 years. The modus operandi for the campaign is simple. He placed the photographs of the tribal kids in action in the school where they study and asked those who wish to contribute towards the cause. He asked the donors to inbox their e -mail ids for sending in the bank details. From 2012-16, this person has been raising Rs. 5500/student and in all raised Rs. 1,10,000/- for the cause. More donors are willing to donate for the cause every year. This is one of the ways in which Facebook could serve social causes. This is certainly a service that social media does to the users.

14.2 Purpose

To help the students to understand the possibilities Social media offers in the spheres of Employment, Helplines, fund raising etc.

14.3. Materials required

The write up on different elements as given in input

14.4. Input

14.4.1. Job Opportunities in Social Media

Personal Branding: A well developed online presence through blogging; social media and networking can demonstrate that you have the desired skills and knowledge without necessarily the hands on experience.

By developing their personal brand, students can independently:

- Increase their employability
- Protect their online privacy
- Show their passion and display their proactive nature
- Get noticed by potential employers
- Develop important relationships
- Establish a strong, professional social media presence

Facebook, **for job seeking** - many employers do use FB to promote their brand and graduate programs and allow potential candidates to network with graduates and recruit staff.

LinkedIn is social networking site with over 90 million professionals from different fields worldwide. It provides opportunities to network online with working professionals and seeks information on employment opportunities.

YouTube is the second-largest search engine and a great way to find advice from graduate recruiters on interviews or get insights into what it is like working at different companies.

Twitter: Graduate recruiters make extensive use of Twitter, giving out information about their organizations as well as actually posting job vacancies. You can use your own tweets to show your interest in a particular career.

Instagram: In the creative industries Instagram feeds are to some extent now replacing CVs and portfolios. Creative directors now often use Instagram to vet candidates as they can get a taste of your personality as well as your artistic skills.

Blogs: Writing your own blog can demonstrate your writing skills, your knowledge of a particular area and your enthusiasm to a wide audience. Your blog should demonstrate your forward thinking, your passion for the industry and an insight into how you work. https://www.kent.ac.uk/careers/jobs/social-networking.htm

14.4.2. E-governance

E-governance is understood as the performance of governance via the electronic medium in order to facilitate an efficient, speedy and transparent process of disseminating information to the public. Why introduce e-governance? The purpose of implementing e-governance is to enhance good governance by participation, transparency, and accountability. The use of information technology can increase the broad involvement of citizens in the process of governance at all levels by providing the possibility of on-line discussion groups.

The fields of implementation of e-governance are:

14.4.2.1. e-administration- refers to improving of government processes and of the internal workings of the public sector with new ICT-executed information processes.

14.4.2.2. e-services- refers to improved delivery of public services to citizens. Some examples of interactive services are: requests for public documents, requests for legal documents and certificates, issuing permits and licenses.

14.4.2.2. e-democracy- implies greater and more active citizen participation and involvement enabled by ICTs in the decision-making process http://portal.unesco.org/ci/en/ev.php-URL_ID=4404&URL_DO=DO_TOPIC&URL_SECTION=201.html

14.4.3. Helpline/Counselling

14.4.3.1 Social media creates new opportunities for counselling professionals and it has opened many different doors for counsellors; opportunities that may not have been available had social media not taken off.

14.4.3.2 Social media opens new doors for client communication

14.4.3.3. With all of the rapid changes that have taken place in social media over the past few years, the profession as a whole is still trying to answer questions on how to implement these tools into everyday activities and communications. http://www.counselor-license.com/articles/social-media-counseling.html

24.4.4 E-Transactions using Social media or mobile apps

- Twitter and Facebook continue their in-feed buy button tests; Pinterest and Instagram show promise as places where people are more motivated to make purchases.

- Now Facebook and Twitter are both working to make the experience more seamless, each experimenting with a Buy button that allows consumers to complete purchases with a click or two and without leaving the social network.

14.4.5 Shopping Via Twitter

Twitter jumped into e-commerce in February 2013. The company's first notable effort gave users the ability to make purchases with a Twitter-synced American Express card and tweeting with a specific hashtag, such as #BuyXBoxController.

14.4.6 Shopping via Facebook

14.4.6.1 If Facebook appears to be moving more slowly with e-commerce, it's partly because the social network's efforts in the arena have been marked by splashy failures.

14.4.6.2 Companies complained that they weren't seeing enough ROI (Return of Investment) and that creating a shopping destination on Facebook proved to be redundant.

14.4.6.3 And despite heavy demand from advertisers hoping to cash in on the lucrative holiday shopping season, Facebook isn't budging on its slow-play strategy.

14.4.7. Shopping Via Pinterest

Pinterest, on the other hand, doesn't face that perception. People flock to the social bookmarking site to explore products that they might want to purchase. Pinterest says two-

thirds of its content — last reported in April at more than 30 billion pins — comes from businesses.

14.4.8. Shopping Via Instagram

Instagram is also seen as a discovery engine and several third-party vendors have created workarounds that make Facebook's visual social network shoppable. http://marketingland.com/will-e-commerce-finally-cash-social-media-111810

14.4.9. Social Marketing

On a strategic level, social media marketing includes the management of the implementation, governance, scope (e.g. more active or passive use) and the establishment of a firm's desired social media culture. This requires marketers to incorporate user-generated content (earned media rather than paid media) into their strategic approach. https://en.wikipedia.org/wiki/Social_media_marketing

14.4.10   How to run a social media campaign?

14.4.10.1. Social campaign can be run through Facebook, Twitter, and Tumblr. It is essentially free or relatively low cost.

14.4.10.2. Anyone who wants to start a media campaign must prepare the strategy first. The strategy has to place the issue in perspective so that the social media users will take it forward. The effectiveness of a campaign depends on the participation of the social media users in accepting the perspective of the one who places the materials on the social media.

14.4.10.3. In order to execute a successful social media marketing campaign, the business owner should review this list of traits that define a successful campaign.http://www.wikihow.com/Run-a-Successful-Social-Media-Marketing-Campaign

14.4.11.   Crowd funding

Crowd funding on social media is very effective in different countries. Crowd funding gives an opportunity to everyone to contribute his/her mite to different causes in South Asia and the world at large. One can find a number of crowd funding websites online.

Some funding websites in USA:

Gofundme   https://www.gofundme.com/

Kickstarter   https://www.kickstarter.com/

Indiegogo   https://www.indiegogo.com/

Important crowd funding websites in India: https://www.quora.com/Are-there-any-crowd-funding-platforms-in-india https://www.thehotstart.com/

https://www.bitgiving.com/

Important crowd funding websites in Sri Lanka:
crowdisland.lk

Important crowd funding websites in Bangladesh:

www.alliedcrowds.com

#Crowdfundingbangladesh

14.5.   Duration : 45 minutes

14.5   Methodology

14.6.1   Handout to be given to students

14.6.2   Explaining the different websites of Social media which allows to do e-governance, social campaign, fundraising

14.6.3   Brainstorm different issues that can take up social campaign

14.6.4.   Use relevant questions to drive the point that one can promote services through social media

14.6.5   The trainer could also demonstrate to students as to how to shop on social media

14.7.   End Result

14.7.1.   The students could do a specific social campaign on an issue

14.7.2.   Students will become aware of the different social media that offer different services

14.7.3.   The students get ready to use the services offered in social media websites

14.8.   Take Home Point

14.8.1.   Encourage students to take up social campaign online and find solution to the problem that they face in their villages and towns.

14.8.2.   Make them aware of the services that social media offer on FB, Twitter, and Tumblr.

Questionnaire

(Social Media & Services)

1. Name: (Optional)

2. Age: _____

3. Religion: _____

4. Which of the social media do you think, offer services?: (tick your choices)

      a. Facebook   b. Twitter   c. Whatsapp

      d. Pinterest   e. Innocentive   f. Others

5. What are the services that you have availed on social media?

      a.   Social media campaign   b. Ordered good through SM

      c.   Job opportunities   d. crowd funding   e. Others

6. What is your opinion about e-services offered by Social media?

_____

_____

7.   Do you think that the social media offers any other products or services? Name the services.

          a.   b.   c.

8.   Can you name three issues where social media campaign can be organized through social media? Please write here below.

_____

_____

9.   How will you market human values using social media? on which platform? Why? Please write here below.

_____

_____

10.   What have you gained by attending this session? Or have you learnt something new about social media and services? Write your opinions.

_____

_____

Lesson 15

WWW. Internet. Intranet. Website. Portal

Fr. Lourdu Raja SJ

Target Group: 6th to 12th students

15.1   Starters

15.1.1   Mark Zuckerberg famously told his team at Facebook that **"a squirrel dying in your front yard may be more relevant to your interests right now than people dying in Africa."** Relevance is the focus of Facebook's personalization algorithm, and their team has created a world of front yards filled with dying squirrels, keeping you far away from the dying people in Africa. Are you aware that the portals and websites track us every time we login? As Internet users, will you accept the stand of Mark Zuckerberg? If yes, why? If no, why?

15.2   Purpose

15.2.1.   Make the students to become aware of the history of www and Internet and introduce them to the different concepts used in Internet, Intranet, Website and Portal.

15.3.   Material(s) required

15.3.1.   The trainer hands out a sheet with 4 pages of content about Internet related topics

15.3.2.   Reference: Straubhaar. LaRose. Devonport. "Media Now: Understanding media, culture and technology." Cengage Learning. 7th edition. 2006.

15.3.3.   Joseph Turrow. "Media Today: Mass Communication in the converging world." Routledge. New York. 5th Edition. 2014

15.3.4.   Print on a page the different websites namely irctc.co.in, makemytrip.com, easytrip.com, amazon.in, flipkart.in, etc.

15.4.   **Duration :** 45 minutes

15.5.   Input

15.5.1.   A 4-page material is provided for the students as a hand-out

15.5.2.   Browse through the webpages of the school and could log into either FB or Gmail account – could make any student to open Internet

15.5.3.   Website could be static & dynamic.

15.5.4. In the dynamic websites the user can search, understand, login, and get to know more. The owner provides static info and allows the user to check all the info possible in the website.

15.5.5. In a portal, the user can search, understand, login and get to know more. The user can take and give. The user completes the transaction like booking of air ticket or rail ticket. The owner researches, edits, stores, and gives controls to the users. The owener provides info, service, gets revenue, tracks the user and generates report.

15.6. Methodology

15.6.1. Raise relevant questions such as how does Internet help the users? Railway or Air ticket bookings, filling in the applications, sending and receiving e-mails, watching videos, downloading education materials like e-books, browsing through different websites for content, etc.

15.6.2. There are a few topics for discussions at the end of the handout. They could be given for a group discussion.

15.6.3. The trainer could also conduct a quiz based on the hand-out given in the class.

15.7. End Result

15.7.1. The questionnaire could be administered to the students before the class to check how much the students know about the topic to be discussed and the answers will provide the trainer with certain idea about the group. The trainer could share the data with the students during the class.

15.7.2. Every student will know what Internet and Intranet are besides making a distinction between website and portal.

15.8. Take home point

15.8.1 Check with your classmates as to how many hours each of you are on Internet

15.8.2. Critically look at the time that you waste or spend usefully in browsing through the Internet. What is www? How many of you have used Internet? What is your experience of using Internet? Do you view your school information on Intranet? What is a website? How does website differ from Portal? Why do you think that Internet is very powerful medium today?

Reading Material :

www. Internet. Intranet. Website. Portal

Invention of Computer

John Vincent Atanasoff of Iowa State University, USA is **credited with inventing the first electronic computer** and later **British secret service invented an all-electronic digital computer (named Colossus)**, conceived by **computer pioneer Alan Turing**, to crack Nazi secret codes. The first local area network (LAN) linked computers at the Livermore, California, atomic weapons laboratory.

World Wide Web

Time Berners-Lee originated HTML and gave us the Web. The term internetting was introduced in 1972 to describe the idea of a "network of networks" that still characterizes the Internet today. Vinton Cerf developed the protocols for communication between networks and later evolved the transmission-control protocol/ Internetworking protocol (TCP/ IP). Jon Postel contributed the system of naming and numbering addresses on the Internet.

Also in 1991, Tim Berners-Lee of the CERN laboratory in Switzerland wrote the hypertext markup language (HTML) and the first Web browser to solve the problem of transporting text documents across computer systems. That was the basis of the World Wide Web.

Dot.com boom

In 1995, the Internet craze was in full swing, fostering a cultural and economic phenomenon that became known as the dot-com boom. Jeff Bezos started Amazon.com in 1995 as an electronic bookstore before it evolved into an online mega-mall. *Yahoo!* was the brainchild of Jerry Yang and David Filo, two grad students from Stanford. Steve Case's America Online (AOL), which originated as a partnership with Sears, introduced tens of millions of homes to the Web.

Web 2.0

Web 2.0 is the trend in which ordinary users collaborate to create content by posting comments to blogs, maintaining personal profiles on Facebook, uploading their homemade videos to YouTube, contributing articles to Wikipedia, or sharing random thoughts on micro-blogs like Twitter.

Network Trends

The other network trend is wireless. Third-generation (3G) and fourth- generation (4G) cell phones make it possible to check your e-mail and surf Web pages with the smart phones faster than current networks. WiFi (more formally known as

IEEE802.11) offers wireless broadband access from "hotspots" covering a growing number of college campuses, air- ports, Internet cafés, and homes. Newer versions of WiFi (802.11n) offer speeds over 100 times faster than cable modems and will also

make it possible to move around town without losing your connection. The smart phones have become hotspots themselves to create a WiFi connection.

Inside the Internet

To understand trends in Internet technology, we need to recall that there are many varying patterns of communication, or protocols, that are the basic building blocks of Internet applications. There are over 100 protocols associated with the Internet, known collectively as TCP/IP (transmission-control protocol/ Internet protocol). Some of the protocols that are readily apparent to Internet users include:

Mail: The simplified mail transfer protocol (SMTP) is for sending e-mail between host computers on the Internet. The Post Office Protocol (POP) connects users to their mail servers.

File Transfers: The file transfer protocol (FTP) governs how electronic documents and computer programs are transmitted across the Internet, such as when Web pages are uploaded to a Web server. The hypertext transfer protocol (http) handles file transfers over the Web.

Locators: The domain name service (DNS) translates Web addresses that people use (https://www.signis.net/) into the addresses that the Internet uses (such as 195.2.2.5).

What is Internet2?

Internet2 (not to be confused with Web 2.0) is a project involving more than 200 universities that conducts experiments with the next generation of Internet technology and gives us a preview of more things to come at speeds of 100 billion bits per second. In 2010 Google announced a demonstration project that would deliver 100 billion bits per second (or, 100 gigabit) speeds to homes and businesses. High-resolution medical imaging and instant downloads of high-definition movies are mentioned as possible applications.

Internet Service Providers

Internet service providers (ISPs) connect users to the Internet and provide e-mail accounts. Telecommunications giant AT&T and cable TV giant Com-cast are the industry leaders and account for nearly half of all U.S. Internet subscriptions between them. Some ISPs, such as America Online and Microsoft Network (MSN), create original content and so combine the roles of ISP and content provider.

Content: What's on the Internet?

The World Wide Web's content can be characterized according to the various domains that are appended to uniform resource locators (URLs). The last set of letters, such as the .edu at the end of your school's home page, indicates the top-level domain. Each country also has a

top-level domain of its own (e.g., .us for the USA, .in for India, .lk for Sri Lanka etc.). Others, like .edu and .org, reflect the basic types of institutions that own the addresses.

What makes a good webpage?

The Web has millions of sites to choose from, and visitors spend an average of less than a minute on each page within a site. So an important goal of Web page designers is to make people stay longer and return. Graphic designers adapt eye-catching colors and attractive layouts from magazine pages. Portal sites borrow their basic

"everything you need to start the day" strategy from newspapers. Other inducements to stick to e-commerce sites are drawn from retail promotions, including coupons, sales, and celebrity appearances.

Which websites are the stickiest of all? In terms of the number of minutes spent per visit, sites that feature online games, auctions, stock trading, free e-mail, and portal services are the most successful.

Web Portals

A web portal is most often one specially designed web site that brings information together from diverse sources in a uniform way. Usually, each information source gets its dedicated area on the page for displaying information (a portlet); often, the user can configure which ones to display. (15 awesome portals https://web.liferay.com/web/martin.yan/blog/-/blogs/15-awesome-web-portal-examples)

How has the Internet impacted the society?

The Internet contributes to meaningful social interaction and public debate and it is also accused of replacing human interaction with superficial online chatter and cultivating hate. Pornography, intellectual property rights, political speech, and social inequality are among the issues raised by the spread of the Internet.

What's on the Internet?

Internet content can be defined in terms of the major varieties of protocols that are used, which include e-mail, file transfers, and document display. The Web is an example of the latter. Web pages may be categorized by their top-level domain names (such as .com and.edu) or by the nature of their content. Portals, e-commerce, and entertainment sites, and social media are the leading categories today, but new genres are continually emerging.

Net Neutrality

Net neutrality is the concept that users should not be discriminated against based on the amount or nature of the data they transfer on the Internet. Others would clamp down on

cyberspace by restricting pornography, encryption, and hate speech or by strictly enforcing the intellectual property rights of copyright and patent holders.

Terms for the Internet Users

Modems: (modulator-demodulators) convert digital data to analog signals and viz. **Wide area networks** (WANs): Connect computers that are miles apart.

Local area networks (LANs): Link computers within a department, building, or campus.

Transmission-control protocol/Internet protocol (TCP/IP) is the basic protocol used by the Internet.

Hypertext markup language (HTML) is used to format pages on the Web.

Browsers are the computer programs that display information found on the Web. **Web 2.0** is a new way of using the Internet for collaboration and sharing of data among individual users.

Protocols are technical rules governing data communication.

Hypertext transfer protocol (http) is the Internet protocol used to transfer files over the Web.

Internet2 is a new, faster version of the Internet.

Questionnaire

(Internet/Intranet & Website/Portals)

1. Name: (Optional)

2. Age: _____

3. Religion: _____

4. I understand the concept of Internet and Intranet and Website and Portal as explained here.

   a. Yes   b. No   c. No opinion

5. I check my mails daily.

   a. Yes   b. No

6. I spend _____ hours browsing through the Internet

7. I browse through the following websites _____

What have you understood by the lesson that you learnt today?

_____

_____

_____

Can you make use of Internet to learn something new everyday? How?

_____

_____

_____

8. Do you think that the Internet could be used to bring about social change? If yes, write you opinion.

_____

_____

_____

Topics for group discussion (Instructor can choose a topic from below):

1. What would be the best way to govern the Internet in the future? Why?

2. How do you explain the popularity of social media among college students?

3. Analyze your online privacy and security practices and outline a plan for making yourself safer online.

4. "What is the impact of Internet on the society? Village? Town? Family life?"

Reading Material

Intellectual Property Rights and Cyber Laws

Fr. Joaquim Fernandes, sdb

Target Group: 11th Grade and above

What is Intellectual Property Rights?

Intellectual property (IP) refers to creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names and images used in commerce.

IP is protected in law by, for example, patents, copyright and trademarks, which enable people to earn recognition or financial benefit from what they invent or create. By striking the right balance between the interests of innovators and the wider public interest, the IP system aims to foster an environment in which creativity and innovation can flourish.

What is an Invention and Discovery?

Generally speaking an invention is a new product or process that solves a technical problem. This is different from a discovery which is something that already existed but has not been found. For eg. The Telescope and the Moon. In 1608 Hans Lipperhey combined the convex and the conclave lens and created the Telescope. It was Galilieo who observed with the Telescope and was able to see the mountains on the moon. Galilieo did not invent the mountains he discovered them with the help of the invention.

How many inventions can you identity in your home? Inventions are essential to our everyday life but yet most people know very little about their origins.

Recognise the Inventor and the Inventions:

Note: The teacher will only show the images and cover the name of the Inventor and the Inventions. The students will respond appropriately.

Improving past inventions:

Data storage over the years - floopy disk- cd's- pen drive- along with the dates. Can you imagine the next improvement for data storage.

The World Intellectual Property Organisation (WIPO):

World Intellectual Property Day – April 26: Every April 26, we celebrate World Intellectual Property Day to learn about the role that intellectual property rights (patents, trademarks, industrial designs, copyright) play in encouraging innovation and creativity.

The Convention Establishing the World Intellectual Property Organization (WIPO), concluded in Stockholm on July 14, 1967 (Article 2(viii)) provides that "intellectual property shall include rights relating to:

- literary, artistic and scientific works,

- performances of performing artists, phonograms and broadcasts,

- inventions in all fields of human endeavor,

- scientific discoveries,

- industrial designs,

- trademarks, service marks and commercial names and designations,

- protection against unfair competition, and all other rights resulting from intellectual activity in the industrial, scientific, literary or artistic fields."

Fields of Intellectual Property Rights

Patents

What are patents?

A **patent** is an official document given to an inventor by a government. This document generally gives inventors the right to stop anyone else from copying, using, distributing or selling the invention without their permission.

Patents are a part of **Intellectual Property**, which is a legal way to protect all creations of the human mind. Intellectual Property is divided into **Industrial Property** and **Copyright**.

Intellectual Property	
Industrial Property:	**Copyright:**
- Patents protect inventions works - Industrial designs protect the designs - of products - Trademarks protect distinctive signs - Intellectual Property	Protects literary and artistic

Why are patents important?

Inventions are the result of hard work. It may only take a moment of inspiration to think of a good idea but it takes a lot of research and experimentation to turn the idea into a useful and working invention.

How long does a patent last?

The protection is granted for a limited period, generally 20 years from the filing date of the application.

Inventors deserve a reward for the amount of time they spend developing their ideas. They also need the security of knowing that if they share the invention with the rest of the world, nobody will steal it, use it or copy it without their permission.

Case Study

FROM BINS TO BENCHES, TEEN FINDS WAY TO RECYCLE TETRA PAK CARTONS

Mumbai, Nov. 23 - While most of us throw away Tetra Pak cartons after use, a 13-year-old Chembur resident has found an alternative use to the cartons. In the last one year, Nikhil Esteves has recycled more than 11,000 cartons and converted them into benches, reusable bins, desks and notebooks.

The Class 8 student at Our Lady of Perpetual Succour High School in Chembur, collects empty Tetra Pak cartons from his school, church and neighbourhood and sends them to Sahakari Bhandar, a firm that recycles waste products in a Palghar plant in Maharastra.

(**Case Study** - http://www.htsyndication.com/htsportal/article/From-bins-to-benches,-teen finds-way-to-recycle-Tetra-Pak-cartons/10112065)

As part of Sustainable Development and saving our environment can Nikhil Esteves file for IPR today on the process? Yes / No. Where will he file for IPR in his own Country or at the World Level.

Youngest Patent-holder on Wheelchair

Hridayeshwar Singh Bhati (born 3 September 2002) is an Indian student who invented a six-player variant of chess. He invented the variant at the age of 9 with his father's assistance. He was granted a patent for his invention in 2012, making him the youngest patent-holder in India at that time. Bhati suffers from Duchenne muscular dystrophy and is a wheelchair user. He attributes his inspiration for inventing to his admiration of

British physicist Stephen Hawking: "I want to be like Hawking who became a famous scientist despite suffering from motor neuron disease."

