

Cyberethics GII



Awareness Node Report on
Safer Internet in Education
Cyprus 2009



The Safer Internet goes to the Schools

Incorporating Safer Internet in Education



Safer Internet *plus*

This project is funded under the Safer Internet plus programme, a multiannual Community Programme on promoting safer use of the Internet and new online technologies.
(OJ L 149, 11.6.2005, p. 1.)

Executive Summary

This Report has been developed on the request of the European Commission to all awareness nodes across Europe, within the context of the Safer Internet Forum 2009. The event will take place in Luxembourg on the 21st to the 23rd of October. The aim of this event will be to promote the safer Internet education in schools throughout Europe.

The co-organisers Cyprus Neuroscience and Technology Institute and Cyprus Pedagogical Institute decided to host two events following the EC's request in order to collect the best possible data from all relevant stakeholders including the Ministry of Education, teacher's organisations, industry representatives and our Youth Panel.

The results of this Report have been compiled using the results of two workshops organized on the 2nd of June 2009 for 4 hours and another on the 15th of June 2009 for 7 hours. Each event had 12 and 18 participants respectively. In each event, stakeholders included the Ministry of Education, CYTA, Ministry of Interior and educators representing Primary and Secondary school as well as teacher associations.

Questionnaire

Part 1 - National event

1.1 *Title of event:* Incorporating the Safer Internet into the school curriculum

1.2 *Date, time and venue of event:*

2 June 2009, 12.00 - 15.00 pm, CNTI offices, Nicosia

5 June 2009, 08.30 - 15.30 pm, St. Raphael Hotel, Limassol

1.3 *Participants:* Please see points 2 and 3 below and Acknowledgement section for details

1.3.1. *Total number of participants:* 30 (12 & 18 respectively)

1.3.2 *Sectors and organisations represented, with number of participants from each:*

- Ministry of Education - 3
- Individual teachers (primary) -6
- Individual teachers (secondary) -7
- Young people - 2
- Teachers' organisations - 1
- Parents' organisations
- Industry (CYTA -2)
- NGOs (CNTI-6)
- Other (Ministry of Interior-1)

1.4 *Topics discussed: please attach copy of agenda and presentations:* Please see attached

Part 2 - National school curriculum

2.1 *Who determines the content of the school curriculum?* The Ministry of Education.

2.2 *How much flexibility (if any) is available to head teachers / teachers to include additional material in the curriculum?*

There is some flexibility for teachers to add additional material in the curriculum. Although time constraints in some 'slower' classes exist. It is up to the teachers to use their 'free' time accordingly. The existing curriculum is more flexible in younger classes but school inspectors want them to be coordinated.

2.3 *Is Internet Safety included in the curriculum?*

- Yes No

If yes, please indicate in which level:

- at pre-school level at primary school level at secondary school level

2.4 *If Internet Safety is included in the curriculum please indicate the subject area(s) where it is considered:*

- personal, social and health education;
- ICT only – but it said that it will incorporated in all subjects but this will take time.
- Religious/ethics and philosophical studies;
- citizenship;
- other (please specify):

2.5 *Who delivers the Internet content and how are they trained?*

Regularly = Computer science teacher to secondary education students

Not regularly = Pedagogical Institute to teachers and external experts to students

2.6 *How much time is spent on the topic of Internet Safety in each academic year?*

Primary school = 45 minutes per year

Secondary school = 6 hours per year

2.7 *What issues are included in Internet Safety education?*

- Information security
- Safe online behaviour
- Privacy issues
- Cyberbullying
- How to download and copyright issues (What is missing on the specific subject is explaining the illegal side of this and the PEGI system)
- Safe use of mobile phones
- Contact with strangers
- Children' rights
- Responsible and legal use by children and young people
- Critical skills for evaluating the quality of information
- Other topics (to be indicated)

Part 3 Resources

3.1 *What resources are available within schools for teaching Internet Safety?*

- Online resources = from the Ministry of Education, the Cyprus Pedagogical Institute and from the Cyberethics project websites
- Offline resources = Lesson plans, CDs, DVDs, leaflets, posters from the Cyprus Pedagogical Institute, CYTA, Microsoft and the Cyberethics project
- Peer education schemes = ICT school groups (but on more technical aspects) and the Safer Internet Youth panel
- Visits by external experts = CYTA and Cyprus Pedagogical Institute experts, the Cyprus police and the Cyberethics project representatives

3.2 *On average, how many computers and Internet connections are available within each class*

3.2.1: *in primary school:*

1 computer with Internet connection in each class (possibility for 2 or 3). In the computer labs there are around 10-15 computers (not all connected with the internet yet)

3.2.2: *in secondary school:*

- 17 computers in the gymnasiums computer labs (2-3 computer labs are possible in each school)
- 21 computers in the lyceums in each computer lab. Some schools have computers in specialized rooms for languages, chemistry, physics, etc. Some school still do not have Internet connection due to technical problems that is expected to be resolved within 2 years time. 20% of schools though have wireless Internet access throughout the school.

3.3 *What technologies and applications are used by children in school:*

3.3.1 *at primary level:*

windows based, special education software such as kidspiration and intranet 2.

3.3.2 *at secondary level:*

each class may use a different software, cisco, net support, deepfreeze and programming languages.

3.4 Who has responsibility for funding ICT provision within schools?

- national authorities = The Ministry of Education
- regional authorities
- local authorities
- individual schools = sometimes
- Parent associations may donate to their schools
- other (please specific)

Part 4 Teachers' needs

4.1 Is Internet Safety included in teacher training?

Yes Pre-service: very limited. In-service: taught as part of the ICT course but not clear as a theme. No

4.1.1 if yes, at what stage(s)? In-service teachers are taught by the Pedagogical Institute were 5 hours is spend on ICT and 1 hour is spend on Internet safety. Also there are optional seminars on ICT that teachers may choose to take. New coming teachers now, spend 10 hours on ICT and one hour on Internet safety.

4.1.2 if yes, how much time is spent on the topic of Internet Safety in each academic year?

Primary school = 45 minutes per year

Secondary school = 6 hours per year

4.2 Who produces and delivers resources on Internet Safety for use in schools and within teacher training?

The Cyprus Pedagogical Institute of the Ministry of Education & Culture

4.3 What are the concerns of the teachers related to teaching Internet Safety in schools?

Please see report below

4.4 Is there any other issue concerning teachers that came out from the national debate?

Please see SDDP results in section 2 of this report.

Part 5 Children's needs

5.1 Based on the discussion with your youth panel, what are the needs of children related to learning Internet Safety in schools?

After our discussions with members of our Youth panel we have come in the conclusion that their main concern is with the online predators. People that they don't know try to get them to add them on their profiles and are very persistent. Also in chat rooms people that they don't know try to contact them. They have not confirmed of being in contact with anyone with the potential on harming them in any way but they say that 'you always hear stories'! They want to have the 'tools' to identify these predators quickly from an early age in order not to feel so vulnerable.

5.2 Who is most likely to be listened to and believed by children on issues of Internet safety e.g, teachers, parents, external experts, their own peers, media?

Their own peers and media

5.3 What do children see as the greater problem affecting them on the Internet 1) contact from adult strangers 2) Bullying or other inappropriate behaviour by their peers?

1) contact from adult strangers

5.4 What other concerns do children have in relation to their use of the Internet?

Please see point 5.1

5.5 Based on the discussion from your youth panel, how well do children feel that the issue of Internet safety is currently being addressed in their schools?

Needs to be given more attention and updating

Part 6 Activities of the awareness centre with schools

6.1 *Is the awareness centre involved in teaching Internet Safety in schools?*

- Yes No

If yes, please explain: The awareness centre have been active in Cyprus for the past 3 years and is always available to schools and Parent associations to give presentations adapted to the needs of each target group.

If you responded no, please skip to question 6.6.

6.2 *How many classes have you visited since the beginning of the school year (Sept. 2008)?*

In collaboration with our partners and associated partners we have visited around 23 schools, 9 individual classes and 9 parent associations until May 2009.

6.3 *Which age groups of pupils have you worked with?
(several responses possible)*

- 7 to 9 year olds
- 10 to 11 year olds
- 12 to 14 year olds
- over 15s

6.4 *When you visit a class (check one response only):*

- do you work with the teacher in class?
- the teacher is not present or present as observer only

6.5 Describe your most successful practice in teaching Internet Safety in class. Include in your description the age of the pupils and the particular elements that ensured success. (open)

The Cyberethics project in Cyprus has the Pedagogical Institute of the Ministry of Education and the public telecommunications authority, CYTA as partners. Also the Hotline Branch collaborates closely with the Cyber Crime Unit. Members of the awareness Node co-organize awareness events in schools. In some cases, representatives from only one organization (i.e., Awareness Node personnel or members of the Advisory Board, or Police or CYTA or Ministry) organize such interventions. In other occasions, two or more entities collaborate in the organization of an event in a school. The second case is usually a lot more efficient. At the same time, we should point out that this is not always possible because of the large number of schools. Therefore the various partners-stakeholders have agreed to co-organise events in cities and/or municipalities as well as in very large schools. The second good practice is probably the case in which the children participate actively. For example in some schools the children were inspired to assume responsibility and come up with their own “products”. In one case, they came up with wonderful comics, posters etc. In another case they came up with scenarios for TV short movies that document real scenarios and dangers viewed from the eyes of young people. They are now in the process of searching for funding to materialize their aspirations. In both cases the safer Internet awareness team has served as “facilitators” and not as expert. This reversal of roles has shifted power to the youth and has placed them on the chair of responsibility. Under such situations, young people raise up to their responsibility and they exhibit amazing creativity, enthusiasm and stamina to come up with tangible products which they not only see as tools to “help” other kids but for which they will also be proud!

6.6 How many resources have you developed for teaching Internet Safety in class for use by

- teachers = website, 3 TV spots, 3 Leaflets (translated into Greek, English and Turkish): www.cyberethics.info
- pupils = website, 3 TV spots, 2 Leaflets (translated into Greek, English and Turkish), 1 online game: www.cyberethics.info

Please provide examples or links to each.