Copyright Law

Copyright (or author's right) is a legal term used to describe the rights that creators have over their literary and artistic works. Works covered by copyright range from books, music, paintings, sculpture, and films, to computer programs, databases, advertisements, maps, and technical drawings.

Exhaustive lists of works covered by copyright are usually not to be found in legislation. Nonetheless, broadly speaking, works commonly protected by copyright throughout the world include: literary works such as novels, poems, plays, reference works, newspaper articles, computer programs, databases, films, musical compositions, and choreography, artistic works such as paintings, drawings, photographs, and sculpture, architecture, advertisements, maps, and technical drawings.

Copyright protection extends only to expressions, and not to ideas, procedures, methods of operation or mathematical concepts as such. Copyright may or may not be available for a number of objects such as titles, slogans, or logos, depending on whether they contain sufficient authorship.

Trademark Law

A trademark is a sign capable of distinguishing the goods or services of one enterprise from those of other enterprises. Trademarks are protected by intellectual property rights

A word or a combination of words, letters, and numerals can perfectly constitute a trademark. But trademarks may also consist of drawings, symbols, three-dimensional features such as the shape and packaging of goods, non-visible signs such as sounds or fragrances, or color shades used as distinguishing features – the possibilities are almost limitless.

Industrial Designs

In a legal sense, an industrial design constitutes the ornamental or aesthetic aspect of an article. An industrial design may consist of three dimensional features, such as the shape of an article, or two dimensional features, such as patterns, lines or color.

What is a Geographical indication?

A geographical indication (GI) is a sign used on products that have a specific geographical origin and possess qualities or a reputation that are due to that origin. In order to function as a GI, a sign must identify a product as originating in a given place. In addition, the qualities, characteristics or reputation of the product should be essentially due to the place of origin. Since the qualities depend on the geographical place of production, there is a clear link between the product and its original place of production.

Geographical indications are typically used for agricultural products, foodstuffs, wine and spirit drinks, handicrafts, and industrial products.

Cyberlaw

Cyberlaw is a relatively new field that draws from many areas of traditional law and is becoming an increasingly important field in its own right. It is multi-disciplinary, covering criminal and civil issues ranging from financial crimes to cyberbullying. Privacy, control, and access are all topics with which cyber lawyers regularly engage.

Cybercrimes

Computer crime, or "cybercrime," is a broad category of offenses involving computers and computer networks. While many acts of cybercrime are essentially high-tech forms of theft or fraud, some have goals other than financial gain. These might include copyright infringement, exchange of child pornography, and even espionage. Some jurisdictions have expanded legal protections against harassment and stalking to include the Internet. Some acts of cybercrime, known as "cyberattacks," seem intended only to disrupt or destroy computer networks. Internet security experts estimate that the global annual cost of cybercrime approaches $1 trillion.

Criminal Law

A wide variety of crimes may be perpetrated on or using the Internet, including financial crimes, stalking and harassment, human trafficking, and child pornography.

Case Study:

Mega upload, The Popular file-sharing site, was shuttered Thursday and its executives indicted by the Justice Department in what the authorities said was "among the largest criminal copyright cases ever brought by the United States."

Seven individuals connected to the Hong Kong-based site were indicted on a variety of charges, including criminal copyright infringement and conspiracy to commit money laundering. Four of the members of what the authorities called a five-year "racketeering

conspiracy" were arrested Thursday in Auckland, New Zealand, the authorities said.

One of those arrested was Kim Schmitz, aka Kim Dotcom, Megaupload's founder. His attorney, Ira Rothken of California, said neither he nor his 37-year-old client, who resides in Hong Kong and New Zealand, was given the opportunity to surrender. Dotcom was arrested without notice, he said.

"We're looking into what's going on," Rothken said in a telephone interview.

Visitors to the Megaupload site, which gets about 50 million hits daily and claims 4 percent of all internet traffic, were greeted with a message from the Justice Department. "This domain name associated with the website Megaupload.com has been seized pursuant to an order issued by a U.S. District Court." (https://www.wired.com/2012/01/megaupload-indicted-shuttered)

- **Financial Crimes and Fraud:** Computers make both small and large-scale financial crimes and fraud frighteningly easy to perpetrate. Financial crimes involving cyberlaw range from classic one-off fraud cases to increasingly sophisticated schemes that target specific populations (such as the elderly). Identity fraud is also a growing concern, as more and more personal information is stored online and may be vulnerable to theft.

- **Stalking and Harassment:** Social media websites such as Facebook, Twitter, and LinkedIn, as well as photo sharing programs like Instagram, make information about private individuals more readily accessible than ever. Unfortunately, this accessibility sometimes facilitates cyberstalking, harassment, or cyberbullying. Moreover, the anonymity of the Internet allows some to attack their targets without revealing their own identities. These issues have garnered attention with several high-profile criminal cases involving the suicides of children and teenagers who experienced severe cyberbullying.

- **Human Trafficking:** It is estimated that there are at least 27 million victims of human trafficking worldwide who are forced to work as slaves, sex workers, soldiers, or domestic workers. Human trafficking today is frequently international in nature, and almost always involves use of the Internet. Lawyers may become involved by working on legislation to strengthen punishments for those convicted, investigating and prosecuting potential trafficking rings, providing legal services to victims, and supporting those who are at a high risk of becoming trafficking victims.

- **Pornography:** In the United States and many other countries, producing, possessing, and transmitting child pornography is illegal and is punishable by incarceration. As of 2008, 94 of the 187 Interpol member states had domestic legislation specifically addressing child pornography; several others had legislation that banned all pornography, regardless of age. In addition, the United Nations Optional Protocol on the Rights of the Child requires signatories to outlaw child pornography, and the EU requires member states to criminalize all aspects of it.

Online Privacy

Privacy issues are raised when governments, other organizations, or individuals use the Internet to gather information about individuals or groups. As people transmit more and more private information via the Internet and store private data on computers not under their physical control, privacy concerns have become increasingly important. There are challenges to Internet privacy every day. Ad companies, for example, use cookies to track browser history, and law enforcement professionals scour Facebook profiles for evidence of criminal activity. Litigation, policy, and research opportunities for lawyers exist at many organizations working to protect privacy and Fourth Amendment rights online.

Freedom of Expression and Human Rights

The Internet has become vital to freedom of expression and human rights issues. As the Internet has become one of the primary means of obtaining and distributing information, many have come to see Internet access as a human right, not a luxury.

Internet Access and Human Rights

There are significant challenges to Internet access internationally. Many foreign regimes limit their citizens' access to the Internet to preempt actions or publications that could foster anti-regime sentiment or facilitate collective resistance. The Arab Spring, for example, showcased the Internet's power to enable political movements. In June 2012, the United Nations Human

Rights Council passed a resolution entitled "The Promotion, Protection and Enjoyment of Human Rights on the Internet." The resolution affirmed the important role of the Internet in worldwide human rights protection and emphasized that national governments are responsible for allowing their citizens free access to and use of the Internet.

Regulation of the Internet and Net Neutrality

Net neutrality refers to the principle that Internet Service Providers (ISPs) and governments should not restrict users' access to any online networks. Under net neutrality, network infrastructure owners would not be able to discriminate on the basis of on content, nor would they or governments be able to restrict access to other networks. Efforts to restrict or regulate

internet access often meet fierce opposition from the public, large companies such as Google, and small online businesses. For example, the Stop Online Piracy Act (SOPA) was a 2011 bill favored by interests like the recording industry that would have required ISPs to regulate access to websites that hosted, or provided links to, pirated content. It was denounced by many as censorship, and failed after a concerted internet-based protest.

National Security

The Internet poses new challenges to national security that all countries, including the United States, are attempting to navigate. In 2011, Secretary of Defense Leon Panetta warned that

"[w]e could face a cyber attack that could be the equivalent of Pearl Harbor…" Such an attack, he said, could "take down our power grid system, take down our financial systems in this country, take down our government systems, take down our baking systems," and could "virtually paralyze [the] country." Almost all agencies of the federal government, as well as some state and local government agencies, have divisions that deal with cyberlaw and security issues, either directly or indirectly.

Infringements:

The Information Technology Act, 2000 As amended by The Information Technology (Amendment) Act, 2008, India.

Offences

65. Tampering with Computer Source Documents -

Whoever knowingly or intentionally conceals, destroys or alters or intentionally or knowingly causes another to conceal, destroy or alter any computer source code used for a computer, computer program, computer system or computer network, when the computer source code is required to be kept or maintained by law for the time being in force, shall be punishable with imprisonment up to three years, or with fine which may extend up to 2 lakh rupees, or with both.

Explanation - For the purposes of this section, "Computer Source Code" means the listing of programme, Computer Commands, Design and layout and program analysis of computer resource in any form.

66. Computer Related Offences -

If any person, dishonestly, or fraudulently, does any act referred to in section 43, he shall be punishable with imprisonment for a term which may extend to three years or with fine which may extend to 5 lakh rupees or with both.

Explanation: For the purpose of this section -

a)   The word "dishonestly" shall have the meaning assigned to it in section 24 of the Indian Penal Code (45 of 1860);

b)   The word "fraudulently" shall have the meaning assigned to it in section 25 of the Indian Penal Code (45 of 1860).

66–A. Punishment for sending offensive messages through communication service, etc. -

Any person who sends, by means of a computer resource or a communication device,-

a)   Any information that is grossly offensive or has menacing character; or

b)   Any information which he knows to be false, but for the purpose of causing annoyance, inconvenience, danger, obstruction, insult, injury, criminal intimidation, enmity, hatred, or ill will, persistently makes by making use of such computer resource or a communication device;

c)   any electronic mail or electronic mail message for the purpose of causing annoyance or inconvenience or to deceive or to mislead the addressee or recipient about the origin of such messages, shall be punishable with imprisonment for a term which may extend to two three years and with fine.

Explanation: For the purposes of this section, terms "Electronic mail" and "Electronic Mail Message" means a message or information created or transmitted or received on a computer, computer system, computer resource or communication device including attachments in text, image, audio, video and any other electronic record, which may be transmitted with the message.

66-B. Punishment for dishonestly receiving stolen computer resource or communication device.-

Whoever dishonestly receives or retains any stolen computer resource or communication device knowing or having reason to believe the same to be stolen computer resource or communication device, shall be punished with imprisonment of either description for a term which may extend to three years or with fine which may extend to rupees one lakh or with both.

66-C. Punishment for identity theft.-

Whoever, fraudulently or dishonestly make use of the electronic signature, password or any other unique identification feature of any other person, shall be punished with imprisonment of either description for a term which may extend to three years and shall also be liable to fine which may extend to rupees one lakh.

66-D. Punishment for cheating by personation by using computer resource.-

Whoever, by means of any communication device or computer resource cheats by personation, shall be punished with imprisonment of either description for a term which may extend to three years and shall also be liable to fine which may extend to one lakh rupees.

66-E. Punishment for violation of privacy.-

Whoever, intentionally or knowingly captures, publishes or transmits the image of a private area of any person without his or her consent, under circumstances violating the privacy of that person, shall be punished with imprisonment which may extend to three years or with f i n e   n o t   e x c e e d i n g   t w o   l a k h   r u p e e s ,   o r   w i t h   b o t h

Explanation.- For the purposes of this section -

(a)   "Transmit" means to electronically send a visual image with the intent that it be viewed by a person or persons;

(b)   "Capture", with respect to an image, means to videotape, photograph, film or record by any means;

(c)   "Private area" means the naked or undergarment clad genitals, pubic area, buttocks or female breast;

(d)   "Publishes" means reproduction in the printed or electronic form and making it available for public;

(e)   "Under circumstances violating privacy" means circumstances in which a person can have a reasonable expectation that-

(i)   He or she could disrobe in privacy, without being concerned that an image of his private area was being captured; or

(ii)   Any part of his or her private area would not be visible to the public, regardless of whether that person is in a public or private place.

66-F. Punishment for cyber terrorism.-

(1)   whoever,-

(A)   With intent to threaten the unity, integrity, security or sovereignty of India or to strike terror in the people or any section of the people by –

(i)   Denying or cause the denial of access to any person authorised to access computer resource; or

(ii)   Attempting to penetrate or access a computer resource without authorisation or exceeding authorised access; or

(iii) Introducing or causing to introduce any Computer Contaminant, and by means of such conduct causes or is likely to cause death or injuries to persons or damage to or destruction of property or disrupts or knowing that it is likely to cause damage or disruption of supplies or services essential to the life of the community or adversely affect the critical information infrastructure specified under section 70, or

(B) knowingly or intentionally penetrates or accesses a computer resource without authorisation or exceeding authorised access, and by means of such conduct obtains access to information, data or computer database that is restricted for reasons of the security of the State or foreign relations; or any restricted information, data or computer database, with reasons to believe that such information, data or computer database so obtained may be used to cause or likely to cause injury to the interests of the sovereignty and integrity of India, the security of the State, friendly relations with foreign States, public order, decency or morality, or in relation to contempt of court, defamation or incitement to an offence, or to the advantage of any foreign nation, group of individuals or otherwise, commits the offence of cyber terrorism.

(2) Whoever commits or conspires to commit cyber terrorism shall be punishable with imprisonment which may extend to imprisonment for life'.

67. Punishment for publishing or transmitting obscene material in electronic form.-

Whoever publishes or transmits or causes to be published or transmitted in the electronic form, any material which is lascivious or appeals to the prurient interest or if its effect is such as to tend to deprave and corrupt persons who are likely, having regard to all relevant circumstances, to read, see or hear the matter contained or embodied in it, shall be punished on first conviction with imprisonment of either description for a term which may extend to three years and with fine which may extend to five lakh rupees and in the event of a second or subsequent conviction with imprisonment of either description for a term which may extend to five years and also with fine which may extend to ten lakh rupees.

67-A. Punishment for publishing or transmitting of material containing sexually explicit act, etc. in electronic form.-

Whoever publishes or transmits or causes to be published or transmitted in the electronic form any material which contains sexually explicit act or conduct shall be punished on first conviction with imprisonment of either description for a term which may extend to five years and with fine which may extend to ten lakh rupees and in the event of second or subsequent conviction with imprisonment of either description for a term which may extend to seven years and also with fine which may extend to ten lakh rupees.

67-B. Punishment for publishing or transmitting of material depicting children in sexually explicit act, etc. in electronic form.- Whoever,-

(a)   Publishes or transmits or causes to be published or transmitted material in any electronic form which depicts children engaged in sexually explicit act or conduct; or

(b)   creates text or digital images, collects, seeks, browses, downloads, advertises, promotes, exchanges or distributes material in any electronic form depicting children in obscene or indecent or sexually explicit manner; or

(c)   Cultivates, entices or induces children to online relationship with one or more children for and on sexually explicit act or in a manner that may offend a reasonable adult on the computer resource; or

(d)   Facilitates abusing children online; or

(e)   Records in any electronic form own abuse or that of others pertaining to sexually explicit act with children, shall be punished on first conviction with imprisonment of either description for a term which may extend to five years and with a fine which may extend to ten lakh rupees and in the event of second or subsequent conviction with imprisonment of either description for a term which may extend to seven years and also with fine which may extend to ten lakh rupees:

Provided that the provisions of section 67, section 67-A and this section does not extend to any book, pamphlet, paper, writing, drawing, painting, representation or figure in electronic form-

(i)   The publication of which is proved to be justified as being for the public good on the ground that such book, pamphlet, paper writing, drawing, painting, representation or figure is in the interest of science, literature, art or learning or other objects of general concern; or

(ii)   Which is kept or used for bonafide heritage or religious purposes.

Explanation: For the purposes of this section, "children" means a person who has not completed the age of 18 years.

Case Study - Microsoft software v/s Free and Open Source Software- Propriety v/s Copy Left Movement. Is the software which you are using on your computers original or pirated? What happens when there is a regulatory check in your home, office, school or college.

Reference

Cyber Law books and the Intellectual Property Rights Laws, Richard L. Hermann, *Landing a Federal Legal Job: Finding Success in the U.S. Government Job*

Market (Chicago: American Bar Association, 2011), Economics and Statistics Administration and

United States Patent and Trademark Office, "Intellectual Property and the U.S. Economy: Industries in Focus" (March 2012), http://www.uspto.gov/ news/publications/ IP_ Report_March_ 2012.pdf. Students may find it helpful to look at this report. , U.S. Department of Justice and the Federal Trade Commission, "Antitrust Guidelines for the Licensing of Intellectual Property" (April 6, 1995), accessed on August 2, 2103, \

http://www.justice.gov/atr/public/guidelines/0558.htm.

http://www.wipo.int/portal/en/index.html

https://patentscope.wipo.int/search/en/search.jsf- search patents

http://www.dot.gov.in/act-rules/information-technology-act-2000

Information age and Information Literacy
Louis Kumpiluvelil SDB

Objective: To understand the meaning of the term 'Information Literacy' and how info-literacy helps us to understand and interpret life in today's Information Age.

Our present age is characterised by the ability of individuals to transfer information freely, and to have instant access to knowledge in a way that would have been difficult or impossible to imagine a few years ago. Hence the phrase "Information Age" seems to be a fitting description of our times. The idea is linked to the concept of a 'Digital Age' or 'Digital Revolution'. The period is generally said to have begun in the latter half of the twentieth century. The term has been widely used since the late 1980s.

Thus, the term 'Information Age' is often applied in relation to the use of computers, internet, cell phones, digital music, high definition television, digital cameras, and other relatively new products and services that have come into widespread use.

Information Literacy

Information literacy is the ability to access, evaluate, and use information from a variety of sources. Normally we use the word literacy to mean the ability to read and write. Nowadays, however, people speak of various types of 'literacies' – for example, computer literacy, media literacy, cultural literacy, scientific literacy, technical literacy, and mathematical literacy. A very recent addition to the list is the expression "information literacy".

The expression *information literacy* first appeared in print in a 1974 report by Paul G. Zurkowski. Though related to other educational skills, information literacy itself has emerged as a distinct skill set and a necessary key to one's social and economic well-being in an increasingly complex information society.
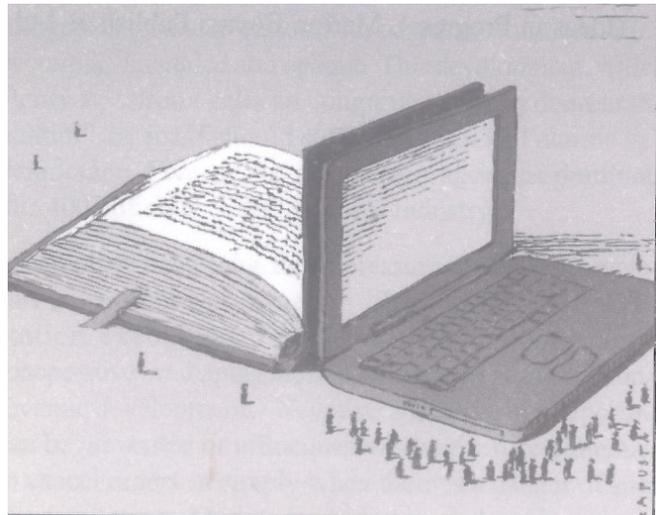
Jeremy Shapiro & Shelley Hughes (1996) define information literacy as 'A new liberal art that extends from knowing how to use computers and access information to critical reflection on the nature of information itself, its technical infrastructure and its social, cultural, and philosophical context and impact.' They argued that information literacy education is 'essential to the future of democracy, if citizens are to be intelligent shapers of the information society rather than its pawns, and to humanistic culture, if information is to be part of a meaningful existence rather than a routine of production and consumption'.

What does it mean to be information literate?

The American Library Association's (ALA) says, 'To be information literate, a person must be able to recognise when information is needed and have the ability to locate, evaluate, and use effectively the needed information' (1989). What are the characteristics of an information literate person? According to Doyle (1992), an information literate person is one who:

- Recognises that accurate and complete information is the basis for intelligent decision making;
- Recognises the need for information;
- Formulates questions based on information needs;
- Identifies potential sources of information;
- Develops successful search strategies;
- Accesses sources of information, including computer-based and other technologies;
- Evaluates information;
- Organises information for practical application;
- Integrates new information into an existing body of knowledge;
- Uses information in critical thinking and problem solving (Doyle, 1992).

Landmarks of the Information Age

Here is a list of some of the technological inventions or innovations that mark the birth and growth of the information age.

- Z3 - first general-purpose digital computer - 1941
- Colossus computer - first programmable, digital, electronic computer - 1943
- ENIAC general purpose electronic digital computer - 1946
- Earliest form of the Internet - 1969
- Email - 1971
- Personal computer - late 1970s
- World Wide Web - 1989
- Laptop - 1990s
- Cellular phones - 1984, mainstreamed late 1990s and early 2000s
- Webcams 1990s mainstreamed 2000s
- Digital Television 1990s mainstreamed 2000s
- Broadband mainstreamed 2000s
- Wireless networking - early 2000s
- Wireless headphones - early 2000s
- GPS mainstreamed mid-2000s
- Satellite radio - circa 2003
- Bluetooth - early-to-mid 2000s
- DAB -Digital Radio 2004
- Digital Audio Player - mainstreamed early 2000s
- Digital Video Recorders (c. 1999) mainstreamed early-to-mid-2000s
- HDTV mainstreamed mid-to-late 2000s
- Smart Phones (Iphone/Blackberries) mainstreamed mid-to-late 2000s

Those who know how to access and use information are likely to be more successful in today's competitive marketplace. To survive in this information society, workers will need to possess skills beyond those of reading, writing and arithmetic.

In 2003, the UNESCO sponsored international conference in Prague with representatives from some twenty-three countries to discuss the importance of information literacy within a global context, came out with the Prague Declaration which described information literacy as a 'key to social, cultural and economic development of nations and communities, institutions and individuals in the twenty-first century.' The Prague Conference declared the acquisition of information literacy as 'part of the basic human right of life-long learning'.

Components of Information Literacy

Shapiro and Hughes have given seven important components of a holistic approach to information literacy:

- **Tool literacy,** or the ability to understand and use the practical and conceptual tools of current information technology relevant to education and the areas of work and professional life that the individual expects to inhabit.

- **Resource literacy**, or the ability to understand the form, format, location and access methods of information resources, especially daily expanding networked information resources.

- **Social-structural literacy**, or understanding how information is socially situated and produced.

- **Research literacy**, or the ability to understand and use the IT-based tools relevant to the work of today's researcher and scholar.

- **Publishing literacy**, or the ability to format and publish research and ideas electronically, in textual and multimedia forms … to introduce them into the electronic public realm and the electronic community of scholars.

- **Emerging technology literacy**, or the ability to continuously adapt to, understand, evaluate and make use of the continually emerging innovations in information technology so as not to be a prisoner of prior tools and resources, and to make intelligent decisions about the adoption of new ones.