6.7 Have you implemented “training the trainer” courses for teachers?

- Yes No

If yes, please describe:

6.8 Are you aware of other organizations in your country active in teaching Internet Safety in schools?

- Yes No

If yes, please name and describe the actions: The Cyprus Pedagogical Institute as well as CYTA (their actions are discussed in the report)

Part 7 Other Issues

7.1 Please indicate any specific national concerns related to Internet Safety, including any relevant case studies, court cases etc:

The Internet café issue was raised and the fact that some of them have evolved into casinos. Legal issues preserve the problem.

Also the issue on IP access control was raised but again the issue of the legal aspect and the human rights issue brought the discussions into a dead-end.

7.2 Please indicate any other issues or outcomes, which have emerged during the event:

The discussion group got fixated on the ‘Kindernet’ idea of making a child safe web space for the children in Cyprus were a toolbar with plus and minus buttons will register all valuable or not websites and with the report button that will report all found illegal websites to our Hotline and will be used in schools as well.

Safer Internet in schools meeting

2 June 2009, 12:00 – 14:00

Participants:

Yiannis Laouris (YL)	Anastasia Economou (AE)
Georgina Shitta (GS)	Marinos Karagiorgis (MK)
Elena Aristodemou (EA)	Yiannos Ioannou (YI)
Aysu Arsoy (AA)	Nicol Christodoulidou (NC)
Lawrence Kalogreades (LK)	Panayiotis Iakovou (PI)
Andreas Drakos (AD)	Andreas Christodoulou (AC)

Description:

This event took place in the form of a 4-hour meeting with the purpose to gather all related people involved in the public school education, Internet Services in general and other relevant stakeholders. Below are the minutes of this meeting. Part of these minutes answers the relative questionnaire.

The meeting began with a small presentation on the purpose of the meeting and the present situation in schools.

The participants discussed topics deriving from the questionnaire, presented in PowerPoint.

The first slide referred to Primary education. MK commented that there is no subject in the curriculum about ICT or safe Internet. Such a curriculum only exists in the all-day schools during the afternoon classes. He recommended that an independent subject on Safe Internet should be designed in order to be added into the daily primary school program, similar to 'Ecology school' programs he explained. He also added that the headmasters of the school have a genuine fear to push teachers to add another optional theme into their already overloaded curriculum.

PI continued by saying that CYTA have already send a circular letter to all schools informing them of their availability to do presentations on the Safer Internet subject. They have visited around 400 schools since 2001 and that counts around 40.000 students

and teachers. Their presentation takes around 45 minutes and another class period has to be cancelled in order to incorporate this in. In smaller schools they gather all level of education students to do the presentation. They also visit parent association whenever asked.

AE added that there is no reference in the primary education level in the school curriculum. However, the CPI through the Ministry's Departments of Education sent a directive and educational material for the teachers to incorporate into their teaching through various subject matters for one hour each year. The Pedagogical Institute also organized presentations at schools in collaboration with CYTA, The Police Department, and the UCY targeting teachers and parents. Even though, the schools together with the parents' associations requested the seminars there was not so much interest especially from the parents' side, a point that everybody agreed that is the weak link in our society.

PI agreed that safer Internet should be part of the daily curriculum and not be left in the judgement of the headmasters of each school or the individual teacher. AC said that the safer Internet subject should be a hands-on experience and not a one-time thing. There needs to be follow-up and be part of the program at least every 15 days. PI agreed and added that the Primary schools should be targeted first. GS completed that 5-6 year olds now use the Internet and the safer Internet education shouldn't be so delayed to be taught. AC also said that the children sometimes have more knowledge than their teachers. He also added that the subject of online gaming is never mentioned and especially of their potential dangers.

Furthermore, YL continued by saying that children must somehow live their online dangers in order to be able to understand the seriousness of the situation and this also applies to teachers and parents that do not know how to use the new technologies and especially the Internet, they must 'burn' in order to learn. He agreed that the safer Internet subject cannot only come once in a presentation but it has to be taught on a regular basis and keep being updated just like technology is evolving. He also gave the example that this subject is not taken seriously by the Ministry, when he went to the main offices of the Ministry of Education in Nicosia and the Head of the Cyber Crime unit told him of the new trend called 'xtube' and went online to see what it was and there was no firewall, nothing from the Ministry to control the content of what he was viewing or downloading. He found this as very serious and even dangerous in some extent.

AE explained that we cannot keep everything away from the children but agreed there should be some control. Children we will always have the possibility to be exposed into challenges and they should be educated on dealing with them. YL added that adults should take this more seriously.

YI continued with a question ‘why the children want to test and try everything that we tell them is dangerous?’. The anti-drug campaigns sometimes show an increase in use than a decrease. GS answered that we cannot stop children from being normal teenagers and by that we mean that they will want to test their limits and try new things however illegal that might be.

AC argued that there should be Internet spaces especially designed for children. AE mentioned that the Ministry of Education, designed a controlled environment, an intranet which will support a learning management environment for students (DIAS). AC continued by saying that in Germany 75% of youngsters use ‘Kindernet’ and something similar should be created also for Cyprus and be promoted and used throughout all the schools. EA added that there is also ‘Google kids’ too as well as other similar websites.

AD raised the issue on the teachers’ education on the safer Internet issues and said that at least at the University of Cyprus the teachers only learn Windows office. AE said that there is an ICT users group for teachers and they send circular letters to schools with tools for teachers to use but it is not forced on anyone to use.

Discussing the slide on the Secondary education, AE said that the students of gymnasium spend 6 hours a year on the Internet subject. The students of Lyceum do not have it incorporated into their curriculum although it is being discussed that it will be in the future. There is collaboration with CYTA in using some of their material but it needs to be refreshed. She continued by saying that more than one hour is spent on safer Internet and copyright issues. The secondary education uses the same materials as the ones send in the primary education. AE continued by proposing that the safer Internet issues needs to be incorporated in all school subjects.

GS mentioned of her meeting with some of the Youth panel members and a point that one of them raised, that he would like to be informed in school about what to expect when approached by a potential paedophile and how they will approach him and what characterises the older people that try to add him as friends on Social Networking Sites that he is a member in have. YI said that the Ministry of Education should be involved in making the Safe Internet Youth panel a group for all public schools around Cyprus. PI said that the headmasters should be more active in organising the Youth Panels. AE said that she will look into the subject and see how best to proceed and promote it.

Structured Dialogic Design Event

15 June 2009, 08:30 – 15:30

Participants:

Yiannis Laouris (YL)	Julios Zoumos (JZ)
Georgina Shitta (GS)	Ifigeneia Ioannou (II)
Elena Aristodemou (EA)	Kleio Lysiotou (KL)
Lawrence Kalogreades (LK)	Elena Pedia (EP)
Anastasia Economou (AE)	Eve Gregoriou (EG)
Praxiteles Praxitelous (PP)	Tasos Tasou (TT)
Athena Katsoule (AK)	Agathi Erotokritou (AE)
Marinos Karagiorgis (MK)	Michael Trimikliniotis (MT)
Yiannos Ioannou (YI)	Yiasemina Karagiorgi (YK)

Description:

This 7-hour long event took place in the form of a structured interactive workshop, hereafter called 'SDDP', with the purpose to gather only teachers; the ones that are directly involved in the public school education. Effort was given to have teachers with different involvement in the issue of Safer Internet through their positions and discipline. The group accommodated teachers from primary and secondary education, ICT teachers, Modern Greek teachers, teachers on secondment at the CPI involved with teachers training, teachers on secondment at ICT projects and teachers on secondment at the position of counsellors. The event took place at the St. Raphael Hotel in Limassol (easy access from different parts of the island) on the 15th of June 2009, from 8.30 am to 3.30 pm. The event took place during working hours and the participation of the educators required special permission by the Ministry of Education.

The Structured Dialogic Design Process (SDDP) is a methodology that supports democratic and structured dialogue among a group of stakeholders. It is especially effective in resolving multiple conflicts of purpose and values, and in generating consensus. It is scientifically grounded on seven laws of cybernetics/systems science and has been rigorously validated in hundreds of cases throughout the last years.

Clustering of Ideas

During the first session of the SDDP, the participants engaged in a structured dialogue focusing on the triggering question: 'Which specific actions or activities, if implemented would secure a Safer Internet environment in education?' The participants of the SDDP produced a total of 63 ideas. The ideas were then organized into nine clusters:

Cluster # 1: *School Curriculum*

Cluster # 2: *Technical Matters*

Cluster # 3: *External Agents*

Cluster # 4: *Political Decisions and Legislation Issues*

Cluster # 5: *Research*

Cluster # 6: *Communication - Good Practices*

Cluster # 7: *Supporting Material - Media*

Cluster # 8: *Learning Process*

Cluster # 9: *Awareness - Education*

The ideas that received most votes were:

Idea # 7: (9 votes) The integration of the theme in the Analytical programs of the schools of all levels starting from the pre-primary/primary education.

Idea # 37: (7 votes) Creation of a research and awareness service for the Internet in the Ministry of Education

Idea # 27: (5 votes) Organize workshops with parallel training of parents and students for the correct use of the Internet

Idea # 28: (5 votes) Projection of documentaries/movies with real testimonies from victims of cyberbullying

Idea # 10: (4 votes) Creation of a culture for the correct use of the Internet for students

Idea # 18: (4 votes) Internet danger ranking

Idea # 62: (4 votes) Search engine on pre-identified websites

Idea # 19: (3 votes) Organize workshops with real life scenarios

Idea # 42: (3 votes) Educational interactive television – digital media streaming

Idea # 43: (3 votes) Research to look into the real reasons that prompt the students/teenagers to the addictive use of the Internet

Idea # 46: (3 votes) Renewal of the existing Safer Internet curriculum at schools every year or regularly

Furthermore, the following ideas received one or more votes and were structured in the next step: Ideas # 4, 8, 13, 15, 36, 40, 51, 53, 58, 63, 1, 2, 6, 11, 14, 20, 24, 25, 30, 32, 39, 45, 48, 52, 60.

The voting results were used to select ideas for the subsequent structuring process. During the SDDP, the participants managed to “structure” (i.e., include in the influence MAP), 17 ideas that received more than 3 votes each. They agreed to work as a smaller group, at a later stage to “structure” all ideas that have received votes. In the next paragraphs, we therefore discuss the MAP as it is in its present format. Ideas at the bottom are considered to be the most influential. Making progress or achieving results in those bottom ideas makes it a lot easier to address those that lie higher in the map.