- **Critical literacy**, or the ability to evaluate critically the intellectual, human and social strengths and weaknesses, potentials and limits, benefits and costs of information technologies.
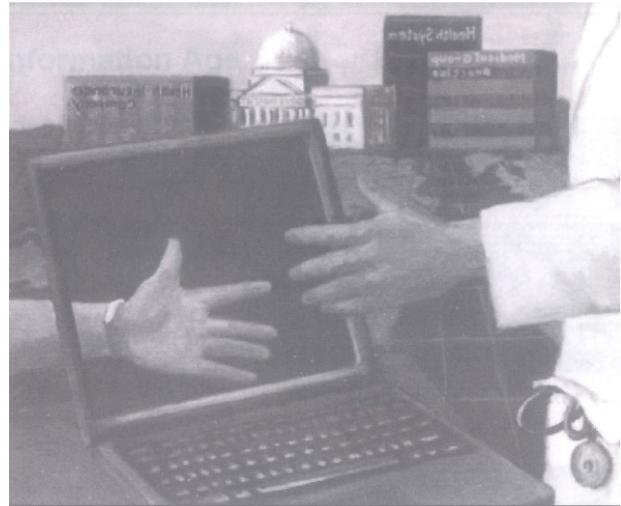
Ira Shor further defines critical literacy as '[habits] of thought, reading, writing, and speaking which go beneath surface meaning, first impressions, dominant myths, official pronouncements, traditional clichés, received wisdom, and mere opinions, to understand the deep meaning, root causes, social context, ideology, and personal consequences of any action, event, object, process, organization, experience, text, subject matter, policy, mass media, or discourse".

Ultimately, information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organised, how to find information, and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand.

Strategies for Acquiring Information Literacy

1. The first step in the Information Literacy strategy is to clarify and understand the requirements of the problem or task for which information is sought. Basic questions asked at this stage are:

a. What is known about the topic?

b. What information is needed?

c. Where can the information be found?

2. **Locating:** The second step is to identify sources of information and to find those resources. Sources may include books, encyclopedias, maps, almanacs, etc. Sources may be in electronic, print or other formats.

3. **Selecting/analysing:** examine the resources that were found. The useful resources are selected and the inappropriate resources are rejected.

4. **Organising/synthesising:** It is in the fourth step this information which has been selected is organised and processed so that knowledge and solutions are developed. Examples of basic steps in this stage are:

a. Discriminating between fact and opinion;

b. Basing comparisons on similar characteristics;

c. Noticing various interpretations of data;

d. Finding more information if needed;

e. Organizing ideas and information logically.

5.   **Creating/presenting:** The information or solution is presented to the appropriate audience in an appropriate format. A paper is written. A presentation is made. Drawings, illustrations, and graphs are presented.

6.   **Evaluating:** The final step in the Information Literacy strategy involves the critical evaluation of the completion of the task or the new understanding of the concept. Was the problem solved? Was new knowledge found? What could have been done differently? What was done well?

Teaching Info Literacy

We all suffer from information overload. There's just too much 'stuff' out there, and it's not easy to keep up. At the same time, there's an irony—yes, we are surrounded by information, but we can never seem to find what we want, when we want it, and in a form we want it so that we can use it effectively.

The 'Big6' process, a method developed by Mike Eisenberg and Bob Berkowitz, is a widely known and widely used approach to teaching information and technology skills in the world. The Big6 steps helps students develop the skills and understandings they need to find, process, and use information effectively. The steps are outlined below:

1.   **Task definition:** Define the information problem; identify the information needed

2.   **Information seeking strategies:** Determine all possible sources; select the best sources.

3.   **Location and access:** Locate sources (intellectually and physically); find information within sources.

4.   **Use of information:** Engage (e.g., read, hear, view, touch); extract relevant information.

5.   **Synthesis:** Organise from multiple sources; present the information.

6.   **Evaluation:** Judge the product (effectiveness); judge the process (efficiency).

It's not necessary to complete these stages in a linear order, and a given stage doesn't have to take a lot of time.

Many of those who are in most need of information literacy are often amongst those least able to access the information they require: Minority and at-risk students, illiterate adults, people with English as a second language, and economically disadvantaged people are among those most likely to lack access to the information that can improve their situations. Most are not even aware of the potential help that is available to them.

New Educational Challenges

Today's educational system faces the challenge of producing a generation of learners and workers who will be prepared for the Information Age. This challenge calls for an emphasis on new skills. The abilities to read, write and compute are sill important, but they are not enough. Everyone must be able to use computers and other information technologies competently, to work with others productively and to access and use information. Information literacy is all about the skills that individuals will need to live in the Information Age.

The rapidly evolving information landscape means that educational methods and practices must evolve and adapt accordingly. Information literacy must become a key focus of educational institutions at all levels. This requires a commitment to lifelong learning and an ability to seek out and identify innovations that will be needed to keep pace with or outpace changes.

Educational methods and practices must facilitate and enhance a student's ability to harness the power of information. The key to harnessing the power of information is the ability to evaluate information, to ascertain among other things its relevance, authenticity and modernity. Critical thinking is an important educational outcome for students.

Information Technology is a great enabler. It provides, for those who have access to it, an extension of their powers of perception, comprehension, analysis, thought, concentration, and articulation through a range of activities that include: writing, visual images, mathematics, music, physical movement, sensing the environment, si mulation, and communication (Carpenter, 1989).
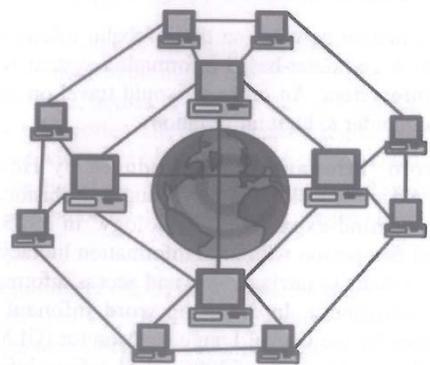
Technology, in all of its various forms, offers users the tools to access, manipulate, transform, evaluate, use, and present information.

Technology in schools includes computers, televisions, video cameras, video editing equipment, and TV studios.

Two approaches to technology in schools are technology as the object of instruction approach, and technology as the tool of instruction approach.

Technology is changing the way higher education institutions are offering instruction. The use of the Internet is being taught in the contexts of subject area curricula and the overall information literacy process.

There is some empirical indication that students who use technology as a tool may become better at managing information, communicating, and presenting ideas.

Information superhighway

The **information superhighway** or **infobahn** was a popular term used through the 1990s to refer to digital communication systems and the internet telecommunications network.

Nam June Paik, a 20th century South Korean born American video artist, claims to have coined the term in 1974. He used the term (information superhighway) in a study he wrote for the Rockefeller Foundation in 1974.

According to the Massachusetts Institute of Technology: the information superhighway directly connects millions of people, both as consumers of information and as potential providers. The information superhighway brings together millions of individuals who could exchange information with one another.

The word **infobahn** was introduced in the early 1990s, to describe the information superhighway—similar to the German autobahn or motorway, made up of two German words, auto (motor) and bahn (highway).

An information network on the Infobahn would be an **infonet.** A computer-based information system would be an **infosystem**. An infonaut would travel on such a system in order to hunt information.

The word **'infonaut'** was introduced by Howard Rheingold in his book 'Tools for Thought: the history and future of mind-expanding technology' in **1985.** An infonaut is a person with high information literacy and technical skills to navigate into and access information in the infosphere. In 2006 the word Infonaut was nominated by the Global Language Monitor (GLM) as one of the top ten words of 2006. GLM defines Infonaut as "those who blithely travel along the 'infobahn'."

The "**Infosphere**", coined by Luciano Floridi on the basis of biosphere, denotes the whole informational environment constituted by all informational entities (thus including informational agents as well), their properties, interactions, processes and mutual relations. It is an environment comparable to, but different from *cyberspace*. Infosphere includes off-line and analogue spaces of information, which cyberspace does not.

References

James, J. (2004). *Information Technology and Development*. NY: Routledge.

James, J. (2008). "Digital Divide Complacency: Misconceptions and Dangers", *The Information Society*, 24, 54-61.

Lu, M. (2001). "Digital Divide in developing countries", *Journal of Global Information Technology Management*, 4(3), 1-4.

Madon, S., Reinhard, Roode, D., & Walsham, G. (2007). "Digital inclusion projects in developing countries: Processes of institutionalisation." Paper presented at the the Proceedings of the 9th International Conference on Social Implications of Computers in Developing Countries. Retrieved July 13, 2009 from http://portal.unesco.org /ci/en/files/25684/11973000111e-gov.pdf/e-gov.pdf

Mehra, B., Merkel, C., Bishop, A. P. (2004). "The Internet for Empowerment of Minority and Marginalized Users", *New Media and Society* 6.

Norris, P. (2001). *Digital Divide : Civic Engagement, Information Poverty, and the Internet Worldwide*, Cambridge University Press, Cambridge.

Pick, J. & Azari, R. (2008). "Global Digital Divide: Influence of Socioeconomic, Governmental, and Accessibility Factors on Information Technology", Information Technology for Development, 14(2).

Rahman, H. (2006). *Empowering Marginal Communities and Information Networking*. Hershey, Pennsylvania: Idea Group Publishing.

Servon, Lisa (2002). *Bridging the Digital Divide: Technology, Community, and Public Policy*, Malden, MA: Blackwell.

The Digital Divide

Louis Kumpiluvelil SDB

Objective: To understand the meaning of the term 'digital divide' and the consequences of the wide information gaps that exist between various sections of the people within the same country and among the devleoped and developing countries.

The term **digital divide** refers to the gap between people with effective access to digital and information technology and those with very limited or no access at all. It includes the imbalances in physical access to technology as well as the imbalances in resources and skills needed to effectively participate as a digital citizen. In other words, it is the unequal access by some members of society to information and communication technology, and the unequal acquisition of related skills. The term is closely related to the knowledge divide as the lack of technology causes lack of useful information and knowledge.
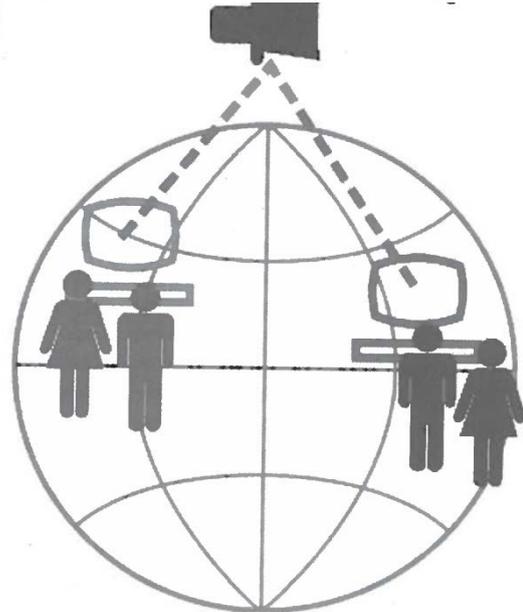
The term 'digital divide' came into regular usage in the mid-1990s. However, literature on information and digital inequality predates this current label. The term 'digital divide' is thus more of a new label and less of a unique concept. In addition to access, it is noted that the ability to use these technologies, as well as find and produce relevant content, define the "digital divide" as well (Azam, 2007)—the divide between people who are at ease using technology to access and analyse information and those who are not.

There are various definitions of the term 'digital divide'. Bharat Mehra (2004) defines it simply as "the troubling gap between those who use computers and the Internet and those who do not". This term initially referred to gaps in the ownership of, or regular access to, a computer. As Internet access came to be seen as a central aspect of computing, the term's usage was extended to encompass gaps in not just computers but also access to the Internet. It is also used to refer to gaps in broadband network access. The term can mean not only unequal access to computer hardware, but also inequalities between groups of people in the ability to use information technology fully.

The criteria used to distinguish between the 'haves' and the 'have nots' of the digital divide tend to focus on access to hardware, access to the Internet, and details relating to both categories. The discussions on digital divide often are tied with other concepts. Lisa Servon

argued in 2002 that the digital divide "is a symptom of a larger and more complex problem—the problem of persistent poverty and inequality".

Recognition of digital divide as an immense problem of the day has led scholars, policy makers, and the public to turn their attention to the potential of the Internet to improve everyday life for those on the margins of society and to achieve greater social equity and empowerment.

Digital divide and education

One area of significant focus was school computer access. In the 1990s, rich schools were much more likely to provide their students with regular computer access. In the late 1990s, these schools were much more likely to have not only computer access but also Internet access. In the context of schools, which have consistently been involved in the discussion of the divide, current formulations of the divide focus more on how (and whether) students use computers, and less on whether there are computers or Internet connections. Public libraries and afterschool programs have also been shown to be important access and training locations for disadvantaged youth.

Technology offers a unique opportunity to extend learning support beyond the classroom, something that has been difficult to do until now. The variety of functions that the Internet can serve for the individual user makes it unprecedentedly malleable" to the user's current needs and purposes".

Global digital divide

The concept of the "digital divide" was first applied to the disparity in Internet access between rural and urban areas within the same country. Applying the concept of 'digital divide' to the global situation, we have what is known as the *global digital divide*, which reflects the digital inequalities among nations of the world. What is important is that the global digital divide has "economic, educational, and social aspects" that influence the levels of information communication technology development in each country. A 2002 World Economic Forum report on the global digital divide found that, "88% of all Internet users are from industrialised countries that comprise only 15% of the world's population".

The global digital divide is a term used to describe great disparities in opportunity to access the Internet and the information and educational/business opportunities tied to this access between developed and developing countries. Unlike the traditional notion of the "digital divide" between social classes, the "global digital divide" is essentially a geographical division. The expression relates to the disparity between the less developed nations and the more developed nations in the world, which causes some countries to fall behind in technology, education, labor, democracy, and tourism, etc.

Countries with a wide availability of Internet access can advance the economics of that country on a local and global scale. In today's society, jobs and education are directly related

to the Internet. The advantages that come from the Internet are so significant that neglecting them would leave a company vulnerable in a changing market.

In countries where the Internet and other technologies are not accessible, education suffers, and uneducated people and societies that are not benefiting from the information age, cannot be competitive in the global economy. This makes these countries—which tend to be developing countries—suffer greater economic downfall, while richer countries advance their education and economy.

Digital divide and e-democracy

The concepts of e-democracy and e-governance may be new to many, but a lot of ordinary citizens today are becoming aware that computer and internet can have significant effects on the way democracy works. Many agree that blogs, wikis, e-mails, websites, etc can have considerable impact on the government. It has shown promise in improving electoral administration and reducing fraud; particularly positive has been the reception of e-government services related to online delivery of government services, replacing the need for people to queue in traditional offices.

One of the main problems associated with the digital divide as applied to a liberal democracy is the capacity to participate in the new public space, the cyberspace - as in the extreme case, exclusively computer-based democratic participation (deliberation forums, online voting, etc) could mean that no access meant no vote. Therefore, there is a risk that some social groups—those without adequate access to or knowledge of IT — will be under-represented (or others over-represented) in the policy formation processes and this would be incompatible with the equality principles of democracy. Proponents of the open content, free software, and open access social movements believe that these movements help equalise access to digital tools and information.

Overcoming the digital divide

Projects like 'One Laptop One Child' offer a partial solution to the global digital divide; these projects tend to rely heavily upon open standards and free open source software. They offer inexpensive laptop computer intended to be distributed to children in developing countries around the world, to provide them with access to knowledge.

Programmer and free software advocate Richard Stallman has highlighted the importance of free software among groups concerned with the digital divide such as the World Summit on the Information Society.

Organisations such as Geekcorps, EduVision and others also help to overcome the digital divide. They often do so through the use of education systems that draw on information technology. The technology they employ often includes low-cost laptops/subnotebooks, handhelds (e.g., Simputer, E-slate, etc), tablet PCs, Mini-ITX PCs and low-cost WiFi-

extending technology as cantennas and WokFis in addition to other information technology material usable in the classroom.

In *Digital Nation*, Anthony G. Wilhelm calls on politicians to develop a national ICT agenda. International cooperation between governments have begun, aiming at dealing with the global digital divide. The United Nations is aiming to raise awareness of the divide by way of the **World Information Society Day** on May 17 every year. It also set up the Information and Communications Technology (ICT) Task Force in November 2001.

Some cities in the world have started programs to bridge the digital divide for their residents, school children, students, parents and the elderly. One such program, founded in 1996, was sponsored by the city of Boston and called the Boston Digital Bridge Foundation. It especially concentrates on school children and their parents, helping to make both equally and similarly knowledgeable about computers, using application programs, and navigating the Internet.

Cyberspace at Everyone's Service

One of the most important concerns about the Internet involves what today is called the digital divide—a form of discrimination dividing the rich from the poor, both within and among nations, on the basis of access, or lack of access, to the new information technology. In this sense it is an updated version of an older gap between the 'information rich' and 'information poor'.

The expression 'digital divide' underlines the fact that individuals, groups, and nations must have access to the new technology in order to share in the promised benefits of globalisation and development and not fall further behind. It is imperative that the gap between the beneficiaries of the new means of information and expression and those who do not have access to them...not become another intractable source of inequity and discrimination. Ways need to be found to make the Internet accessible to less advantaged groups, either directly or at least by linking it with lower-cost traditional media. Cyberspace ought to be a resource of comprehensive information and services available without charge to all, and in a wide range of languages. Public institutions have a particular responsibility to establish and maintain sites of this kind.

As the new global economy takes shape, the Church is concerned that the winner in this process will be humanity as a whole and not just a wealthy elite that controls science, technology and the planet's resources; this is to say that the Church desires a globalisation which will be at the service of the whole person and of all people.

(*Ethics in Internet* 10)

Gap real or perceived

The existence of a digital divide is not universally recognised. Compaine (2001) argues it is a *perceived* gap. According to him, technology gaps are relatively transient; hence the digital divide should soon disappear in any case. The knowledge of computers will become less important as they get smarter and easier to use. In the future people will not need high-tech skills to access the Internet and participate in e-commerce or e-democracy. Thus Compaine argues that a digital divide "is not the issue to expend substantial amounts or funds nor political capital".

The geographical divide

It is argued that developed nations with the resources to invest in and develop ICT infrastructure are reaping enormous benefits from the information age, while developing nations are trailing along at a much slower pace. This difference in rates of technological adoption has led to the widening of the economic disparity between the most developed nations of the world (primarily Canada, the United States, Japan, South Korea, Western Europe and Australasia) and the underdeveloped and developing ones (primarily some Latin American countries, Africa, and Southeast Asia), thus creating a geographical digital divide. This global divide is often characterised as falling along what is sometimes called the north-south divide of "northern" wealthier nations and "southern" poorer ones.

Despite the explosive growth of the Internet access and use in developing countries, a disproportionate number of users are still concentrated in developed countries, especially the United States. The G8 countries (Canada, France, Germany, Italy, Japan, Russia, the UK and the US) are home to almost 50% of the world's total Internet users even though they had just 15% of the world's population (WSIS, 2005). For instance, Denmark has more than twice the international Internet bandwidth than the whole of Latin American and the Caribbean combined (WSIS, 2005).

Even within the Americas, it has its own North-South divide: the United States and Canada have roughly six times the Internet penetration rate of the countries of Central and South America and the Caribbean (WSIS, 2005, Americas section).

Asia-Pacific region is the world's most diverse region and it also has the most pronounced digital divide (WSIS, 2005, Asia-Pacific section). The Internet penetration ranges from below 1% in countries like Bangladesh, to above 65% in countries like Australia and Republic of Korea (WSIS, 2005, Asia-Pacific section). The top three countries in terms of broadband penetration were Republic of Korea, Hong Kong (China) and Netherlands in 2004 (WSIS, 2005).

The differences in the Internet penetration rate both within and between countries are contributed by socioeconomic, technological and linguistic factors. High costs, economic priorities, English language dominance, disparity in literacy rate are some of the barriers for disadvantaged communities to be overcome.

Appropriate public policies and regulatory frameworks in telecommunication, social resources, education and infrastructure are needed for the developing countries to narrow the gap. The disadvantaged social groups or nations may be increasingly excluded from knowledge based societies and economies and continued to be affected by the social inequality.

The promise and potential of the Internet

The Internet has been hailed as a "great equalizer," allowing the smallest of businesses to access markets and have a presence that allows them to compete against the giants of their industry. It is also a revolutionary technological tool that enables efficient transfer of information on a global scale. This global information could be used for international trade, online digital libraries, online education, telemedicine, e-government and many other applications that would solve vital problems in the developing world. Norris states that, "in poorer villages and isolated communities, a well-placed computer, like a communal well or an irrigation pump, may become another development tool, providing essential information about storm warnings and crop prices for farmers, or medical services and legal land records for villagers" (Norris, 2001).

The fundamental commonality of this class of problems is the realisation that the developed nations have in abundance many of the resources that the developing ones could use to solve some of their problems, but geographical, political, philosophical, ideological, and cultural barriers exist that make it difficult or impossible for these solutions to be transferred effectively.

Sources of widespread public information such as broadcast television, telephone services, educational institutions and public libraries are considered a norm in developed countries. In developing countries, however, these modes of communication and information sources are not easily accessible. This limits citizens' ability to gather information and coordinate with each other to solve their problems. The Internet's ability to promote the efficient dissemination of information promises huge improvements to internal communications in and among developing countries.

Bridging the digital divide

Minimising the global digital divide requires considering and addressing the following types of access:

- **Physical access:** Individuals need to obtain access to computers, landlines, and networks in order to access the Internet.

- **Financial access:** The cost of ICT applications, technician and educator training, software, maintenance and infrastructures require ongoing financial support.

- **Cognitive access:** In order to use computer technology, a certain level of information literacy is needed. Further challenges include information overload and the ability to find and use reliable information.

- **Design access:** Computers need to be accessible to individuals with different learning and physical abilities.

- **Content access:** It is thought that most of the Internet's content is written in rather academic or business style and thus is not directly applicable at the grassroots level. Another type of content access is language as most of the content available on the Internet is in English.

- **Production access:** To be truly sophisticated and fluent in the emerging broadband, interactive environment, users need the confidence and capacity to be able to produce their own content for their own local consumption.

- **Institutional access:** In poor countries where computer access is limited, it is needed that access is offered through schools, community centers, religious institutions, cybercafés, or post offices.

- **Political Access:** It is believed that democratic political regimes enable a faster growth of the Internet than authoritarian or totalitarian regimes.
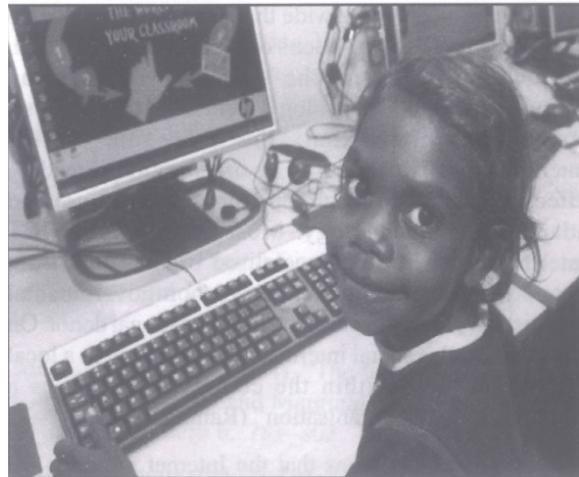

A Key Human Right

"In the twenty-first century, the capacity to communicate will almost certainly be a key human right. Eliminating the distinction between the information-rich and information-poor is also critical to eliminating economic and other inequalities between North and South, and to improve the life of all humanity."