Five ideas that ended up at the lower half of the influence MAP (or also called TREE) must be given priority if one wants to achieve progress towards the vision of transforming our educational system to one which is “internet safer”. The ideas at the bottom of the tree “Creation of a Unit for Research and Awareness regarding the Internet at the Ministry of Education” appears to be the more influential. Of course, at present, there are several research units hosted at the Pedagogical Institute (who is also partner in the CyberEthics project) that conduct relevant research. However, it seems that the participants pay significant value to this Idea, and maybe the Ministry needs to pay even more attention to this need and provide more support to those educators who are involved in safer Internet relevant research.

The next idea concerns the introduction of the subject in the curricula of the schools, at all levels starting from Kindergarten. Also, regarding this idea, Cyprus is already a pioneer in the sense that safer Internet concepts are already present in various subjects and curricula. However, it is also true that (a) there is not a coherent and systematic effort to include such issues across the whole curriculum, (b) there is not a structure/policy in

place to monitor and upgrade such curricula (technology changes so rapidly that makes upgrades and modifications absolutely necessary; note that Idea 46, higher in the Tree identified this need); (c) The subject is not included at all levels e.g., there is nothing for preschoolers and almost nothing for Elementary Schools. Given the continuous shifting of safer Internet challenges towards younger ages, it is evident that more work is required in this direction.

Level V has two ideas. The first Idea concerns the Creation of organized youth groups with the common goal to promote the safer Internet use in their schools and the second Idea concerns the Projection of documentaries/movies with real testimonies from victims of cyberbullying. Both ideas aspire to engage the youth much more actively. These two Ideas are a lot in line with the EU Commissions' strategy and recent policies to involve the youth as active participants in the process and not as passive recipients of instructions and "danger avoidance advices"! Cyprus has indeed pioneered in the creation of a Youth Forum. However, none of the participants of the SDDP knew about its existence. The Youth Forum has been created mainly by private schools since the public schools have demonstrated little interest to support this effort. The fact that a group of public education educators came up with this idea and place this idea at the bottom of the tree (thus considering it very instrumental), is very promising. An island wide youth panel could of course take a lot more initiatives also to provide materials for the other idea that aspires to expose real victim situations and create a forum for open discussions.

Finally, at Level IV, 'Organize workshops with real life scenarios' is very important according to the collective wisdom of the participants. It might be interesting to note that scientists from the Pedagogical Institute together with scientists from CNTI are collaborating in a project with the Open University in Cyprus and with an IT research center in Greece to develop such scenarios. Their idea is to create a controlled environment where children can experience the danger, without however being harmed. If their work is successful, the scenarios and the developed methodology will be made available to public and private schools and could contribute towards the implementation of this idea. Another way of implementing this idea would be to organize workshops in which young participants come up with real scenarios and subsequently discuss them among themselves and come up with suggestions and solutions.

Influence Tree

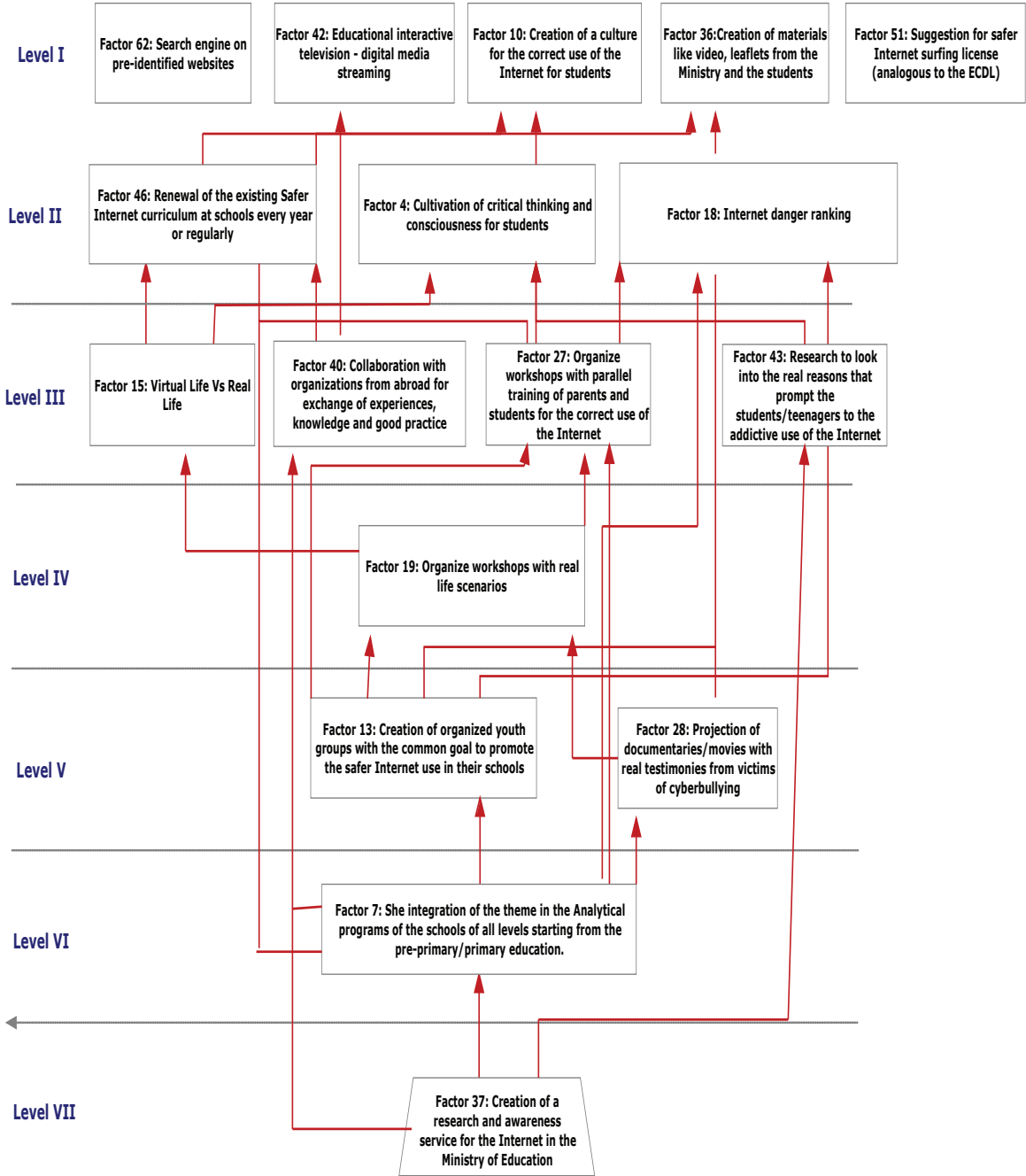


Table 1 - List of all Descriptors

1. Ability to identify content that can be dangerous for students, educators and parents
2. Installing of programs that control access ex. safe Internet
3. Creation of class plan on different subjects on the safer Internet (ex. language, computers, political science, sociology)
4. Cultivation of critical thinking and consciousness for students
5. Security codes protection
6. The awareness of students and educators on legislation matters that concern copyrights issues and protection of personal information
7. The integration of the theme in the School Curriculum of all levels starting from the pre-primary/ primary education.
8. Education of parents on issues of safer use of the Internet
9. Establishing a controlled (by the Ministry) educational intranet
10. Creation of a culture for the correct use of the Internet for students
11. To help students realize the possible the dangers they might be in
12. Growth of online education – to inform the students, parents and educators for what is and what is not ethically correct
13. Creation of organized youth groups with the common goal to promote the safer Internet use in their schools
14. Creation of educational electronic media on the Internet with the Safer Internet subject
15. Virtual Life Vs Real Life
16. Obligatory progressive rating for websites that are student related ex. Ministry website
17. Showing how important (repercussions) is the non safer use of the Internet is (through classes, multimedia applications and education games)

18. Internet danger ranking
19. Organize workshops with real life scenarios
20. Involvement of the media in the safer Internet subject
21. Proper education for avoiding to upload personal data (ex. photos on the Internet)
22. Creation of a control access service were students and educators can communicate with the site administrator to report disturbing websites
23. Establishing of an international law frame that fights against the phenomena
24. Creation of website with ready made educational material for the teaching of the subject
25. Use of browsers designed for students
26. Correct awareness – educating students on the new ways of communicating with their friends (SNS)
27. Organize workshops with parallel training of parents and students for the correct use of the Internet
28. Projection of documentaries/movies with real testimonies from victims of cyberbullying
29. Imposition of the Safer Internet curriculum into private afternoon centres that teach computers
30. Supply and education on security programs (ex. firewall, antivirus)
31. Active involvement of students in the creation of environments and content on the Internet
32. Creation of education shows related with the correct use of the Internet and recommended websites that the young can visit (ex. Ψηφιακή Ελλάδα)
33. Creation of printed material adapted to each age group with evaluation criteria for websites
34. Safer Internet Literacy
35. Dedicated educational networks for schools
36. Creation of materials like video, leaflets from the Ministry and the students
37. Creation of a research and awareness service for the Internet in the Ministry of Education

38. Short TV spots with real life examples of Internet violence
39. Educating the educators of all specializations on basic technical knowledge that guarantee the establishing of the safe Internet in schools
40. Collaboration with organizations from abroad for exchange of experiences, knowledge and good practice
41. Good communication with students and sharing of experiences on the subject of Internet use
42. Educational interactive television – digital media streaming
43. Research to look into the real reasons that prompt the students/teenagers to the addictive use of the Internet
44. Creation of an operational manual on how to use the Internet safely
45. Change of current way of accessing the Internet ex. electronic identification analogous to the age of access
46. Renewal of the existing Safer Internet curriculum at schools every year or regularly
47. Effort for involvement of the Ministry of Education in the decisions of the Social networking sites.
48. Exchange of good practices (from educators, parents, organizations) through workshops and Internet website
49. Internet surfing license
50. National ethical code for the designing of websites that target people under 18
51. Suggestion for safer Internet surfing license (analogous to the ECDL)
52. Organize of activities to realize the power of the programs used in Web 2.
53. Experiential workshops on the subject (parents, educators, students)
54. Establishing of rules of correct use of the Internet that will come out from the involvement of students and structured dialogue
55. Research on students that have been addicted to the Internet (ways of behaviour)

56. Educating in identifying the 'bad' stimuli of advertisements

57: Installing safer functional systems in the school computers ex. LINUX, Ubuntu kids.