- Nelson Mandela

Solutions

In developing countries, "internet use has taken place overwhelmingly among the upper-income, educated, and urban segments" (James, 2008) largely due to the high literacy rates of this sector of the population. Hence, part of the solution requires that developing countries first build up the literacy/language skills, computer literacy, and technical competence that low-income and rural populations need in order to make use of ICT. The Pontifical Council for Social Communication, in its document 'Ethics in Internet,' says "Determined action in the private and public sectors is needed to close and eventually eliminate the digital divide" (Ethics in Internet 17).

From an economic perspective, Pick & Azari (2008) state that "in developing nations…foreign direct investment (FDI), primary education, educational investment, access to education, and government prioritisation of ICT is all important". Specific solutions proposed by the study include: "invest in stimulating, attracting, and growing creative technical and scientific workforce; increase the access to education and digital literacy; reduce the gender divide and empower women to participate in the ICT workforce; emphasise investing in intensive Research and Development for selected metropolitan areas and regions within nations" (Pick & Azari, p. 111).
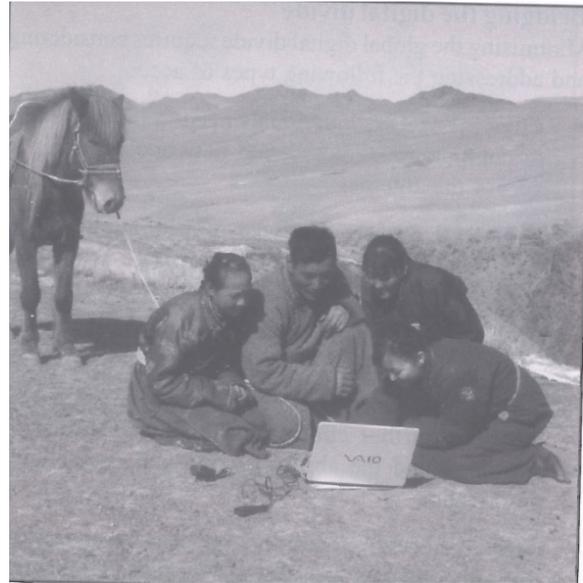
There are projects worldwide that have implemented, to various degrees, the solutions outlined here. Many such projects have taken the form of Information Communications Technology Centers (ICT centers). Rahnman explains that "the main role of ICT intermediaries is defined as an organisation providing effective support to local communities in the use and adaptation of technology. Most commonly an ICT intermediary will be a specialised organisation from outside the community, such as a non-governmental organisation, local government, or international donor. On the other hand, a social intermediary is defined as a local institution from within the community, such as a community-based organisation" (Rahman, 2006).

Other proposed solutions that the Internet promises for developing countries are the provision of efficient communications within and among developing countries, so that citizens worldwide can have efficient communications within and among developing countries. Grammen Banks and Kiva loans are two microcredit systems designed to help citizens worldwide to contribute online towards entrepreneurship in developing communities. Economic opportunities range from entrepreneurs who can afford the hardware and

broadband access required to maintain Internet cafés to agribusinesses having control over the seeds they plant.

Internet Can Unite or Divide

Paradoxically, the very forces which can lead to better communication can also lead to increasing self-centeredness and alienation. The Internet can unite people, but it also can divide them, both as individuals and as mutually suspicious groups separated by ideology, politics, possessions, race and ethnicity, intergenerational differences, and even religion. Already it has been used in aggressive ways, almost as a weapon of war, and people speak of the danger of 'cyber-terrorism.' It would be painfully ironic if this instrument of communication with so much potential for bringing people together reverted to its origins in the cold war and became an arena of international conflict.

(*Ethics in Internet* 9)

References

Azam, M. (2007). Working Together Toward the Inclusive Digital World. Digital Opportunity Forum. Unpublished manuscript. Retrieved July 17, 2009, from http://www.dof.or.kr/pdf/Bangladesh%5BPPT%5D.pdf

James, J. (2004). Information Technology and Development. NY: Routledge.

James, J. (2008). Digital Divide Complacency: Misconceptions and Dangers. The Information Society, 24, 54-61.

Mehra, Bharat et al (2004). "The Internet for Empowerment of Minority and Marginalized Users", *New Media and Society* 6: 781–802.

Norris, P. (2001). *Digital Divide : Civic Engagement, Information Poverty, and the Internet Worldwide*, Cambridge University Press, Cambridge.

Pick, J. & Azari, R. (2008). "Global Digital Divide: Influence of Socioeconomic, Governmental,and Accessibility Factors on Information Technology". *Information Technology for Development*, 14(2), 91-115

Rahman, H. (2006). *Empowering Marginal Communities and Information Networking*. Hershey, Pennsylvania: Idea Group Publishing.

Servon, Lisa (2002), *Bridging the Digital Divide: Technology, Community, and Public Policy*, Malden, MA: Blackwell, ISBN 0-631-23242-7 .

World Summit on the Information Society (WSIS). (2008). ICTs in Africa: Digital Divide to Digital Opportunity. Retrieved July 17, 2009 from http://www.itu.int/ newsroom/ features/ict_africa.html

New Media the Changing Face of Communication

Louis Kumpiluvelil SDB

Objective: To understand the meaning of the term New Media and to become familiar with some of the important concepts and products of New Media.

In every generation there has been Old Media and New Media. At one time, books and newspapers were old media and radio and television were the new media. Today, we use the term new media to refer to media forms and media content that are created and shaped by today's technology. As new media evolve, old ones change forms—like the traditional newspapers bringing out their online editions—to suit the needs of the time and technology.

At the centre of today's new media we have the computer and the internet. The invention of the World Wide Web (www) was another major step in the communication revolution. While the Internet is a network of interconnected computers, the www consists of the internconnected contents of the millions of computers (interconnected documents). We all see how the Internet-driven new media are radically affecting our society, our relationships and the way we communicate to each other. The rapid growth of instantaneous, decentralised communication is often deemed likely to change mass media and its relationship to society.

Today's new media includes a host of new media products that have their origin in the computer and the internet. Concepts such as social networking, social media, network society, media convergence and innovations like blogging, texting, podcasting and so on are some of the elements that make up the new media.

Interactivity is the key term in new media. Internet replaces the 'one-to-many' model of traditional mass communication with the possibility of a 'many-to-many' web of communication. Any individual with the appropriate technology can now produce his or her online media with images, text, and sound, and make them available to the whole world. So the new media with technology convergence shifts the model of mass communication.

In this chapter we shall take a quick glance at the many factors and actors of the New Media stage.

Media Convergence

Convergence is a key concept in New Media. Convergence of media occurs when multiple products come together to form one product with the advantages of all of them. Some expect we will eventually access all media content through one device, often referred to as 'black box'. As such, media business practice has been to identify the next 'black box' to invest in and provide media for. This has caused a number of problems.

Mobile phones are another good example, in that they increasingly incorporate digital cameras, mp3 players, camcorders, voice recorders, and other devices.

Media convergence is a concept in which old and new media intersect; when grassroots and corporate media intertwine in such a way that the balance of power between media producers and media consumers shifts in unpredictable ways.

Media convergence is not just a technological shift or a technological process, it also includes shifts within the industrial, cultural, and social paradigms that encourage the consumer to seek out new information. Convergence, simply put, is how individual consumers interact with others on a social level and use various media platforms to create new experiences, new forms of media and content that connect us socially, and not just to other consumers, but to the corporate producers of media in ways that have not been as readily accessible in the past.

However, convergence can have its downside. Particularly in their initial forms, converged devices are frequently less functional and reliable than their component parts (e.g. a DVD may perform better on a traditional DVD player than on a gaming console). As the number of functions in a single device escalates, the ability of that device to serve its original function decreases.


Media convergence
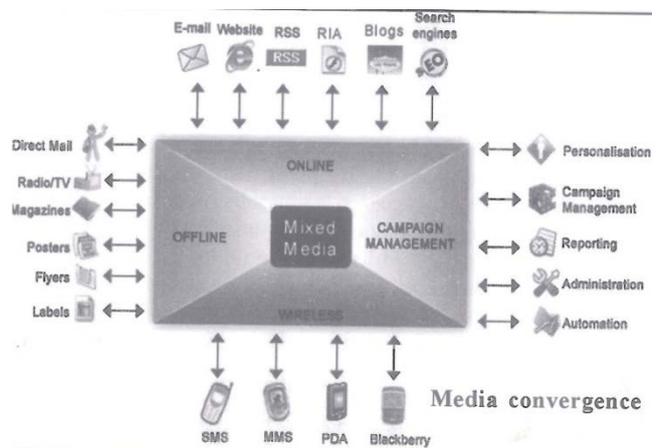
Virtual Community

A **virtual community** is a group of people that primarily interact via communication media such as email, internet-based social network services or instant messages rather than through face to face interaction. If the mechanism is a computer network, it is often called an **online community**.

Virtual and online communities have also become a supplementary form of communication between people who know each other primarily in real life. In virtual communities, there need not necessarily be a strong bond among the members, although Howard Rheingold (1993) mentions that virtual communities form 'when people carry on public discussions long enough, with sufficient human feeling, to form webs of personal relationships.'

In other words, we could describe a virtual community as a communication and information system of social networks whose participants share a common interest, idea, task or goal that interact in a virtual society across time, geographical and organisational boundaries and where they are able to develop personal relationships. Some refer to virtual communities as mere 'online social networks'.

Online communities depend upon social interaction and exchange between users online. This emphasises the reciprocity element of the unwritten social contract between community members.

The web 2.0 wave of online community arrived in the early 2000s and is essentially characterised by virtual communities such as Flickr, Facebook, and others. A similar trend is starting to emerge within businesses where online or virtual communities are taking hold. These communities can be organisational, regional or topical depending on the business. From a technical perspective, software tools abound to create and nurture these communities including Yahoo Groups, Google Groups, LISTSERV, Microsoft Sharepoint and Lotus Connections.
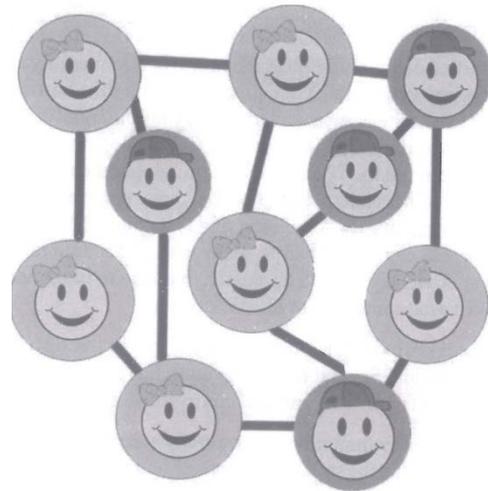
Different virtual communities have different levels of interaction and participation among their members. This ranges from adding comments or tags to a blog or message board post to competing against other people in online video games.

Virtual Community

Not unlike traditional social groups or clubs, virtual communities often divide into cliques or even separate to form new communities.

The Ultimate Facebook

Jesus is tapping on the homepage of your heart. He wants to text the truth of God's mercy on your soul. He is the Word, the ultimate Facebook of God and invites you to be his friend. Jesus does not twitter. Rather, he wants to connect with you personally… He is the IP address of the way, the truth and the life.

- Bishop Jaime Soto of Sacramento, USA,
in a homily to young people

Virtual communities, of course, are usually dispersed geographically, and therefore are not communities under the original definition. Some online communities are linked geographically, and are known as community websites. However, if one considers communities to simply possess boundaries of some sort between their members and non-members, then a virtual community is certainly a community.

The term 'virtual community' is attributed to the book *The Virtual Community* by Howard Rheingold, published in 1993. Rheingold pointed out the potential benefits for personal psychological well-being, as well as for society at large, of belonging to such a group. His comment on the first page of his book illustrates the social networks in the virtual society: "My seven year old daughter knows that her father congregates with a family of invisible friends who seem to gather in his computer. Sometimes he talks to them, even if nobody else can see them. And she knows that these invisible friends sometimes show up in the flesh, materializing from the next block or the other side of the world."

Membership life cycle

A membership life cycle for online communities was proposed by Amy Jo Kim (2000). It states that members of virtual communities begin their life in a community as visitors, or lurkers. After breaking through a barrier, people become novices and participate in community life. After contributing for a sustained period of time they become regulars. If they break through another barrier they become leaders, and once they have contributed to the community for some time they become elders. This life cycle can be applied to many virtual communities, most obviously to bulletin boards, but also to blogs and wiki-based communities like Wikipedia.

Successful online communities motivate online participation. Several research studies have investigated methods of motivating participation in virtual communities.

Most online communities grow slowly at first, due in part to the fact that the strength of motivation for contributing is usually proportional to the size of the community. As the size of the potential audience increases, so does the attraction of writing and contributing. This, coupled with the fact that organisational culture does not change overnight, means creators can expect slow progress at first with a new virtual community. As more people begin to participate, however, the motivations will increase, creating a virtuous cycle in which more participation begets more participation.
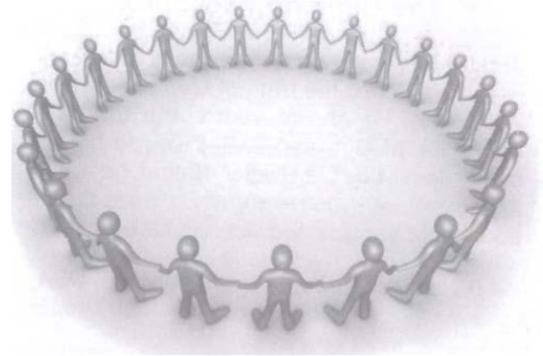
Social Network Society

The term **Network Society** was coined in Dutch by Jan van Dijk in his 1991 book *The Network Society.* In 1978 James Martin used the related term 'The Wired Society' indicating a society that is connected by mass- and telecommunication networks. For Van Dijk a 'network society' is a form of society that increasingly organising its relationships in media networks, gradually replacing or complementing the social networks of face-to-face communication. Personal communication is replaced by digital technology.

According to Castells, a network society is about social networks which process and manage information and are using micro-electronic based technologies. The diffusion of a networking logic substantially modifies the operation and outcomes in processes of production, experience, power, and culture.

According to Van Dijk, in a Network Society interpersonal, organisational, and mass communication come together. People become linked to one another and have access to information and communication with one another constantly. Using the internet brings the "whole world" into homes and work places.

According to Castells, networks constitute the new social morphology of our societies. Websites such as 'Facebook' and 'MySpace' are prime examples of Network Society at work. These sites allow people all over the world to communicate through digital means without face to face contact. Other means include instant messenger servers, such as AIM and IChat, and email servers, including Hotmail, Yahoo Mail, AOL Mail, and many others. All of these web services provide means for people to communicate without personal contact. This demonstrates how the ideas of society changing will affect the persons we communicate over time.

Social Network Service

A **social network service** focuses on building online communities of people who share interests and/or activities, or who are interested in exploring the interests and activities of others. Most social network services are web based and provide a variety of ways for users to interact, such as e-mail and instant messaging services. Social networking has encouraged new ways to communicate and share information. Social networking websites are being used regularly by millions of people.

The main types of social networking services are those which contain category divisions (such as former school-year or classmates), means to connect with friends (usually with self-description pages) and a recommendation system linked to trust. Popular methods now combine many of these, with Facebook, MySpace, Twitter, LinkedIn, and Orkut which are among the most widely used in the world.

Development

The early network communities focused on bringing people together to interact with each other through chat rooms, and share personal information and ideas around any topics via personal homepage publishing tools which was a precursor to the blogging phenomenon.

In general, social networking services allow users to create a profile for themselves, and can be broken down into two broad categories: internal social networking (ISN); and external social networking (ESN) sites such as MySpace, Facebook, Twitter and Bebo. Both types can increase the feeling of community among people. An ISN is a closed/private community that consists of a group of people within a company, association. An ESN is open/public and available to all web users to communicate and are designed to attract advertisers.

However, whether specialised or generic, there is commonality across the general approach of social networking sites. Users can upload a picture of themselves, create their 'profile' and can often be 'friends' with other users.

Several social networks in Asian markets such as India, China, Japan and Korea have reached not only a high usage but also a high level of profitability.

Mobile Social networks

Lately, mobile social networking has become popular. In most mobile communities, mobile phone users can create their own profiles, make friends, participate in chat rooms, create chat rooms, hold private conversations, share photos, videos, and share blogs by using their mobile phone. Mobile phone users are basically open to every option that someone sitting with a computer has. Some companies provide wireless services which allow their customers to build their own mobile community and brand it.

Another social networking feature in a professional aspect is LinkedIn.com. This social network allows professionals to exchange information, opportunities, and ideas. Professionals are able to stay informed with new knowledge about their field.

Businesses find that social networking sites such as Facebook and Twitter are great ways to build their brand image. They use social media for various purposes, e.g., to create brand awareness, as an online reputation management tool, for recruiting, for learning about new technologies and competitors, and as a tool to intercept potential prospects.

Access to information

Many social networking services, such as Facebook, provide the user with a choice of who can view their profile. This prevents unauthorised users from accessing their information. To edit information on a certain social networking service account, the social networking sites require you to login or provide an access code. This prevents unauthorised users from adding, changing, or removing personal information, pictures, and/or other data.

Potential for misuse

The relative freedom afforded by social networking services has caused concern regarding its potential for misuse by individuals. In October 2006, a fake MySpace profile created in the name of Josh Evans by Lori Janine Drew was said to have led to the suicide of Megan Meier. The event incited global concern regarding the use of social networking services for bullying purposes.

In addition, there is a perceived privacy threat in relation to placing too much personal information in the hands of large corporations or governmental bodies, allowing a profile to be produced on an individual's behavior on which decisions, detrimental to an individual, may be taken.

There have been growing concerns about users giving out too much personal information and the threat of sexual predators. Citizens and governments have been concerned by a misuse of social network services, particularly in relation to online sexual predators.

Another serious concern is the danger of data theft or viruses. However, large services, such as MySpace, often work with law enforcement to try to prevent such incidents. Furthermore,

there is an issue over the control of data—information that was altered or removed by the user may in fact be retained and/or passed to third parties.

Social network services are increasingly being used in legal and criminal investigations. Information posted on sites such as MySpace and Facebook has been used by police (forensic profiling), probation and university officials to prosecute users of said sites. In some situations, content posted on MySpace has been used in court.

Government applications

Social networking is being used by various government agencies. Social networking tools serve as a quick and easy way for the government to get the opinion of the public and the keep the public updated on their activity.

NASA has taken advantage of a few social networking tools, including Twitter and Flickr. They are using these tools to aid the Review of U.S. Human Space Flight Plans Committee, whose goal it is to *ensure that the nation is* on a vigorous and sustainable path to achieving its boldest aspirations in space.

Blogging

A **blog** (a contraction of 'weblog') is a type of website, usually maintained by an individual with regular entries of news, descriptions of events, or other material such as graphics or video. Blog can also be used as a verb, meaning 'to maintain or add content to a blog'.

Many blogs provide news on a particular subject; others function as more personal online diaries. A typical blog combines text, images, and links to other blogs, web pages, and other media related to its topic. The facility for readers to leave comments in an interactive format is an important part of many blogs.

The term 'weblog' was coined by Jorn Barger in 1997. The short form, 'blog', was coined by Peter Merholz, who jokingly broke the word *weblog* into *we blog* in the sidebar of his blog in 1999. Blog is used both as a noun and verb.

There are many different types of blogs, differing not only in the type of content, but also in the way that content is delivered or written.

The **personal blog** is an ongoing diary of news or comments by an individual. Most blogs are of this type. Blogs often become more than a way to just communicate; they become a way to reflect on life or works of art. Some personal blogs quickly gain extensive following.

Corporates use blogs internally to enhance communication and culture within the orgnisation, or externally for marketing, branding or public relations purposes. Such blogs are called **corporate blogs**.

Some blogs focus on a particular subject, such as political blogs, travel blogs, fashion blogs, education blogs, classical music blogs, quizzing blogs and legal blogs and dreamlogs.

Though not a legitimate type of blog, there is something called **Splog**, which is a blog used for the sole purpose of spamming.

A blog comprising videos is called a **vlog**, one comprising links is called a **linklog**, a site containing a portfolio of sketches is called a sketchblog or one comprising photos is called a **photoblog**.

The Blogosphere

The collective community of all blogs is known as the *blogosphere*. Since all blogs are on the internet by definition, they may be seen as interconnected and socially networked, through blogrolls, comments, linkbacks (refbacks, trackbacks or pingbacks) and backlinks. Discussions 'in the blogosphere' have been used by the media as a gauge of public opinion on various issues.

Blog search engines

Several blog search engines are used to search blog contents, such as Bloglines, BlogScope, and Technorati. Technorati, which is among the most popular blog search engines, provides current information on both popular searches and tags used to categorise blog postings. The research community is working on going beyond simple keyword search, by inventing new ways to navigate through huge amounts of information present in the blogosphere, as demonstrated by projects like BlogScope.

Blogging and advertising

It is common for blogs to feature advertisements either to financially benefit the blogger or to promote the blogger's favorite causes. The popularity of blogs has also given rise to 'fake blogs' in which a company will create a fictional blog as a marketing tool to promote a product.

Popularity

Researchers have analysed the dynamics of how blogs become popular. There are essentially two measures of this: popularity through citations, as well as popularity through affiliation (i.e. blogroll).

Many mainstream journalists, meanwhile, write their own blogs. The first known use of a blog on a news site was in August 1998, when Jonathan Dube of the *Charlotte Observer* published one chronicling 'Hurricane Bonnie.'

Many established authors, have started using Blogs to not only update fans on their current works but also to expand into new areas of writing.

Legal problems

Blogging can result in a range of legal liabilities and other unforeseen consequences. Several cases have been brought before courts against bloggers concerning issues of defamation or liability.

In the United States, blogger Aaron Wall was sued by Traffic Power for defamation and publication of trade secrets in 2005. The case was watched by many bloggers because it addressed the murky legal question of who is liable for comments posted on blogs. The case was dismissed for lack of personal jurisdiction, and Traffic Power failed to appeal within the allowed time.

In 2009, NDTV issued a legal notice to an Indian blogger Chetan Kunte for 'abusive free speech' regarding a blog post criticising their coverage of the Mumbai attacks. The blogger unconditionally withdrew his post, replacing it with legal undertaking and an admission that his post had been 'defamatory and untrue' which resulted in several Indian bloggers criticizing NDTV for trying to silence critics.

Blogging can sometimes have unforeseen consequences in politically sensitive areas. Blogs are much harder to control than broadcast or even print media. As a result, totalitarian and authoritarian regimes often seek to suppress blogs and/or to punish those who maintain them.

Though often seen as partisan gossips, bloggers sometimes lead the way in bringing key information to public light, with mainstream media having to follow their lead. More often, however, news blogs tend to react to material already published by the mainstream media. Meanwhile, an increasing number of experts blogged, making blogs a source of in-depth analysis.

Microblogging

Microblogging is a form of blogging that allows users to send brief text updates or micromedia such as photos or audio clips and publish them, either to be viewed by anyone or by a restricted group which can be chosen by the user. These messages can be submitted by a variety of means, including text messaging, instant messaging, email, digital audio or the web.
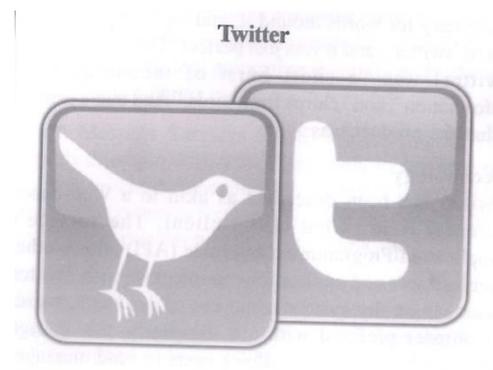
The content of a microblog differs from a traditional blog in that it is typically smaller in actual size and aggregate file size. A single entry could consist of a single sentence or fragment or an image or a brief 10-second video. But, still, its purpose is similar to that of a traditional blog.

Among the most notable microblogging services are Twitter, Tumblr, Plurk, Squeelr, and Jaiku. Recently some of them have come with added features. Squeelr has added geolocation and pictures to the microblog, while eliminating user accounts, making it an anonymous microblogging service. Plurk has a timeline view which integrates video and picture sharing. Pownce has integrated microblogging with file sharing and event invitations.

Usages

Twitter, Facebook and other microblogging services are also becoming a platform for marketing and public relations, with a sharp growth in the number of *social media marketers*.

Microblogging services have also emerged as an important source of real-time news updates for recent crisis situations, such as Mumbai terror attacks. The short nature of updates allow users to post news items quickly in real-time, reaching its audience in seconds.

Microblogging for organisational use

Microblogging has the potential to become a new informal communication medium especially for collaborative work. Over the last few years communication patterns have shifted primarily from face-to-face communication to more online communication using E-mail, IM, and other tools. As more collaboration is being done remotely through technology, there are relatively fewer opportunities for face to face informal conversations. In addition, because of time constraints at work due to employee downsizing there is more concern about interruptions along with convenience brought by IM and E-mail.

Many individuals like sharing the whereabouts and status updates in mcroblogging. This highlights microblogging's potential to support informal communication among co- workers. The areas it impacts are the informational effects and social and emotional effects. The informational effects include increased information sharing, expertise realising, building and maintaining common ground. The social and emotional effects are mainly enhancing the feeling of connectedness among co-workers.

Twitter

Twitter is a free social networking and micro-blogging service that enables its users to send and read messages known as *tweets*. Tweets are text-based posts of up to 140 characters displayed on the author's profile page and delivered to the author's subscribers who are known as *followers*. Senders can restrict delivery to those in their circle of friends or, by default, allow open access. Users can send and receive tweets via the Twitter website, Short Message Service (SMS) or external applications. While the service costs nothing to use, accessing it through SMS may incur phone service provider fees.

Since its creation in 2006 by Jack Dorsey, Twitter has gained notability and popularity worldwide. It is sometimes described as the 'SMS of the Internet' since the use of Twitter's

application programming interface for sending and receiving short text messages by other applications often eclipses the direct use of Twitter.

What if ?

I wonder what would happen
if we treated our Bible
like we treat our cell phones?
What if we carried it around in our purses or pockets?
What if we turned back to go get it if we forgot it?
What if we flipped through it several times a day?
What if we used it to receive messages from the text?
What if we treated it like we couldn't live without it?
What if we gave it to kids as gifts?
What if we used it as we travelled?
What if we used it in case of an emergency?
What if we upgraded it to get the latest version?

And this is something to make you go...hmmm...where is my Bible?

Oh, and one more thing.
Unlike our cell phone, we don't ever have to worry about our Bible being disconnected because Jesus already paid the bill!

History

Jack Dorsey, the creator of Twitter explains how the name Twitter was born. 'In the beginning it actually didn't have a name. We were trying to name it,... we liked the SMS aspect, and how you could update from anywhere and receive from anywhere. We wanted to capture that in the name — we wanted to capture that feeling: the physical sensation that you're buzzing your friend's pocket. It's like buzzing all over the world. So we did a bunch of name-storming, and we came up with the word 'twitch', because the phone kind of vibrates when it moves. But 'twitch' is not a good product name because it doesn't bring up the right imagery. So we looked in the dictionary for words around it, and we came across the word 'twitter', and it was just perfect. The definition (of twitter) was "a short burst of inconsequential information", and "chirps from birds." And that's exactly what the product was.'
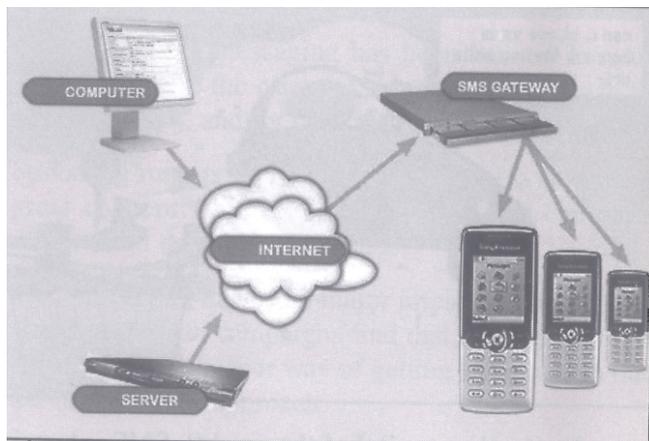
Technology

Twitter has been described as akin to a Web-based Internet Relay Chat (IRC) client. The service's Application Programming Interface (API) allows other web services and applications to integrate with Twitter. Searches on the system make use of *hashtags*, words or phrases prefixed with a #. Similarly, the @ sign followed by a username allows users to send messages directly to each other.

Through SMS, users can communicate with Twitter through five gateway numbers: short codes for the United States, Canada, India, New Zealand, and an Isle of Man-based number for international use. There is also a short code in the United Kingdom which is only accessible to those on the Vodafone and O2 networks. Technology author Steven Johnson describes the basic mechanics of Twitter as "remarkably simple."

Use in emergencies

During the 2008 Mumbai attacks eyewitnesses sent an estimated 80 tweets every 5 seconds. Twitter users on the ground helped compile a list of the dead and injured. In addition, users sent out vital information such as emergency phone numbers and the location of hospitals needing blood donations. CNN called this 'the day that social media appeared to come of age' since many different groups made significant use of Twitter to gather news and coordinate responses.

In January 2009, US Airways Flight 1549 experienced multiple bird strikes and had to be ditched in the Hudson River. Janis Krums, a passenger on one of the ferries that rushed to help, took a picture of the downed plane as passengers were still evacuating and sent it to Twitpic before any other media arrived at the scene.

Other uses

David Saranga of the Israeli Ministry of Foreign Affairs announced on December 30, 2008, that Israel would be the first government to hold a worldwide press conference via Twitter to take questions from the public about the war against Hamas in Gaza.

In May 2009, astronaut Michael J. Massimino used Twitter to send updates of the Hubble Space Telescope repair mission, the first time Twitter was used in space.

A number of services like Twitter exist, including some which send text messages to multiple people at once. Some services use a similar concept as Twitter but add country-specific services or combine the micro-blogging facilities with other services, such as file sharing. Other services provide similar functionality, but within closed networks for corporations, nonprofits, universities, and other organizations.

Text Messaging

Text messaging or texting is a colloquial term referring to the exchange of brief written messages between mobile phones over cellular networks. While the term most often refers to messages sent using the Short Message Service (SMS), it has been extended to include messages containing image, video, and sound content, such as MMS messages. Individual messages are referred to as 'text messages' or 'texts'.

History

Many companies have claimed to have sent the very first text message, but according to Edward Lantz, the first was sent via a simple Motorola beeper in 1989 by Raina Forteni from New York City to Melbourne Beach, Florida. The first SMS typed on a GSM phone is claimed to have been sent by Riku Pihkonen, an engineering student at Nokia, in 1993. The first hearing impaired person to send a text message was David Jackson in April 1995, a hearing impaired researcher working at the Centre for Deaf Studies within the University of Bristol.

Initial growth of text messaging was slow. Today text messaging is the most widely used mobile data service, with 35% of all mobile phone users worldwide.

Text messaging was reported to have addictive tendencies by the Global Messaging Survey carried out by Nokia in 2001 and was confirmed to be addictive by the Catholic University of Leuven in 2004. The University of Queensland in Australia has found that text messaging is the most addictive digital service on mobile or internet, and is equivalent in addictiveness to cigarette smoking. The text reception habit introduces a need to remain connected.

Uses

Text messaging is most often used between private mobile phone users, as a substitute for voice calls in situations where voice communication is impossible or undesirable. In some regions, text messaging is significantly cheaper than placing a phone call to another mobile phone;

Short Message Services (SMS) are developing very rapidly throughout the world. Its popularity has grown to such an extent that the term *texting* (used as a verb) has entered the common lexicon. Young Asians consider SMS as the most popular mobile phone application.

can u blieve va is banning texting while dri-

Currently, the Philippines alone sends on the average 400 million text messages a day or approximately 142 billion text messages sent a year, more than the annual average
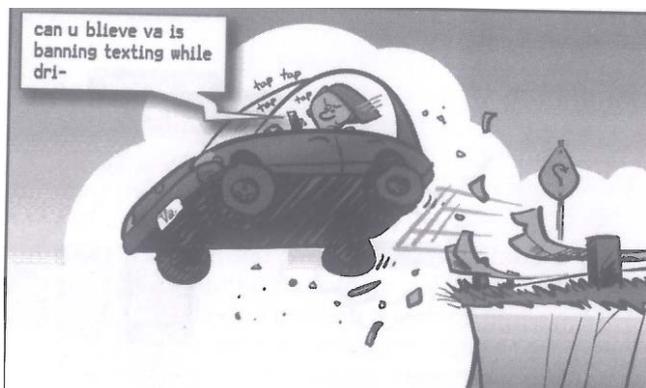
SMS volume of the countries in Europe, and even China and India. No wonder Philippines is referred to as the **'texting capital of the world'**. SMS is hugely popular in India, where youngsters often exchange lots of text messages, and companies provide alerts, infotainment, news, cricket scores update, railway/airline booking, mobile billing, and banking services on SMS.

In business

The use of text messaging for business purposes has grown significantly during the mid 2000s. As companies seek competitive advantages, many employees turn to new technology, collaborative applications, and real-time messaging like SMS, instant messaging, and mobile communications. Some practical uses of text messaging include the use of SMS for sending alerts (e.g. 'The phone system is down'), for confirming delivery or other tasks, and for instant communication between a service provider and a client (e.g. stock broker and investor).

Social impact

The advent of text messaging made possible new forms of interaction which were not possible before. Text messaging has become ubiquitous, and is used wherever mobile phone service is available; for a large group of users, their mobile phones function first as text messaging devices, and secondly as voice calling devices. A person may now carry out a 'conversation' with another user without the constraint of being expected to reply within a short time, and without needing to set time aside to engage in conversation. Mobile phone users can maintain communication during situations in which a voice call is impractical, impossible, or unacceptable. Texting has provided a venue for participatory culture, allowing viewers to vote in online and TV polls, as well as receive information on the move.

Effect on language

The small phone keypad caused a number of adaptations of spelling, as in the phrase 'txt msg', or use of CamelCase, such as in 'ThisIsVeryLame'.

Historically, this language developed out of shorthand used in Bulletin Board Systems and later in internet chat rooms, where users would abbreviate some words to allow a response to be typed more quickly, though the amount of time saved is often inconsequential. However, this became much more pronounced in SMS, where mobile phone users don't generally have access to a QWERTY keyboard as computer users did, more effort is required to type each character, and there is a limit on the number of characters that may be sent.

Predictive text software that attempts to guess words (iTAP) or letters reduces the labour of time-consuming input. This makes abbreviations not only less necessary, but slower to type than regular words which are in the software's dictionary. However it does make the messages longer, often requiring the text message to be sent in multiple parts and therefore costing more to send.

Website portals such as *transl8it* have supported a community of users to help standardise this text speak by allowing users to submit translations, staking claim with their user handle, or to submit top messages and guess the lingo phrases.

Highly publicised reports, beginning in 2002, on the use of text language in school assignments caused some to become concerned that the quality of written communication is on the decline. While some reports claim that schools are having a hard time controlling the problem, the notion that text language is widespread or harmful is refuted by certain people.

Texting while driving

Texting while driving is said to lead to increased distraction behind the wheel. In 2006, Liberty Mutual Insurance Group conducted a survey with more than 900 teens from over 26 high schools in the US. The results showed that 37% of students found texting to be, 'very' or 'extremely' distracting. Later on, a study by the AAA discovered that an alarming 46% of teens admitted to being distracted behind the wheel due to texting. One example of distraction behind the wheel was the Chatsworth train collision in 2008 which killed 25 passengers. Investigation showed that the engineer of that train had sent 45 text messages while operating.

A 2009 experiment with *Car and Driver* editor Eddie Alterman that took place at a deserted air strip showed that texting while driving had a bigger negative impact on driver safety than being drunk. While being legally drunk added 4 feet to Alterman's stopping distance while going 70 mph, reading an email added 36 feet, and sending a text added 70 feet.

In 2009, the Virginia Tech Transportation Institute released the results of an 18 month study which involved placing cameras inside the cabs of more than 100 long haul trucks, which recorded the drivers over a combined driving distance of three million miles. The study concluded that when the drivers were texting, their risk of crashing was 23 times greater than when not texting.

Texting while walking

Texting while walking is a new form of risk on the roads; unlike pedestrians who talk on a mobile phone, texting pedestrians cannot clearly see where they are going. The practice is referred to as 'textwalking'.

Bullying

The use of text messaging has been banned in many schools because the cause of harassment, threats to the school security, and for cheating on tests and plagiarism

Spreading rumors and gossip by text is also an issue of great concern. Text 'bullying' of this sort can cause distress and damage reputations.

Text messaging has had a major impact on the political world. American campaigns find that text messaging is a much easier, cheaper way of getting to the voters than the door-to-door approach.

Orkut

Orkut is a free-access social networking service owned and operated by Google. The service is designed to help users meet new friends and maintain existing relationships. The website is named after its creator, Orkut Büyükkökten, a Turkish software engineer and a Google employee.

Orkut is one of the most visited websites in India. Though originally hosted in California, from August 2008 it is managed and operated from Brazil by Google Brazil.

History

Orkut was launched in January 2004 by Google. The community membership was originally by invitation only. In the first year, the US had the largest user base. Soon Brazil surpassed the US in number of users. Americans then started switching to other similar sites such as MySpace and Friendster.

A user first creates a 'Profile', in which the he/she provides 'Social', 'Professional' and 'Personal' details. Users can also add videos to their profile from either YouTube or Google Video with the additional option of creating either restricted or unrestricted polls for polling a community of users. There is an option to integrate GTalk (An instant messenger from Google) with Orkut enabling chatting and file sharing. Users can directly chat from orkut page.

Orkut's competitors are other social networking sites including MySpace and Facebook. Ning is a more direct competitor, as they allow creation of Social Networks which are similar to Orkut's communities.

Fake profiles and hate groups

As with other online social networking communities, a number of fake and cloned profiles exist on Orkut. There has been controversy revolving around the use of Orkut by various hate groups. Virulent racists and religious fanatics allegedly have a solid following there.

In October 2006, the Bombay High Court's Aurangabad bench served a notice on Google for allowing a hate campaign against India. This referred to a community on Orkut called 'We Hate India'. The community was deleted. This occasioned the appearance of 'We hate those who hate India' communities.

The cyber police in India have entered into an agreement with Orkut to have a facility to catch and prosecute those misusing Orkut since complaints are rising.

Podcast

A podcast is a series of digital media files, either audio or video, that is released and downloaded through web syndication. The mode of delivery is what differentiates podcasts from other ways of accessing media files over the Internet, such as simple download or streamed webcasts: special client software applications known as *podcatchers* (like iTunes, Zune, Juice, and Winamp) are used to automatically identify and download new files in the series when they are released by accessing a centrally-maintained web feed that lists all files associated with the series. New files can thus be downloaded automatically by the podcatcher and stored locally on the user's computer or other device for offline use, giving simpler access to episodic content.

The term podcast is derived from 'iPod' and 'broadcast'. Like the term *broadcast*, *podcast* can refer either to an ongoing series or episodes of a particular program. A *podcaster* is the person who creates the content. The most common audio file format used is MP3.

References

Atton, Chris (2003) "Reshaping Social Movement Media for a New Millennium," in *Social Movement Studies*, 2.

Castells, Manuel (1996). *Rise of the Network Society The Information Age: Economy, Society and Culture*. Vol 1, Massachusetts, Blackwell Publishing

Lister, Martin, et al (2003). *New Media: A Critical Introduction,* London, Routledge.

Manovich, Lev (2001). *The Language of New Media,* Cambridge and London, MIT Press.

Parsell, M. (2008). Pernicious Virtual Communities: Identity, Polarisation and the Web 2.0. *Ethics and Information Technology*. Volume 10, Number 1: 41-56. http://www.springerlink.com/content/p737755248127761/

Preece, J. (2000). *Online Communities: Supporting Sociability, Designing Usability.* Chichester: John Wiley & Sons Ltd.

Rheingold, Howard (1993). *The Virtual Community* (1st. ed.). Addison-Wesley Pub. Co. http://www.rheingold.com/vc/book/intro.html. Retrieved 29-12-2008.

Thompson, John B. (1995). *The Media and Modernity*. Cambridge: Polity Press.

Internet Its Use, Abuse and Addiction

Louis Kumpiluvelil SDB

Objective: To understand the risks or dangers and the addictive aspect of internet use.

We are living in the information age. Access to information—any type of information—is only a click away, thanks to the internet. Over one billion people in the world have access to the Internet. People go to the Internet for information, entertainment, relationships, support. The number of text messages sent each day is greater than the population of the world. If MySpace were a country, the number of registered users would make it the 11th largest country in the world. The "Digital Continent" will soon be the largest continent on earth.
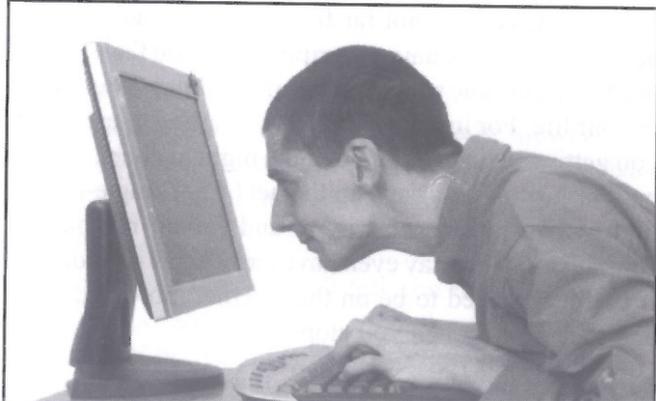
Use of the Internet (also called the Net) has grown faster than all other technologies in history, including the telephone, television, computers, video games and CD players. The internet provides its users with almost everything they want— websites, e-mail, instant messaging, live chat, powerful search engines to find out information, and the possibility to purchase goods and services on-line.

Internet: a mixed blessing

A blessing indeed, but not an un-mixed one; there are risks; there are dangers. People are naturally skeptical when they hear they can get into serious problems because of internet use. Here are some important recent research findings.

- 50% of the people on-line lie about their age, weight, job, marital status and gender.

- 20% of the people going on-line will experience clear negative effects in their life.

- Use of the Internet is a contributing factor in nearly 50% of all family, and relationship problems.

- 11% of the people going on-line are becoming compulsive or addicted.

How could anything that is so useful and appears so safe and innocent looking be unhealthy or dangerous? It is dangerous because the Internet is not like any other gadget that you use in life. The nature of the internet is such that no one is really in control of it. No one has control over the content of the internet.

On the internet, people can go anywhere, see almost anything, find out virtually anything, do anything and be anybody they want. They can act out in ways that are exciting and they can

do it without leaving their chair or being with a real person. Accountability, supervision and social consequences are missing in the virtual world of the Internet.

Potential problems

The potential problems for Internet users are significant and are growing. Studies show that nearly 20% of the people going on-line will encounter one or more of the following problems.

- Personal neglect;

- Compulsive checking and 'clicking';

- Isolation and avoidance from people;

- Lost productivity;

- Depression;

- Marital problems;

- Sexual addiction;

- Gambling away savings;

- Internet abuse in the workplace;

- Academic failure.

Internet a Source for Good

The Internet can make an enormously valuable contribution to human life. It can foster prosperity and peace, intellectual and aesthetic growth, mutual understanding among peoples and nations on a global scale.

(Ethics in Internet 18)

Self-Regulation is the Best

But the Internet is no more exempt than other media from reasonable laws against hate speech, libel, fraud, child pornography and pornography in general, and other offenses. Criminal behavior in other contexts is criminal behavior in cyberspace, and the civil authorities have a duty and a right to enforce such laws. New regulations also may be needed to deal with special 'Internet' crimes like the dissemination of computer viruses, the theft of personal data stored on hard disks, and the like.

Regulation of the Internet is desirable, and in principle industry self-regulation is best.

(Ethics in Internet 16)

Are you addicted to the Net?

Heavy users are at risk of becoming victims of what psychologists refer to as **Internet Addiction Disorder (IAD).** IAD refers to the situation of people who overuse the internet and are in danger of becoming addicted. There is no precise list of symptoms of IAD available yet. The following questions could shed some light on where you stand with regard to IAD.

• Do you spend more than three hours online in a day in non-work related activity?

• Are you online when you should be doing something else?

• Do you feel bad when you have to cut short a chat, or just sign out?

• Do you get so absorbed in on-line activity that you postpone or skip your meals?

• Do you get annoyed because friends or family members call you while you are on the net?

• Do you put off your homework or other jobs for the sake of on-line activities?

• Does your mind remain on the net even long after you have signed out?

• Have you tried to cut down on on-line time and found it hard?

If your answers to these questions are mostly YES, then, be warned; you are not far from getting "caught in the net". You probably have a compulsion if you feel a strong need to get on-line when you should be doing other things in your life. For instance, are you forgetting to eat or, are you getting up in the middle of the night to check your e-mail or just to see what's on the net? Checking e-mail at night when no one else is up and for no reason is a compulsion. You may even have early signs of addiction if you feel a need to be on the Internet more and more and feel worse when you stop.

Internet Abuse

Once you're on the net, a user can go anywhere and see almost anything without social consequences or anyone knowing. As a result, the Internet can foster uninhibited and irresponsible social and sexual behavior. There are clear impacts on relationships when people become dishonest or secretive in life or on the net. Studies show that there is much less honesty, integrity and accountability on the Net than there is at work, in school or in a neighborhood. One of the major abuses is that people on the Net, especially those in chat rooms, are known to lie about their identity – sex, age, location, intention, etc.