58: Funding by the Ministry of education to organizations that are experts on the matter

59: Creation and free distribution of online games with educational content

Clarification: Examples provided by Microsoft and also www.yoyogames.com

60: Creation of examples and activities of using the Internet (research, communication, etc.) from children for the use of parents

61: Special accounts for students on fourth generation mobile phones for Internet access

Clarification: To control their access to the Internet

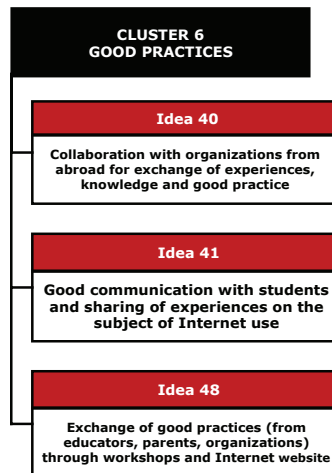
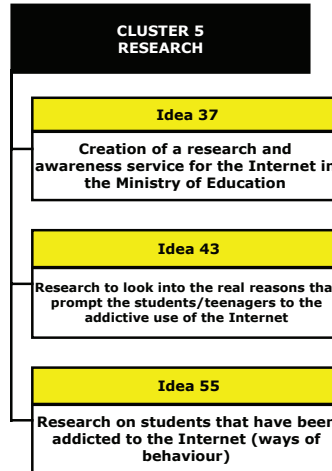
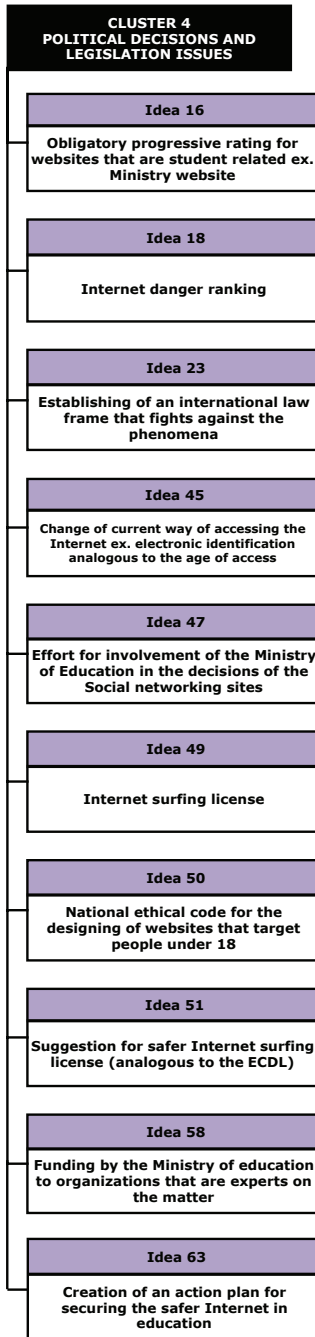
62: Search engine on pre-identified websites

63: Creation of an action plan for securing the safer Internet in education

Table 2 - Clusters

CLUSTER 1 SCHOOL CURRICULUM		CLUSTER 2 TECHNICAL MATTERS	
Idea 7	The integration of the theme in the School Curriculum of all levels starting from the pre-primary/primary education.	Idea 2	Installing of programs that controls access ex. safe Internet
Idea 29	Imposition of the Safer Internet curriculum into private afternoon centers that teach computers	Idea 5	Security codes protection
Idea 46	Renewal of the existing Safer Internet curriculum at schools every year or regularly	Idea 9	Establishing a controlled (by the Ministry) educational intranet
		Idea 22	Creation of a control access service where students and educators can communicate with the site administrator to report disturbing websites
		Idea 25	Use of browsers designed for students
		Idea 30	Supply and education on security programs (ex. firewall, antivirus)
		Idea 35	Dedicated educational networks for schools
		Idea 57	Installing safer functional systems in school computers ex. LINUX, Ubuntu kids
		Idea 61	Special accounts for students on fourth generation mobile phones for Internet access
		Idea 62	Search engine on pre-identified websites

CLUSTER 3 EXTERNAL AGENTS	
Idea 13	Creation of organized youth groups with the common goal to promote the safer Internet use in their schools
Idea 20	Involvement of the media in the safer Internet subject
Idea 42	Educational interactive television - digital media streaming