It is reported that the Internet is now a contributing factor to nearly one half of all marital or family problems in the US. High levels of Internet use can produce social isolation, loss of real intimacy and depression. Kids stay up all night. Parents stop relating and spend less time raising their children.

Men, women and families are going into counselling for problems that are partly or entirely caused by compulsive internet use or virtual addictions.

The Internet is not only cutting into social and family time but it is also cutting into work. It has been reported that up to 70% of employees who have high speed Internet access at work spend up to 1 hour a day in non-work related on-line activities. One study showed that at least 6% of people at work use the Internet more than 6 hours per week for non-work related activities.

Cyber brainwashing

Heavy users of internet will tell you that the net will change you, change your way of thinking and your way of seeing reality. When you spend too much time on-line, the rest of the world begins to look unreal or strange to you. You disconnect from reality. You may not even notice the change. There is no sure way to know when you will get hooked, or how far you are from being hooked.

Prolonged on-line chats and mouse clicking will produce what psychologist call a 'dissociative state'. Net users separate themselves from reality and enter cyber reality.

Before the net, when people felt bored, they could disappear with a good book or watch a movie; there was always an end to a book or a movie. The Internet is especially addictive because, unlike books or movies, it is endless, interactive, social and exploding with never ending images and information.

The Net offers exciting relationships 24 hours a day, all over the world. Before the Internet, in families spending the evening together reading, chatting, playing games and watching television together was the norm, but not anymore.

How do people get "caught in the Net"?

There are many causes. For one thing, human beings are curious. We like to see more and do more. We like to do things that make us feel good and avoid things that make us feel bad. We especially like doing pleasurable things more and more. So when you enter the net, you find it offers a wide choice of things to engage in. Most of these things are good and useful.

"Dear Andy: How have you been? Your mother and I are fine. We miss you. Please sign off your computer and come downstairs for something to eat. Love, Dad."
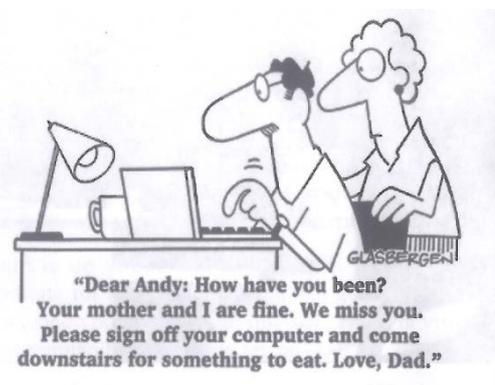
Psychologists explain the seduction and addictive nature of the Net primarily in terms of a behavior modification process called a "variable reinforcement schedule". That means you don't know how much of a reward you will get and when you will get it. A variable reinforcement schedule is a highly addictive reward system. Slot machines (i.e., gambling machines) are designed and operate on the same principle. When you keep playing on a slot machine, the odds are that you will eventually lose everything. But the human brain loves the possibilities and excitement of 'winning' in the moment and it ignores the long term consequences. The occasional win doesn't make up for the overall loss. People play anyway because the occasional win is highly rewarding for those who play long enough. Some people can walk away and stay away. Other can't walk away or they always come back. The Internet is also more addictive than a slot machine – especially once people begin to master the technology.

Playing on the Net can give you self-confidence. A slot machine doesn't. The most common rewards from a slot machine are those curious noises, spinning pictures and flashing lights. Once in a while a person wins some money.

Would you believe it, a cable modem (broadband) is more addictive than a slower dial-up modem. Most people had no patience for the Internet when they had a dial up modem. The rewards were slow and boring. That changed when high speed broadband allowed for rapid clicking and responses.

- The surprise, shock value and speed in which a person gets these 'hits' of information and imagery are the key to creating a compulsion and addiction.

- Time begins to have no meaning when your next 'hit' is just a 'click' away.

- There is no time to think about something else you could do or should be doing.

- People don't think of what else they should be doing and they increasingly find there is always time for one more click and one more chat.

- More than a slot machine, everything on the Internet is an adventure with social opportunities. It can be mildly or tremendously exhilarating.

- Every improvement in your skills including upgrades in software and your access to new and exciting links can produce a mind altering change in your brain chemistry.

Pornography on the Net

Pornography on the net is perhaps the biggest problem facing the world of the internet today. Porn can come in the form of sexual pictures, writing, photos or films. There are porn sites on

the web, generating billions of dollars. What can be done to protect oneself and society from this menace?

- Filtering software can be used to stop your computer from showing porn sites.

- Pornography isn't always just pictures or films. It can also include cartoons or writing, or even chatroom talk.

- Most countries have strict laws regarding pornography. Accessing such sites can be a punishable offence. In some parts of the world, there are age limits; if you are a minor, it may be illegal for you to view certain things.

- In many parts of the world, some types of pornography are illegal, and you can get into trouble if it's found on your computer, or if it can be proved that your computer accessed such sites.

- The laws about what is legal are different in different countries, but pornography involving children is illegal everywhere. People who have been found to have illegal pornography on their computers have been sent to prison.

The easy access to 'sexual content' on the Net affect people more than they are likely to admit. People would never have access to such a wide range of sexually explicit material anywhere in the real world. Only the virtual world can do it. And they can get it quickly and easily.

Many people go on-line to find information they need. But unfortunately all kinds of inappropriate things are also found there—the most sublime as well as the most perverse things. That's why those who search for information on the net have to make appropriate choices. This calls for certain maturity and self-discipline. Those who are weak on these are more likely to get 'caught in the net'.

The problem is that people become 'cross involved' with other content when they are exploring less intense material. There are web sites that are gateways to other more explicit and shocking content. Before long, people can end up involved in sexual content that is way beyond their original interest and desire. It eventually hooks you, or makes you sick.

The internet is only a tool; it has no mind or will of its own. Things are there because people have put them there. In ordinary life, they would not be able to do it, because there are laws regarding such things. In ordinary life, things are open; someone or other sees what you do and they can react to it. They may appreciate what you do, or they may criticise what you do. If they find your action objectionable, they may even file a complaint against you with the police.

Normal people can become addicted to disgusting content not because they approve but because it changes and excites their mood. People become excited and disgusted at the same time. As people become more comfortable with the use of the Internet, they begin to

disappear and literally live online. Some will eventually move back from the Internet to the real world.

Internet Propaganda

Did you know that more and more web sites are structured to get you there, keep you there, expose you to advertising and get you to spend money?

People sometimes argue that the Internet saves time, but most people are merely spending more time learning how to save less and less time! The end result is that home users are losing track of time and spending countless hours mastering and playing around with a technology that generate no income. They end up getting behind on work, chores, child care and spending time with real people.

Internet technology provides a sense of mastery especially because the technology is unreliable and it requires people to master a constantly changing technology. It is, of course, an interesting challenge and often rewarding. But it does not necessarily add to the quality of life for most people.

All kinds of trickery and technology are being used to manipulate people. For instance, if you mistype the address of a website you could end up in a website for pornography.

Even worse, you might find that you are trapped and can't get out. 'Backloading' is a technique where you can't get out of pornography web sites once you get in. You eventually realise that you have to shut down your computer, but meanwhile colorful, sexual and even traumatic images are burned into your brain.

Vices of the Virtual World

Would you let your child go anywhere and spend time with anyone they wanted? Would you allow your child doing his homework to go and play music or football with potential friends? Do you want your child to spend 2 to 4 hours a day on the Internet playing games, looking at pictures, talking with strange people in chat rooms or visiting a 'private places'?

Would you let your child go to the library if a pornography shop was in the back and no adults were watching? Or worse still, would you let your child go into a pornography shop where adults were watching?

Would you let your husband go over to the house of a woman you don't know and spend hours talking with her about his plans, his dreams, his frustrations… and the difficulty he faces raising your children while he lies about his marital status?

Do you want to meet people on-line when you know that most of that relationship is based on a lie?

Psychologists agree that most things in life that have value require effort to accomplish. On the internet you need to make little effort…

The Internet allows for uninhibited social and sexual interactions. The Internet creates a feeling of adventure. It is stimulating and it can easily become shocking.

There is no doubt that the Internet is becoming a substitute for an active life. You can go anywhere and be anyone you want on the Internet. There is virtually no accountability when you are on-line.

Psychologists report that children with ADHD (Attention Deficit Hyperactivity Disorder) are especially vulnerable. The Internet appears to have a calming effect and is the perfect escape from distractibility. Instant messaging presents the greatest risk for ADHD teenagers. It not only becomes compulsive but it puts teens in virtual proximity to adults pretending to be kids.

The Internet is a tool, but not a life. The Internet is a technological challenge, but it is not a real life challenge. It provides users with a sense of mastery in a machine world but not society, work, school or a relationship.

Preventing Internet Abuse

The Internet has been designed to be visible and accessible.

At present, there is no way to effectively prevent access to inappropriate content nor is there a reliable way to restrict activity. What methods exist can be circumvented by clever children and adults. Yet there are a number of ways to control Internet use.

1) **Monitoring net users:** Business houses have developed the technology to monitor employees' Internet use in the work place. Employees are less likely to abuse this resource if they know it is being monitored. Human accountability and social consequences are a major deterrent.

2) **Place your internet-linked computer where it can be seen by others:** While business has adopted technology to monitor employee use, families and smaller institutions may not yet have ready access to such software. It is good to remember that people are less likely to view socially objectionable material in public. Hence, whether in the home, school or institution, place your computers where everyone can see the screen. Visibility creates social pressure. When internet use is public, signs of compulsive behavior will become apparent to friends, peers or family members.

3) **Caring supervision of children:** Parents and educators should know that children connect to all kinds of information, unaware of the hidden dangers of exposing themselves to messages and images which can have strong negative emotional and psychological and moral impact. Sometimes the experience can be traumatizing. They need to be protected from these dangers.

In addition, children face a physical danger on the internet. In the chat rooms of the internet there are adults who talk children into believing all kinds of things. After winning the

child's confidence, these adults invite the child to meet him/her in real life, paving the way for 'child abuse' of one kind or other.

No parent would let their child go anywhere anytime and speak to anyone. Likewise, parents should not allow their child to go on-line unless they know where they are going and who they will be with. Leaving a child alone in his/her room with access to the internet is a risky decision.

You can't allow yourself to become Internet ignorant if you care about your relationships or family. You need to know what your employees at work are doing and your family members are doing.

What adults do in their free time may be their business. But what your employees and children do is another matter.

There is an age limit for driving a car. It is presumed that children are not capable of understanding the dangers of driving. Similarly they are not capable of resisting or understanding the dangers of being on the Internet. Monitoring and supervision essential, and they are based on ethically and morally sound principles.

Parental Supervision of Internet

Parental supervision should include making sure that filtering technology is used in computers available to children when that is financially and technically feasible, in order to protect them as much as possible from pornography, sexual predators, and other threats. Unsupervised exposure to the Internet should not be allowed. Parents and children should dialogue together about what is seen and experienced in cyberspace; sharing with other families who have the same values and concerns will also be helpful. The fundamental parental duty here is to help children become discriminating, responsible Internet users and not addicts of the Internet, neglecting contact with their peers and with nature itself.

(*Church and the Internet*, 11)

---

4) Institutional responsibility: If computers belonging to an institution are misused for illegal activity by the staff or an outsider, the Institution is held responsible. Hence, institutions have to take the necessary precautions. It is advisable to be clear about this and the consequences of violating the internet safety rules in the institution's policy statement. A clause to this effect could be part of the service conditions the employees sign at the time of appointment.

References

Laudon, Kenneth C. (1995). "Ethical Concepts and Information Technology". Communications of the ACM. 38(12): 33-39. 1995 Dec.

Rheingold, Howard (1993). The Virtual Community, Homesteading on the Electronic Frontier. Reading Mass., Addison Wesley, 1993.

Snizek, William E. Virtual Offices: Some Neglected Considerations. Communications of the ACM. 38(9): 15-17. 1995 Sep.

Tetzeli, Rick. Viva the Digital Revolution? — Dreams and Nightmares Along the Information Highway. Fortune. 132(10): 237. 1995 Nov 13.

Pontifical Council for Social Communication (2002). Ethics in Internet, Vatican.

Pontifical Council for Social Communication (2002). The Church and Internet, Vatican.

Ethics in Internet Whose Responsibility

Louis Kumpiluvelil SDB

Objective: To understand the complex nature of enforcing ethics in internet and to propose some helpful steps that are viable and necessary to ensure safety on the internet.

While discussing Internet ethics we must be clear about what the Internet is and how it works. The nature of the technology involved is quite different from anything else we have known in the past. The internet is based on packet switching: routing and rerouting of packets along numerous networks and nodes. That makes any central control of the medium extremely difficult, if not impossible.
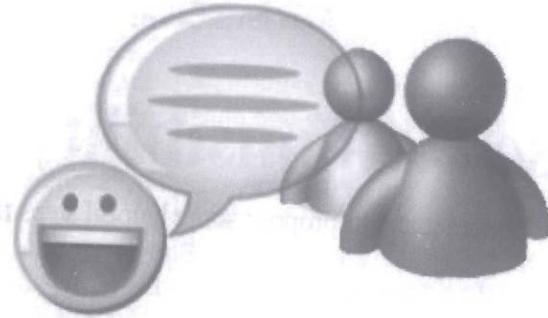
Some preliminary remarks

At the start it is necessary to clarify some of the terms which refer to various key aspects of the internet. An understanding of these terms is important in the discussion on internet ethics. Hence the brief explanations below:

The **Internet** started as a military tool (ARPAnet) designed to provide a distributed, flexible and self-healing command network which would enable the US military to continue operating even if Soviet military missiles destroyed certain geographical locations of the network. Today the Internet is a worldwide, publicly accessible series of interconnected computer networks that transmit data by packet switching. It is a network of networks in which users at any one computer can get information from any other computer.

Newsgroups, where most child pornography on the Net is located, and chat rooms, where children are most vulnerable to the enticements of paedophiles, were developed long before the World Wide Web and are independent of the World Wide Web.

A **newsgroup** is a repository, usually within the USENET system on the Internet, for messages posted from many users in different locations. Usenet now has thousands of discussion areas which cover every imaginable topic under the sun and are read by millions of people all over the world. It is a network of all the newsgroups in the Internet. Usenet was started in 1979 by students in the USA.

Chat rooms are electronic forums where users can visit and exchange views and opinions in real time about a variety of issues. By piecing together the electronic transcripts of the chat room conversations, enforcement authorities can track down the source of malicious activity.

The **World Wide Web** (www) is a computer network consisting of a collection of internet sites that offer texts, graphics, sound and animation resources. It was developed in 1989 by the British scientist Tim Berners-Lee while he was with CERN in Switzerland. It is a system that lets you access information on the Internet. People often use the term Web to refer to the Internet, but the two are not exactly the same thing. The World Wide Web operates through the Internet, and it is the most widely used part of the Internet.

Blogger's Ten Commandments

1. You shall not put your blog before your integrity. You shall not make an idol of your blog.
2. You shall not misuse your screen name by using your anonymity to sin.
3. Remember the Sabbath day by taking one day off a week from your blog.
4. Honour you fellow-bloggers above yourselves and do not give undue significance to their mistakes.
5. You shall not murder someone else's honour, reputation or feelings.
6. You shall not use the web to commit or permit adultery in your mind.
7. You shall not steal another person's content.
8. You shall not give false testimony against your fellow-blogger.
9. You shall not covet your neighbour's blog ranking.
10. Be content with your own content.

- Sharon McEachern

Some of the important services provided by the Internet are the following:

- E-mail which enables one to communicate almost instantly and at negligible cost with any of the other 500 million Internet users world-wide

- Internet Relay Chat (IRC) which enables people to converse either in groups or one on one in chat rooms focused on different subjects or different groups

- Usenet newsgroups which enable people to file articles or comments or pictures about a whole host of different subjects, ranging from the very technical to the sexually bizarre

- The World Wide Web which now consists of over one billion sites ranging from the ultra sophisticated like Amazon.com to the typical home page of individuals.

The types of activities which are taking place on the Net can be described as follows:

- Communications, previously through e-mail, but increasingly through telephony using the Internet Protocol (IP) networks.

- The provision of information whether through data bases to which access is normally limited or through websites which are open to all Internet users with a suitable browser.

- E-commerce whether it is business to customer (B2C) or – currently four times the size – business to business (B2B).

- E-Government whereby Government departments interact with citizens, from the simple provision of information to the completion of forms, through to various transactions.

Further, the internet is not one network but many – indeed it is a network of networks, and provides many types of services. These services have many different characteristics and the ethics debate has to take account of this.

1) The Internet has many actors with different interests. Infrastructure companies may have little or no involvement in content. Microsoft may start by 'simply' providing a browser (Explorer). Not all Internet Service Providers (ISPs) provide access to all newsgroups and most chat rooms are not hosted by ISPs. If one is attempting to bring a sense of ethics to the Internet in any particular instance, it is essential to know who has the control and the responsibility.

2) There is still a poor sense of understanding of the issues. On the one hand, those who campaign for more 'control' of the Internet often have little understanding of the technological complexities.

3) The debate about the content of the Internet is not national but global, not by specialists but by the general populace. There is a real need for this debate to be stimulated and structured so that it leads to solutions which are focused, practical and urgent.
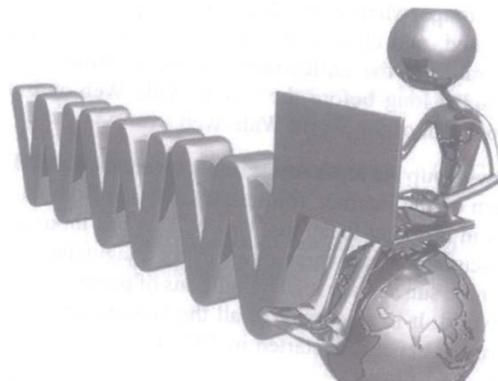
Use of the new information technology and the Internet needs to be informed and guided by a resolute commitment to the practice of solidarity in the service of the common good, within and among nations.

In considering the role of ethics on the Internet, we need to have an understanding of what 'ethics' means in this context. Roger Darlington, a British humanist, suggests four useful basic principles in this regard:

1. **Acceptance that the Internet is not a value-free zone:** This means that the World Wide Web is not the Wild Wild Web, but instead a place where values in the broadest sense should take a part in shaping content and services. This is a recognition that the Internet is not something apart from civil society, but increasingly a fundamental component of it.

2. **Application of off-line laws to the on-line world:** This means that we do not invent a new set of values for the Internet but, for all the practical problems, endeavour to apply the law which we have evolved for the physical space to the world of cyberspace. These laws might cover issues like child pornography, race hate, libel, copyright and consumer protection.

3. **Sensitivity to national and local cultures:** This means recognising that, as a pervasively global phenomenon, it cannot be subject to one set of values; somehow we have to accommodate a multiplicity of value systems.

4. **Responsiveness to customer or user opinion:** This means recognising that users of the Internet – and even non-users – are entitled to have a view on how it works. However, we do not have similar mechanisms for capturing user opinions on content and access to it.

Now that we have a better understanding of what ethics means in the context of the Internet, we need to address the question: **whose responsibility is ethics on the net?** The answer is that responsibility should be widely spread – governments, service providers, and the public.

- **Government** is the democratic mechanism for deciding what activity is unacceptable – and therefore to be criminalised – in a particular society. As far as practical, these same laws should be applied to the Internet. Not many new laws – hacking is one example – are necessary.

- Having made laws, they should be enforced – in cyberspace as much as in the real world – and, in many jurisdictions, the police themselves have too little technical expertise and resource.

Cyber Laws for Cyber Crimes

But the Internet is no more exempt than other media from reasonable laws against hate speech, libel, fraud, child pornography and pornography in general, and other offenses. Criminal behavior in other contexts is criminal behavior in cyberspace, and the civil authorities have a duty and a right to enforce such laws. New regulations also may be needed to deal with special 'Internet' crimes like the dissemination of computer viruses, the theft of personal data stored on hard disks, and the like.

Regulation of the Internet is desirable, and in principle industry self-regulation is best.

(*Ethics in Internet* 16)

- Internet **service providers** have to accept that they are not the same as the telecommunications operator or the postal service which deliver private one-to-one messages. Although, given the nature of the Internet, they cannot possibly be expected

to pre-check content, once they receive a notification or a complaint about something they are carrying or hosting, they have to take a view.

• Equally, the **services operators** on the Internet have to take account of how that service might reasonably be expected to be used. For instance, if a web hosting company carries a site providing information on bomb making or suicide assistance, they cannot claim to have no responsibility if that information is used. Or, if a chat room is used by a paedophile to 'groom' a young girl before he manages to meet her in person and abuse her, the operator of the chat room cannot deny any responsibility. This is not only a matter of legal liability but also of moral responsibility.

• Of course, governments, law enforcement authorities, Internet Service Providers and service operators can only do so much—which is why we have to **empower end users**. Consumers should be given the knowledge and the tools to apply their own ethical codes to use of the Internet by themselves and their families. Parents and teachers have a special responsibility in this regard.

Virtues for the Internet User

The document Church and Internet published by the Pontifical Council for Social Communication in 2002 draws attention to a set of virtue to be cultivated by everyone who wants to make good use of the Internet.

Prudence is necessary in order clearly to see the implications—the potential for good and evil—in this new medium and to respond creatively to its challenges and opportunities.

Justice is needed, especially justice in working to close the digital divide—the gap between the information-rich and the information-poor in today's world. This requires a commitment to the international common good, no less than the "globalization of solidarity".

Fortitude, courage, is necessary. This means standing up for truth in the face of religious and moral relativism, for altruism and generosity in the face of individualistic consumerism, for decency in the face of sensuality and sin.

And *temperance* is needed—a self-disciplined approach to this remarkable technological instrument, the Internet, so as to use it wisely and only for good.

(*The Church and Internet* 12)

• Finally, we need a compelling recognition that children must have special protection. Use of the Internet is not like watching television: the device is not shared in real time with other members of the family in a public space like the living room, and broadcasting conventions like no adult content before 9 p.m. do not apply. We need new defence mechanisms.

Problems and solutions

In seeking to apply a sense of ethics to cyberspace, there are some major problems but also some useful solutions. Among the problems are:

- **Jurisdictional competence:** Laws are nation-based but cyberspace is global. How does one apply 170 separate and different legal systems to the Internet?

- **Technological complexities:** The Internet is a complex technical network and one cannot simply apply 'old' regulatory conventions from the worlds of publishing or broadcasting.

- **Populist campaigns:** The Internet is still so new and so mysterious for many that it is still relatively easy for a populist campaign to be whipped up which exaggerates the dangers of Internet content and/or minimises the technical complexities of dealing with it. We must be sensitive to consumer concerns, but the agenda cannot be determined by ill-informed politicians looking for votes or newspapers seeking to boost circulation.

 Among the solutions are:

- **Modernisation of laws:** Governments need to consider whether pre-Internet laws need updating to take account of new crimes such as cyber stalking or grooming in chat rooms.

- **More high tech crime fighters:** Law enforcement agencies need more people with greater technical training and resource to tackle increasingly sophisticated cyber criminals such as paedophile rings. One example is the recent creation of the National High Tech Crime Unit in the UK.

- **Reporting mechanisms:** We need organisations to which Internet users can report allegedly criminal content in the confident knowledge that this hotline is equipped to judge the legality and identify the hosting of material so that, if it is illegal and if it is in their jurisdictional area, they can issue a notice to the relevant ISP to remove it. A good example of such an operation is the Internet Watch Foundation in the UK.

- **Labelling and filtering:** We can best empower end users by greater labelling or rating of Internet content and greater use of more sophisticated filtering software. The Internet Content Rating Association (ICRA) has made considerable progress in developing and promoting a genuinely global, culturally independent labelling system. A wide range of companies provide filtering software which operates on different principles. In this way, households can make their own decisions based on their own cultural or ethical values.

- **Walled gardens:** For young children, as a transitional stage before full Internet access, one could use a 'walled garden' which restricts access to those sites pre-selected by a particular provider, typically with a child-friendly brand.

- **Better supervision of children:** All those with responsibility for children – especially parents, guardians, teachers and care givers – need to become better aware of some of the problems of Internet use by children and the range of solutions which are available. They cannot rely, though, on technical solutions – regular conversation with, and observation of the child is essential.

So, how will all this come about?

- We need to give Internet users more relevant information. There should be information in appropriate physical places – like school rooms and cyberspaces, especially child-focused chat rooms.

- We need a more informed debate through education and awareness campaigns.

- Ideally, there should be some sort of organisational focus for this debate and the promotion of advice, education and awareness.

- In a sense, the passage of time and greater familiarity with the new Internet medium may – almost of itself – ease some of the difficulties. In some respects, we are experiencing the kind of reactions seen in the early days of the telegraph or television and we will learn to adjust to the new challenges and opportunities.

Adapted from: Roger Darlington's *Internet Ethics: Oxymoron or Orthodoxy.*

References

Pontifical Council for Social Communication (2002). Ethics in Internet, Vatican.

Pontifical Council for Social Communication (2002). The Church and Internet, Vatican.

Media Education and Educommunication

Louis Kumpiluvelil SDB

Objective: To understand the concepts of Media Education and Educommunication: their importance in today's media-saturated society.

We are living in a media age. People increasingly define themselves and interact through the media which serve as a cultural clue. Consequently, individuals are unable to participate in public life and contribute to the public discourse without clearly understanding and effectively using the media. Buckingham (2003) points out that the media have taken the place of the family, the church and the school as major socialising influence in contemporary society.

Besides, the media are major industries, generating employment and profit. They provide us with most of our information about the political process; they offer us ideas, images and representations (both factual and fictional) that inevitably shape our view of reality. The media are undoubtedly the major contemporary means of cultural expression and communication. To become active participants in public life necessarily involves making use of the media.

If the media are so important, we certainly need to understand their nature, learn how they operate, and analyse their role in society. It calls for a process of media education.

Understanding the concept

Media Education has been studied by many scholars. In order to grasp the concept of media education and to understand its many shades of meaning, let us take a look at some of the leading ideas on media education that various scholars have offered.

1) Media education develops our 'ability to access, analyse, evaluate and communicate messages in a wide variety of forms' (Aspen Media Literacy Leadership, 1992).

2) Media education 'provides a framework to access, analyse, evaluate and create messages in a variety of forms—from print to video to the Internet… builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy' (Thoman and Jolls, 2005).

3) Media education 'is concerned with helping students develop an informed and critical understanding of the nature of mass media, the techniques used by them, and the impact of these techniques' (Media Literacy Resource Guide, Canada, 1997)

4) Media education 'is education that aims to increase the students' understanding and enjoyment of how the media work, how they produce meaning, how they are organised,

and how they construct reality. Media literacy also aims to provide students with the ability to create media products' (Media Literacy Resource Guide, Canada, 1997).

5) Media education 'involves examining the techniques, technologies and institutions involved in media production; being able to critically analyse media messages; and recognising the role audiences play in making meaning from those messages' (Rick Shepherd 1993).

6) Media education 'is the ability to sift through and analyse the messages that inform, entertain and sell to us every day. It's the ability to bring critical thinking skills to bear on all media. Its about asking pertinent questions about what's there, and noticing what's not there. And it's the instinct to question what lies behind media productions— the motives, the money, the values and the ownership— and to be aware of how these factors   influence content' (Jane Tallim).

7) Media education 'encourages a probing approach to the world of media: Who is this message intended for? Who wants to reach this audience, and why? From whose perspective is this story told? Whose voices are heard, and whose are absent? What strategies does this message use to get my attention and make me feel included?' (Jane Tallim).

8) Media Education seeks to 'empower citizens to transform their passive relationships with the media into an active, critical engagement—capable of challenging the traditions and structures of a privatised, commercial media culture, and finding new avenues of citizen speech and discourse' (Wally Bowen, 1996).

9) Media Education is not media bashing, but involves critically analysing media messages and institutions. It is not just producing media, although production skills should be included. Media literacy is not simply teaching with videos, the internet, or other technologies, but it is teaching about the media in society. .. It is not based on one perspective, rather, it encourages multiple perspectives and various viewpoints. Finally media literacy is not an effort to restrict media use, but to encourage mindful and critical media consumption (Thoman and Jolls, 2005).

The above nine 'definitions' of media education tell us that it is a rich concept. It has many aspects, many shades of meaning; each definition emphasises one or other aspect. It is a continuous process of education that goes along with all the other things that we consider as education.

People use the terms the terms 'media education,' 'media study,' and 'media

literacy' almost interchangeably. However, Chris Worsnop (1994) makes a distinction among these terms. According to him, '**media education**' is a broad description of all that takes place in a media-oriented classroom, whether the subject taught is English, history, geography or science. There's plenty of media learning that can be done in all those subject areas and others. On the other hand, **'media study'** occurs when schools or teachers organise specific courses or units to study the media, and **'media literacy'** is the expected outcome of media education or media study.

Media Education is Vital

Catholic universities, colleges, schools, and educational programs at all levels should provide courses for various groups-seminarians, priests, religious brothers and sisters, and lay leaders, teachers, parents, and students - as well as more advanced training in communications technology, management, ethics, and policy issues for individuals preparing for professional media work or decision-making roles, including those who work in social communications for the Church...

The internet is a door opening on a glamorous and exciting world with a powerful formative influence; but not everything on the other side of the door is safe and wholesome and true. Children and young people should be open to formation regarding media, resisting th easy path of uncritical passivity, peer pressure, and commercial exploitation. The young owe it to themselves - and to their parents and families, their, pastors and teachers and ultimately to God - to use the Internet well.

(*The Church and Internet* 11)

The more you learn about or through the media, the more media literacy you have. Media literacy is the skill of experiencing, interpreting/analysing and making media products.

Learning to analyse media

Elizabeth Thoman (1995) looks at media education as a continuous process with three distinct stages, leading to empowerment:

Stage 1: Becoming aware of the importance of managing one's media 'diet'— that is, making choices and reducing the time spent with television, videos, electronic games, films and various print media forms.

Stage 2: Learning specific skills of critical viewing—learning to analyse and question what is in the frame, how it is constructed and what may have been left out. Skills of critical viewing are best learned through inquiry-based classes or interactive group activities, as well as from creating and producing one's own media messages.

Stage 3: Exploring the deeper issues. Who produces the media we experience—and for what purpose? Who profits? Who loses? And who decides? This stage of social, political and

economic analysis looks at how everyone in society makes meaning from our media experiences, and how the mass media drive our global consumer economy. This inquiry can sometimes set the stage for various media advocacy efforts to challenge or redress public policies or corporate practices.

The principles and practices of media education are applicable to all media—from TV to T-shirts, from billboards to bulletin boards.

Media in Everything

- Like **history**, the media interpret the past; it shows us what has gone into making us the way we are.

- Like **geography**, the media define our place in the world.

- Like **civics**, the media help us to understand the workings of our society and our individual places in it.

- Like **literature**, the media are our major sources of stories and entertainment and require us to learn and use critical thinking skills just as literature does.

- Like business, the media are major industries that are inextricably involved in commerce.

- Like **language**, the media help to define how we communicate with each other.

- Like **science** and technology, the media explain to us how things work and how we can adopt the leading edge of modern technological innovation.

- Like **social studies**, the media determine much of the cultural fabric of our lives.

- Like **environmental studies**, the media are as large a part of our everyday environment as are trees, mountains, rivers, cities and oceans.

- Like **philosophy**, the media interpret our world, and its values and ideas to us.

- Like **arts**, the media are carefully planned, designed and constructed products.

- Like **politics**, the media continually bring us political and ideological messages.

- Like **rhetoric**, the media use special codes, conventions and languages that we need to understand.

- Like **drama**, the media present life as larger-than-life—and compel us to think of ourselves as an audience.

What media education does

Media education draws on the concept of critical analysis which emphasises the socio-cultural, political and historical contexts within which the process of meaning-making is embedded. Media educators help students to understand and explore various themes such as race, gender, caste, class, power and identity found in popular culture texts.

In media education, students learn to examine and deconstruct media portrayals of gender, race, class, sexuality, etc. Media education helps students to examine how roles are socially constructed and how personal identity is shaped in political, historical, and cultural contexts which include an examination of issues of power and hegemony.

General themes discussed in a typical media education curriculum may include: journalism and information, advertising, propaganda, and persuasion, representation of race, gender and social class; and narrative and visual sturcuees and conventions in storytelling for fiction and non-fiction (Hobbs, 2007). The topic of representaiton explores the relationship between media portryals and the complex realities that people experience.

Key Concepts for Media Education

John Pungente, S.J. (1989) has suggested eight key concepts for media education. One cannot be considered media-educated or media-literate without a fair understanding of these concepts.

1. All media are constructions

The media do not present simple reflections of external reality. Rather, they present carefully crafted constructions that reflect many decisions and result from many determining factors. Media Literacy works towards deconstructing these constructions, taking them apart to show how they are made.

2. The media construct reality

The media are responsible for the majority of the observations and experiences from which we build up our personal understandings of the world and how it works. Much of our view of reality is based on media messages that have been pre-constructed and have attitudes, interpretations and conclusions already built in. The media, to a great extent, give us our sense of reality.

3. Audiences negotiate meaning in the media

The media provide us with much of the material upon which we build our picture of reality, and we all 'negotiate' meaning according to individual factors: personal needs and anxieties, the pleasures or troubles of the day, racial and sexual attitudes, family and cultural background, and so forth.

4. Media have commercial implications

Media Literacy aims to encourage an awareness of how the media are influenced by commercial considerations, and how these affect content, technique and distribution. Most media production is a business, and must therefore make a profit. Questions of ownership and control are central: a relatively small number of individuals control what we watch, read and hear in the media.

5. Media contain ideological and value messages

All media products are advertising, in some sense, in that they proclaim values and ways of life. Explicitly or implicitly, the mainstream media convey ideological messages about such issues as the nature of the good life, the virtue of consumerism, the role of women, the acceptance of authority, and unquestioning patriotism.

6. Media have social and political implications

The media have great influence on politics and on forming social change. Television can greatly influence the election of a national leader on the basis of image. The media involve us in concerns such as civil rights issues, famines in Africa, and the AIDS epidemic. They give us an intimate sense of national issues and global concerns, so that we become citizens of Marshall McLuhan's "Global Village."

7. Form and content are closely related in the media

As Marshall McLuhan noted, each medium has its own grammar and codifies reality in its own particular way. Different media will report the same event, but create different impressions and messages.

8. Each medium has a unique aesthetic form

Just as we notice the pleasing rhythms of certain pieces of poetry or prose, so we ought to be able to enjoy the pleasing forms and effects of the different media.

Conclusion: Media Literacy makes you a better citizen

Media literate people understand that media are constructed to convey ideas, information and news from someone else's perspective. They understand that specific techniques are used to create emotional effects. They can identify those techniques and their intended and actual effects. They are aware that the media benefits some people, but leaves others out. They can (pose and sometimes answer) question about who benefits, who is left out, and why. Media literate people seek alternative sources of information and entertainment. Media literate people use the media for their own advantage and enjoyment. Media literate people know how to act, rather than being acted upon. In this way, media literate people are better citizens (Pat Kipping).

Media education has the potential to reduce the harmful effects of media through the process of educating children, adolescents, and adults about media. A media-literate public is able to decipher the purpose and message of media rather than accepting it at face value. With an educated understanding of media images and messages, users can recognise media's potential effects and make good choices about their and their children's media exposure.

Media education represents a multifaceted approach to understanding and eliminating the negative impact of media images and messages on young people. At the same time, it allows the positive and pro-social uses of media to be explored and appreciated. Media education includes the ability to access, analyse, evaluate, and produce media products.

A media-educated person understands the following: all media messages are constructed; media messages shape our understanding of the world; individuals interpret media messages uniquely; and mass media has powerful economic implications. A media-educated person will be able to limit use of media; make positive media choices; select creative alternatives to media consumption; develop critical thinking and viewing skills; and understand the political, social, economic, and emotional implications of all forms of media.

Research strongly suggests that media education may result in young people becoming less vulnerable to negative aspects of media exposure. In several studies, children in elementary school-based programs were able to evaluate program and advertising content more critically. In other studies, heavy viewers of violent programming were less accepting of violence or showed decreased aggressive behavior after a media education intervention.

A recent study found a change in attitudes regarding intention to drink alcohol after a media education program. Canada, Great Britain, Australia, and some Latin American countries have successfully incorporated media education into school curricula.

Activities

1.   Write down list of various media that you use in your daily life and note how much time you spend on each one and for what purpose (Awareness exercise).

2.   Identify how these media habits have influenced and changed your opinion, relationships, lifestyle and points of view (Analysis exercise).

3.   Write a letter to the news editor of TV or newspaper giving them the feedback about the news items/advertisements you have recently seen or read that promoted wrong values.

4.   Mobilise vigilant groups and movements to ensure that the media are used for promoting peace, love and justice.

Educommunication: an Emerging Trend

The root of the Educommunication movement can be traced to the reflection that has been going on for quite some time in Latin America. The educators there believe in the

interrelation between education and communication as a field of dialogue and a space for the critical and creative knowledge towards the formation of active citizens and for the creation of solidarity and culture of peace.

The concept of Media Education underwent a historic change in Latin America due to the three types of preoccupations and actions among the persons engaged in this field. The first preoccupation was about the 'moralistic' outlook of Media Education where the educators had a task cut out to protect the children and the youngsters from the negative influence of the mass media. For this reason, both the parents as well as the teachers insisted on teaching the students how to read a periodical or see a television programme (Soares, 2002).

The second was a 'cultural' preoccupation that stressed that if the mass media are part of the culture, there is a need to analyse them under the perspectives of semiology or social science. Here the belief was that the awareness of the signs and the structure of the production was sufficient in order to allow the students to avoid the possible problems caused by the cultural products not appropriated by education.
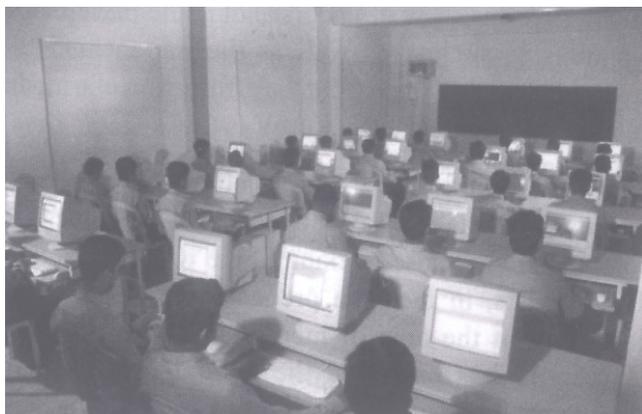
Finally, the third orientation was 'dialectic' according to which, while the media are products of the culture, they are also to be used and analysed. What is important is to recognise the place each one of us occupies in the society and the type of relation we construct with various media and their messages (Soares 2002).

The dialectic orientation has supplied the skills to advance in the construction of an approach road to a position of comparison with the established rules, creating a movement not only to 'read' media in an adequate form but also to 'dominate' its structures and forms of production. Such a dialectic orientation of education towards media is converted to a praxis of action on media and its processes of communication. This is what is called Educommunication (Soares, 2002).

The Educomunication concept, as a new field of social participation, has attracted the attention of specialists of several countries. In Latin America there have been international conferences held on the topic of Communication and Education (Sao Paolo-Brazil, 1998) and Communcation and Education (Bogota- Equador, 1999) to reunite the specialists in the area of educommunication and seek their enriching contribution to it. In Latin America the educommunicaiton concept has often been used by the Uruguayan researcher Mario Kaplún and he was prominently quoted in the International Congress on Communication and Education by the French researcher Geneviève Jacquinot, professor of the University of Paris, Sorbonne. She asserted that "the Educommunicator is not only a university professor specialised with the assignment of the education course to the mass media, but a professor of

the twenty-first century who is able to integrate various means in its practical pedagogy" (Soares, 2002).

The need for the Educommunication concept

Experiences have shown that throughout the world the traditional fields of communication and education are at odds. This is because both sides are suspicious of each other. Although such a conflict exists, tentative measures have been made to bridge the two fields. Recently, education has approached the world of communication through the use of new technologies. This change is due to societal pressures to use communication educationally. Thanks to this force, topics that had not received a lot of attention like the environment and racial inequality are being put on the public agenda (Soares 2002).

A new sense of importance has been given to the making of communication, which in several communities has transformed into a creative process of expression carried out by people themselves and not just professionals in the area. Indeed, the educommunication concept brings an excellent opportunity to those who love working with youngsters. An educommunicator is a person with initiative, flair, experience in the field, creativity and an ability to work with children as part of a team (Soares, 2002).

From an educommuncation perspective, the use of new technologies is hoped for but not completely necessary. The question about technology is how it can be properly accessed, and not merely how sophisticated it is. Educommunication is not exclusively about schools, but more accurately, about people. We can find educommunication at public and private media stations, at libraries and at cultural centers. Recently, a growing number of school promoters have discovered that educommunication is an indispensable subject in the modern education setting (Soares 2002).

Educommunication: What it is

Educommunication, in this sense, could be defined as a new field for improving communicational environments—making them free, open and democratic, in addition to guaranteeing opportunities for expression to all groups.

Prof. Ismar de Oliveira Soares defines Educommunication, as 'a set of inherent actions to the planning, implementation and assessment of processes, programs and products to create and to fortify lives and virtual communicative ecosystems in educative spaces, as well as improving the communicative coefficient of the educative actions, including the ones related to the use of information resources in the learning process (Leao).'

Within these actions they preferentially include the systematic study of the mass media (Media Education) within the educational practices, and equally make an effort to improve the expressive and comunicative coefficient of the educational actions, which include those which are used as means of information in the learning process (Information Literacy), (Soares).

Educommunication thus refers to the whole of the communicative action that comes about in the educational space, i.e., interpersonal communication of groups or organisations and mass communication, realised with the objective of producing educational ecosystems (Curti).

Why Educommunication?

If the double-term concepts - educator-communicator and vice versa - were already held to be indispensable at the end of the last century, it is even more so today when the media is one of the essential elements of our life space. Meeting places or places of exchange are ever more media spaces, from the TV screen that serves as a gathering place to Internet sites, where the interpretation of different roles are played out. Here our rapport with others, our own experience of reality and of ourselves is regulated by the means of communication. To navigate with ease in this new aquarium, it is necessary to guarantee to every educational intervention a substantial communicative aspect that allows for the passage of the message. In the same manner, every communication requires a substantial educational aspect to allow for a passage of values. The reason why we indicate educommunication as the educational way today is because it is a view that could be compared to acquiring new spectacles for the reading and actualisation of the educational system that must be inculturated and must take into account the novum of technologies (Curti).

Who can educommunicate?

Educators, parents, social workers, pastoral ministry workers - in short, all those who desire to bring about processes of communication must seek to adopt the new spectacles to enter into this view. We never deal with a single person, but with an entire community that decides to learn to work as a team, respecting differences, valuing experience and even errors, and animating projects guided toward social transformation (Curti).

Where can educommunication happen?

Social communication has been defined as the ecological system of culture. Educommunication, in turn, has as an objective the production of educational ecosystems, to create that pedagogy of the environment that must be characteristic of the family, the school, youth centres and institutions. No place, therefore, is excluded from this open system of communication. Today, every place that seeks to be vital must face the wide diversity of the era of communications in which all of us, more or less knowingly, are immersed (Curti).

Specific Areas of Educommunication

Graziella Curti in her article "Thinking differently about Educommunication" singles out the following four specific areas where educommunication processes are to be put into action.

1. Education to communication

In different parts of the world during the last 40 years, researchers and educationists have been occupied with setting up media education programs. In Latin America, inspired by the

pedagogy of Paulo Freire, during the 70s the practice of the critical reading of the means was mandated for all. Not only did they speak of education to a critical sense, but reference was also made to an "education for communication" understood as a 'process'. This meant facing the phenomenon of the media from the view of understanding the place that it occupies in society as well as the impact and the consequences that come from the affirmation of a media culture of communication (Curti).

Such reflection does not refer solely to young people, but involves adults especially families, the educating community and those working in the world of culture. There exists, in fact, the preoccupation of training educators in the area of media education. Harvard University has proposed the annual formation of approximately 100 specialists in the relationship between education-communication (Curti). In the media age, no one can ignore a correct awareness of the communicative process that such means develop and that have radical consequences on our entire life.

2. Technological mediation

In 1987 at the University of North Carolina, Chapel Hill, the first worldwide conference on hypertext was convened, announcing, "something great and thrilling is about to take place." On the same occasion, the reductive idea of the computer seen simply as a machine to write and calculate was surpassed. It was explained that in the use of computer we do not deal simply with a means, but with a new possibility for awareness that overturns parameters of space and time, changes vital rhythms and empowers the human capacity for symbolic manipulation (Curti).

Technological mediation in education refers to the reflections surrounding the presence of multiple uses of the new technologies that are building a new culture. Sadly, even in schools, the computer is often seen merely as a typewriter and all of its other potentials are ignored. What is required, then, is the constant updating of educators so that there may be a correct mediation. UNESCO tells us that there are still very few nations that have undertaken an appropriate journey of formation of educators in this area. The majority of investments are reduced to the acquisition of hardware, i.e., there is the preoccupation to provide machines without thinking of literacy projects or indicating navigation maps, making use of the revolutionary potential of the computer in the way of knowledge and communication (Curtis).

Such a situation, fortunately, has been dealt with in many educational environments. Simply referring to experiences in our own cultures, we know of cyber cafés that function in universities and colleges especially involving many young people in research as well as in computer games. Networks have been activated in youth centers. An interactive educative and moralistic process has been created in schools. There are quite a few persons who, through well-prepared technological mediation, have succeeded in creating a communicative ecosystem that involves different persons and environments: children, adolescents, young

people and adults in the school, youth centres, colleges, universities… and in the whole educating community.

Ismar de Oliveira, educommunication theorist opines, "Undoubtedly, once the need for education is understood, a good educommunicator will know how to be helped by specialists in the field. It is important, however, to guarantee, through technology, the broadening of the expressive field for educators. If this happens, interaction between communication-education will be effective" (Soares).

3. Expression and Art

Photos, pictures, music, song, poetry, dance and a whole lot of artistic elements are the new languages of our time that are used for the expression of the actual culture through different forms of expression. Many contemporary educators therefore speak of the need to cultivate emotional intelligence in the educational environment to take into account these new elements of expression. Pierre Babin, who in the 60s moved into the world of communications, recognised that the young people possessed a new way of understanding the context surrounding them. The exposition of a multimedia reality creates in them a global experience, a geometrical intelligence proper to traditional educational processes and is united to a modular intelligence by which reality is perceived in a multidimensional way closely linked to emotions (Curti).

We deal, therefore, with uniting mind and heart that placed the heart close to the mind as a metaphor for rationality, i.e., the affective and creative dimension in our educational process. Concretely this signifies that in our family surroundings as well as in the schools, colleges and youth centres, in the entire educational journey, side by side with the more classical proposals of expression and art, we can open new windows that allow for the transformation of words and images. Lines written as a dialogue could become the scenes in motion film or a music opera can take into account how the use of multimedia could transform a story and render it attractive and artistic (Curti).

We are all aware of how much influence the power of telematic pressure campaigns can have against the death penalty, war and in the safeguarding of human rights. The velocity of the net and the possibility of reaching the whole world in real time render such actions of democracy and participation more coordinated and powerful. If we want to educate others and ourselves to citizenship today, it is necessary to understand the mechanics of the production and consumption of information and its social and cultural impact. In this regard, we need to focus our attention on two focal points: training ourselves and training others to critical perception; believing in being in a condition to produce alternative information and to form volunteers in this sector (Curti).

With regard to the first focal point, Len Masterman, professor at the University of Liverpool, considers that the awareness of educators of the continual manipulation, that interests the democratic system of the media and that places at risk the democracy of the world, is a fact

capable of mobilising ourselves to work in this area of citizenship. Each person could verify this process in his/her own Nation and take the relative educational decisions (Curti).

Regarding the second focal point, the revolutionary idea is to convince one's self that true information does not come only from the great journalistic sources, but also from ourselves, young volunteers, missionaries, ordinary citizens…we all have the possibility of contributing toward alternative information, the genuine expression of a civil society. It is sufficient to think of the MISNA (Missionary International Service News Agency) agencies that came into being only 5 years ago. Its correspondents throughout the world are missionaries. Important information agencies throughout the world seek out news from its site. Many missionary priests and nuns in Madagascar, Ethiopia, Timor and Venezuela have become correspondents without being qualified journalists. They are urged on only by the desire of speaking for those who have been cancelled out as citizens by the excluding laws of the marketplace. In a recent meeting of MISNA, it was declared (and rightly so) that the first mission today is information (Curti).

4. Educommunication and Communication Ecosystems

As we have said earlier one of the important aims of educommunication is to create ecosystems of communication in educational circles. What are we referring to when we talk about an ecosystem of communication? Or what does the expression mean?

To understand better, we use the term in the context of educational institutions. It is important to emphasise that nowadays the school is not the only educational institution and it no longer appears to hold the first place in education in society. In this sense, the educational writer Hugo Assmann, in his book *Reinventar a educação* (Reinventing Education) states that the world is changing into a complex of learning systems. Speaking today about crucial areas - and there is no life without them – means speaking about cognitive ecologies i.e. contexts favourable for learning experiences (Assmann, 1998) in our society at present there exist side-by-side different educational agents. The very idea of learning has evolved, demonstrating that education and culture are very close to each other, that cultural agents are also educational agents and vice versa, that there is a constant inter-relationship between politics, citizenship and education and that there is a great convergence in ways of describing the different aspects of society and of human life (Da Silvo Filho).

The school is reconsidering its role in the face of today's new possibilities in the worlds of knowledge and culture. New kinds of social relationships and new cultural attitudes require new educational approaches that can be integrated with ways of developing the knowledge and the emotions of children and young people, growing up in a world of digital media, networks of virtual reality and three-dimensional imaging. The modern means of communication and the expansion of information technology have produced and continue to produce a great impact on society especially in educational practice. This shows us that the school, and here we can also include any other kinds of educational institution, is caught up in a great ecosystem, much bigger than itself, that restricts it in every way.

Conceptualising the term

Ismar de Oliveira Soares understands the term in this way: a communication ecosystem refers to the organisation of the environment, the availability of resources, the way of doing things (modus facendi) of the people involved and everything connected with a particular form of communication. According to him when we speak about a communication ecosystem we are speaking about the combination of situations, conditions and agents which have an influence on educational activity. We therefore consider the educational ecosystem as a combination of relationships, actions and conditions – we might call them forces – that interact among themselves and have the ability through communication to influence the institutions, the students the staff, and even the educational and communicational subject matter and methodology (Soares).

Some implications for educational activity

A communication ecosystem has links with relationships, communication activity and the use of the languages of communication, with the aims and objectives of practical communication methods. For educational establishments to carry out their role in this new setting, they need to create channels of communication, dialogue and comprehension with the most diverse agencies in society. This means reconsidering the way they express themselves, understand and act. In other words, it is a question of epistemology, of understanding and methodology often based on tradition. Education is always a constant learning process and this includes being able to unlearn what one has learned (Da Silva Filho).

 Considering the educational institutions within the great educational ecosystem, we observe that these need to be analysed from the point of view of communication. Educators need to train themselves to work as communicators, using the methods and the languages that will re-connect them with the world inhabited by their students, because education is expanding and goes far beyond the limits of the school. Theoretical and practical familiarity with these instruments is essential for an educational approach that hopes to be able to form the citizen of the third millennium. Citizenship nowadays is acquired by the exercise of dialogue with society, through the new media and languages (Da Silva Filho).

Conclusion

In the ultimate analysis, educommunication is about promoting media access, improving free, open and democratic communication environments, training in media production, guaranteeing expression opportunities for people especially the young, to improve the quality of citizenship. In addition, it also includes using media tools to help inter-relationship among people in the educational field. Educommunication activities can also be improved on public and private media stations by engaging information production in supporting educational proposals.

References

Bowen, Wally (1996). Citizens for Media Literacy, Asheville, USA.

Caballero, Francisco Sierra (2002). "Critique of Educommunication: Problems and perspectives in the Information Society. An analysis of cultural policy," IAMCR, Barcelona, 21-26 July 2002.

Curti, Graziella, "Thinking Differently about Educommunication". http://www.cgfmanet.org/_3_.asp?sez=3&sotSez=7&detSotSez=2&Lingua=2, downloaded on 15.7.2008.

Leao, Izabel, "A new purpose called Educommunication,"

http://www.sciencenet.com.br/site_english/sciencepress_ingles/67/journalistic_a.htm, downloaded on 20.7.2008

Masterman, L. (1980). Teaching about Television. London: Macmillan.

Pen, Robert (2010), "Educommunication", in Divyadaan 21/1 (2010), Nasik.

Pungente, John SJ (1989). *Media Literacy Resource Guide*, Ontario, Ministry of Education, Toronto, ON. Canada.

Shepherd Rick (1993). "Why Teach Media Literacy?" in Teach Magazine Oct-Nov 1993, Toronto, Canada.

Soares, Ismar de Oliveira (2002). "Educomunicazione," Franco Lever, Pier Cesa Rivoltella and Adriano Zanacchi, Il Dizionaroi de Scienze e Tecniche,Rome: Elledici.

Soares, Ismar de Oliveira (2004). "Educommunication as an Emerging New Field," UCIP World Congress, Bangkok.

Thoman Elizabeth (1995). Center for Media Literacy, 1995.

Thoman, E., & Jolls, T. (2005). Media literacy education: Lessons from the center for media literacy. In G. Schwartz & P. U. Brown (Eds.), Media literacy: Transforming curriculum and teaching (Vol. 104, 2005). Malden, MA: National Society for the Study of Education

Worsnop, Chris (1994). Screening Images: Ideas for Media Education, Wright Communications. Mississauga, ON. Canada.

Internet/Web Browsing and Safety Skills

Robert Pen SDB

Objective: To make the student aware of the basic steps in browsing the internet as well as various security measures that are to be followed while browsing.

a) Basic Steps for Browsing the Internet

Browsers can be quite flexible, if you make the most of their features. There are a few tips that will assist with web browsing.

- Let us start, by noting that the default home page can be changed to any page. You can do this, by using the Internet options in the control panel. Here, change the home page address and that will appear by default. A search engine is actually not a bad home page.

- Generally, the web addresses will always begin with WWW and end with a .com or .co.uk. Guessing the domain name is one approach to finding a site but it is far better to use a search engine. Google, Yahoo, MSN and Dogpile are just a few examples.

- With search engines, be specific with searches. You cannot expect good results when your searches are vague. If you seek sites on a specific subject, then mention the subject precisely.

- Another search tip is to use the search box in the browser, if it has one; most nowadays have one. Making searches can be quicker this way.

- Web directories are also available to use. These can be useful, and an alternative to search engines.

- Aside from this, remember that you do not necessarily have to type full addresses in. You can, and should, omit the HTTP and maybe even the WWW. Recent Web addresses can actually be selected from the address bar.

- Use the 'favourite' folder. Here you can store any site that may be of interest to you. Then, it can be revisited easily when you open the favourites.

- The backward and forward buttons allow you to move backward and forward through visited pages. Use them, to re-visit previous web pages as opposed to addresses.

- If your browser has tabbed browser, then do make use of it. Tabbed browsing allows you to open multiple pages, which can be handy for browsing. You can open a good number of related pages.

- Another tip worthy of note is to consider the available browsers. There is some choice here, and while IE and Fire-Fox are widely used there are others like Google Chrome

and Opera which have good features as well. Also remember that you can update browsers with add-ons and such like.

- Remember, that you can also block pop-up windows as well. This is a good option.

    So overall, these tips should assist you with browsing the Web. Just try to make use of the browser options available.

b) Some more Tips for Browsing the Internet

Despite the wide availability of high-speed, broadband Internet service, some people still access the Web with a dial-up account. Waiting for media-rich web pages to download can be frustrating. To make Web surfing more satisfying and productive, here are some tips:

1.   Get a faster connection

If you still use a dial-up account, it's time to upgrade. Consider getting a high-speed service such as DSL or a cable modem. It may cost a bit more, but it will greatly improve your experience and productivity.

2.   If you have a slow connection, use the Stop button.

When you access a website, what you are actually doing is downloading digital files. You can see how the download is progressing by looking at the status bar located at the bottom of your web browser. If you get tired of waiting, click the Stop button to view the files that have already downloaded. Then you can decide if you want to continue. If you do, click the Reload or Refresh button.

3.   Increase your cache.

Files you download are stored in a **cache** (pronounced like "cash") on your hard drive. That way when you return to a site, you don't have to download the files again from the **server**, just access them locally from your cache. After a while though, the cache becomes full. Your web browser automatically deletes old files as you continue to surf the Web. But if you visit many of the same sites regularly, you can speed up access by caching more of them. To do this, increase the size of your cache. 10 MB is optimal.

With Internet Explorer 7.0, click the **Tools** button, and then click **Internet Options**. On the General tab, under Browsing history, click **Settings**. In the Disk space to use text box, type the amount of disk space (in megabytes) that you want to be set aside for temporary storage space, and then click **OK** twice.

With Firefox 2.0 or later, under the **Tools** menu, select **Options**, then click **Advanced** and then the **Network** tab. Now type in the amount of cache you want to allocate.

4.   Save keystrokes by using

       Bookmarks or Favorites.

Web addresses or URLs can be unwieldy. Worse, if you type them wrong, you get an error message. To avoid these problems, save the addresses of sites you want to revisit.

5.   Use the Find feature of your web browser.

Once you've accessed a web page, use the **Find** feature under the **Edit** menu to quickly locate a particular term that interests you. Don't take the time to scroll through the entire document.

6.   Pick two search engines and learn how they work.

With the vast amount of online content, the biggest difficulty is finding specific information. Although dozens of search engines are available, pick one or two, and then take the time to learn them well. In case you're interested, the top choices considered by most people today are Google and Yahoo!

7.   Choose your own home page.

If you want to begin surfing by reading a daily newspaper or better yet, *Learn the Net*, why not start there first? So set the home page to the webpage to which you always want to have first access often and everyday.

8.   Open a new window or use tabbed browsing

While you are downloading one web page, you can access another by opening a second browser window. With Internet Explorer 7.0 under the **File** menu select **New Window**. With Firefox 2.0 under the **File** menu select **New Window**.

Both Internet Explorer 7.0 and Firefox 2.0 have a feature called **tabbed browsing**. Instead of opening a new window, you just open a new tab with a new window. You can have multiple tabs open at the same time and easily switch between web pages.

A word of caution: Although you can open multiple windows or tabs, this will slow down your computer, so don't go overboard. Remember to close the additional windows to free up disk space.

9.   Surf during off-peak hours.

Commuters experience rush hour, when highways bog down with traffic. The same phenomenon happens occasionally on the Internet—although not nearly as often as in the past— usually in the late afternoon and early evening, when people log on to check e-mail, chat and play games. If you want to avoid the slowdown, go online in the morning or late at night, when traffic is lighter.

10.   View sites in text-only mode if you have a slow connection

Sure, web designers spend a great amount of time creating wonderful graphics, but it can take quite a while to download large graphic files. If you only have a dial-up and you want to speed things up, turn off the images in your web browser.

With Internet Explorer 7.0, under the Tools menu, select **Internet Options**, then click the Advanced tab. Now uncheck **Show Pictures**.

Thoughtful designers include something called an **ALT tag**, a written description of the image. If you want to see a particular image, click on the tag with your right mouse button and select **View Image**. For Mac users, just hold down the mouse button over the graphic.

c) Safety Measures for Internet Browsing

The Internet is a powerful medium that allows millions of users to chat, play games, download music, gather important information, and perform other various activities. All this has made the Internet an indispensable part of our daily lives. Although the Internet is useful, it also puts our personal and confidential information at substantial risk.

Using the Internet unwisely may make our system vulnerable to malware infections and an easy target for hackers. Below are some common Internet security tips that you can follow to safeguard your PC from Internet threats.

Do Not Open Attachments from Unsolicited Emails

Attachments that come with unsolicited emails can contain malicious programs, such as viruses, malware, and worms. These malicious programs often cause severe damage to your system. Therefore, it is best that you immediately delete any unsolicited emails you receive. You must also scan the attachments that you receive from known sources before opening them. It is recommended that you install antispam software that can automatically scan and prevent infected emails from appearing in your email program's inbox.

Do Not Use Peer-to-Peer Networks

Avoid using peer-to-peer networks because they are common carriers of malware and virus infections. Files downloaded from P2P networks are often embedded with viruses and spyware. In addition, you give permission to other Internet users, including hackers, to access files on your computer when you use P2P software.

Download Free Software from Reputable Websites

You must be careful when downloading free software available on the Internet. Freeware is often laced with malicious programs, which if given entry may cause severe damage to your PC and steal your personal information, such as usernames, passwords, and credit card numbers. Download freeware only from reputable websites that have confirmed the software is virus and malware free.

Keep your Operating System, Software, and Drivers Up-To-Date

It is important that you keep your operating system, software, and drivers updated with the latest hotfixes, patches, and security releases from the manufacturer on a regular basis. Using the most recent version of a program will remove any security vulnerability that may have been present in its previous version. As a result, your computer will be less prone to viruses and malware infections that exploit security vulnerabilities.

Use Strong Passwords

Ensure data security by using strong passwords for your online accounts and your system files. Do not use your name or birth date as a password since they are easy to crack. Instead, use a password that contains alphanumeric characters and is at least eight characters long. Also, do not store passwords on your system. If remembering all your passwords is difficult, use a password manager program to organise and manage your passwords. A good password manager program will encrypt all your passwords that it manages. In addition, never share your password with anyone else.

Install and Use a Firewall

Use a firewall to control the information that goes in and out of your system. A firewall prevents unauthorised access to your system. Make sure that you keep both incoming and outgoing firewall protection active.

Install Antivirus and Antispyware Tools

Use an antivirus and an antispyware tool to keep your system protected from malicious programs, such as viruses, worms, adware, and spyware. Configure these tools to perform regular full system scans on your computer. Also keep these tools up-to-date with the latest virus definitions and security updates to enable them to identify and protect your system from the latest threats.

Although the Internet has simplified our daily activities, it is essential that you take the necessary precautions to keep your computer safe. Following the tips in this article along with using a recommended antispyware tool will help keep your PC virus and spyware free.

d)   Some more Dos and Don'ts about Internet Browsing

1.   DON'T double-click links or images. Unlike the rest of the desktop environment, web pages do NOT require double-clicks in order to open. A single click will begin loading a page, and any successive clicks will begin reloading the page. In effect, double or triple clicks actually slow down your web browsing. Simply click one time on any link you wish to examine.

2.   DO use Bookmarks. Every browser has a Bookmark feature that allows you to save a web page's address. If you find yourself visiting the same sites over and over again,

bookmark them. You can usually do this by hitting CTRL+D or by accessing the Bookmarks menu at the top of the screen. Bookmarks save time and allow you to review your favorite sites. You can also create folders, so you can separate your "Sunday Sermons" bookmarks from your "Vacation Photos" bookmark.

3. DO hover over links before clicking. When you place your mouse cursor over a link, the page it leads to will be listed in the lower-right corner of the browser, the "status bar". Often people are led to malicious or adult-themed sites unintentionally, or simply redirected against their will. If you hover over a link and see that it is taking you to a site you don't want to visit, don't click it!

4. DON'T simply install plug-ins and extensions for your browser. Although there are a couple that are necessary to viewing some web sites, such as Macromedia Flash, don't be lured into installing tons of accessories. Many are useless, some are dangerous spyware, and all of them take up system resources and slow your computer down. Avoid any extra program that you don't absolutely NEED, and that you don't recognize by its publisher. Something from Microsoft or Google is probably safe. Something produced by "Haxnet.cz" probably isn't.

5. DO stick to popular reputable sites. The Internet is by no means a safe place; as noted in #4 there are many sites rife with viruses and spyware waiting to attack your computer or harvest data. When in doubt, choose "safe" sites like Google, Yahoo, MSN, Youtube, Wikipedia, and other mainstays. These sites offer a lot of material that you might find somewhere else, albeit with much less risk. If you are not sure if you can trust a site, ask a friend or class companion where they go for whatever it is you are searching.

6. DON'T trust e-mail authenticity. You can't tell, but it is very easy for scammers, hackers, and other evil-doers to fake an e-mail message from "your bank" or "the king of Nigeria". If an e-mail is asking you for ANY personal information, including name, address, social security number, bank routing number, etc. do NOT trust it. If the message claims to be from your bank, call your bank to verify the request. (The religious may not have personal bank accounts but they have to be equally carful with the details of the institution's bank accounts and other personal details.) Even if a friend sends you a link or e-mail that seems doubtful, call them to first make sure he or she actually sent it. You can never be too safe.

7. DO use message boards and forums. For almost any hobby, interest, or profession there are a hundred message boards on-line where you can post questions, share stories, or interact with other users. Message boards are, in essence, sites that let you post new topics or reply to current topics created by other users. They can help you beat a video game, share creative writing, or choose a political candidate to back. Just make sure you don't give personal information to users other than at the time of registration.

8. DON'T get involved in on-line piracy. As tempting as it is to download a hot copy of the latest blockbuster film or hit album, don't do it. First, you could end up in trouble with the law or sued by the publisher for tens of thousands of rupees. Second, and more likely, many sites that are run by pirates and/or hackers are also breeding grounds for viruses and malware. What may seem like a bunch of music files could also contain a virus or hijacker. Just like in real life, stay away from the "shady" alleys of the Internet and you're less likely to be attacked.

9. DO browse the Internet with a restricted user account. Criminal hackers (crackers) know that most people browse with an administrator account, so they try to transmit downloads of viruses and malware and spyware to take advantage of the user's administrative privileges to launch attacks on the computer. Crackers will want to install stealthkits spyware, and backdoor code to exploit the user's personal information and steal Internet access. A restricted user account for Internet browsing will help to thwart the attacks and to keep damage down to a minimum.

10. DON'T follow links in spam. They will lead to phishing sites that will seek private information to exploit, and such sites will also attempt to transmit viruses and malware to the computer.

11. DON'T download from unknown sites unless saving the file (without opening or running it) to an accessible area for an immediate virus scan on it. There are free services online who can look at specific files to give an assessment. If a file turns out to be suspicious or a known threat, delete it without opening. Remember that all Internet exposure and all downloads can result in a virus or malware, so scanning is now a requirement for safe surfing.

References

Abbey, Beverly (2000). *Instructional and Cognitive impacts of Web-based education.* Hershey, PA: Idea Group Publishing.

Armstrong, Steven (2003). *30Minutes to master the Internet.* New Delhi: Kogan Page India Ltd.

Reese, Jean (1999). *Internet Books for Educators, Parents and Students.* Englewood, Colo: Libraries Unlimited.

Università Pontificia Salesiana (2008). *Internet.* Roma: Università Pontificia Salesiana.

Whittaker, Jason (2003). New Delhi: The Internet: The Basics. Cosmo Publications.

Social Media Education
Trainer's Manual
For Media Education Trainers

For Copies
www.signisasia.net
magimai2005@gmail.com

Communication for Pastoral Leadership

Book 1 : Basics of Social Communication by Fr. Louis Kumpiluvelil SDB
Book 2: Critical Understanding of Social Communication by Fr.Robert Pen SDB
Book 3: Theology Perspectives in Social Communications by Fr. George Plathottam SDB

For Copies:

Tej Prasarini, Don Bosco Communications,
Matunga, Mumbai 400 019.
Tel/faxx: 0091-022-2410680/65007840
tej_dbc@vsnl.net / tejprasarinidbc@gmail.com
www.tejonline.com

Social Media Education Trainer's Manual

Media education has been one of the key activities of SIGNIS for several decades. Its importance keeps increasing as the Mass Media is being used by business interests more than ever before. Commercialisation of the media industry has become very common and open today. One of its crucial impacts is the destabilisation of the values system in society. Children are the worst affected by the negative content and commercialisation of media.

SIGNIS South Asia has published a useful Trainer's Manual to equip teachers to impart social media education to students and children. Meeting the need of the hour, this manual is the outcome of two workshops held in India and Sri Lanka.

I request SIGNIS members to encourage teachers, social workers and facilitators to use this resource manual to create an awareness among the younger generation so that they use social media appropriately for self-growth, and for the unity and development of the community and society.

Lawrence John
Vice President, SIGNIS
Chair, SIGNIS Media Education Desk

The contribution of SIGNIS in imparting Media Education for the youth and children in the world has been significant. The process started with 'Media Literacy' in the beginning, moved to 'Media Education' later and reached 'Beyond Media Education' over a period of time.

Numerous experiments, books, research materials, videos, audio programmes, training manuals have been produced by various institutions and individuals across the world on Media Education.

Now, it is time that we focus on 'Social Media Education' too, as it is difficult to think of today's youth and children without Social Media.

Dr. A. Magimai Pragasam
Coordinator, SSA Common Project on Social Media Education
Coordinator, Media Education Desk, SAB and Editor