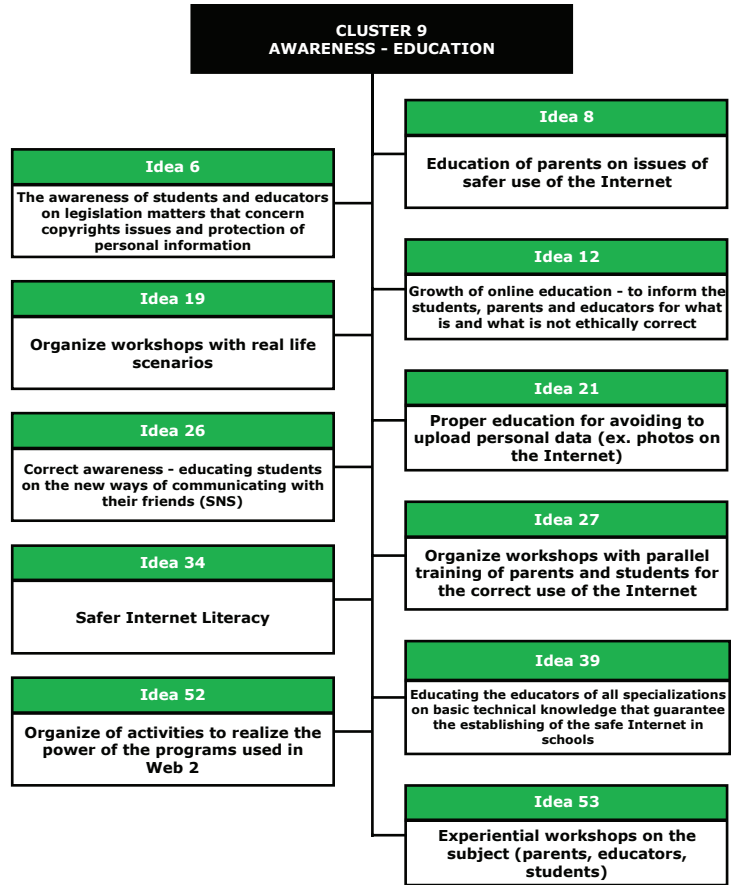


**CLUSTER 7
SUPPORTING MATERIAL - MEDIA**

Idea 3
Creation of class plan on different subjects on the safer Internet (ex. language)
Idea 14
Creation of educational electronic media on the Internet with the Safer Internet subject
Idea 24
Creation of website with ready made educational material for the teaching of the subject
Idea 28
Projection of documentaries/movies with real testimonies from victims of cyberbullying
Idea 32
Creation of education shows related with the correct use of the Internet and recommended websites that the young can visit (ex. Ψηφιακή Ελλάδα)
Idea 33
Creation of printed material adapted to each age group with evaluation criteria for websites
Idea 36
Creation of materials like video, leaflets from the Ministry and the students
Idea 38
Short TV spots with real life examples of Internet violence
Idea 44
Creation of an operational manual on how to use the Internet safely
Idea 59
Creation and free distribution of online games with educational content

**CLUSTER 8
LEARNING PROCESS**

Idea 1
Ability to identify content that can be dangerous for students, educators and parents
Idea 4
Cultivation of critical thinking and consciousness for students
Idea 10
Creation of a culture for the correct use of the Internet for students
Idea 11
To help students realize the possible dangers they might be in
Idea 15
Virtual Life Vs Real Life
Idea 17
Showing how important (repercussions) is the non safer use of the Internet is (through classes, multimedia applications and education games)
Idea 31
Active involvement of students in the creation of environments and content on the Internet
Idea 54
Establishing of rules of correct use of the Internet that will come out from the involvement of students and structured dialogue
Idea 56
Educating in identifying the 'bad' stimuli of advertisements
Idea 60
Creation of examples and activities of using the Internet (research, communication, etc.) from children for the use of parents



Acknowledgements

Events Coordinators:



Cyprus Neuroscience & Technology Institute



Cyprus Pedagogical Institute

Report Authors:

Georgina Shitta (GS) — Mrs. Shitta has been with the Cyprus Neuroscience & Technology Institute, since February 2008, working as a Project Coordinator for the Cyprus Safer Internet Awareness Node (CyberEthics) and as an Office Manager for the Organization. She has a bachelor's degree in Psychology from St. Francis College in Brooklyn, New York. She began her career in various working environments dealing with Office Management while continuing her education in psychology.

Yiannis Laouris (YL) — Dr. Laouris is a Senior Scientist and President of CNTI. Heads the New Media Lab and the Neuroscience Lab. He is a Neuroscientist (MD, PhD) and Systems engineer (MS) trained in Germany and the US. Publishes research in neuroscience, in the fields of learning through computers, the web and mobile phones and about the potential role of IT to bridge the gaps (economic, gender, disabilities etc.) in our society. Participates in Cost219: Accessibility for All; Cost298: Participation in the Broadband Society!; Cost276: Knowledge Management; and Cost2102: Cross-Modal Analysis of Verbal and Non-verbal Communication. Laouris was a co-founder of a chain of computer learning centres for children (www.cyber-kids.com). He represents the Lab in EUKidsonline and heads relevant research. He is the Executive Director for the CyberEthics project.

Anastasia Economou (AE) — Anastasia Economou received her BSc in Elementary Education from Boston University in 1993 and her Master's degree in Educational Media and Computers from Arizona State University in 1994. As of August 2005 she is the head of the Educational Technology Department at the Cyprus Pedagogical Institute (CPI). Since 2004 she is a member of the Ministry of Education and Culture committee for introducing ICT in the Cyprus Educational system. At the CPI she is the project manager for the in-service training of teachers in ICT funded by the European Social Fund. She has also experience with EU projects (Socrates-Minerva, eContentPlus, Education and Training 2010) and the CPI coordinator for CyberEthics. Her interests include the use of Information and Communication Technologies in the learning process and instructional design.

Contributors:

Elena Aristodemou (EA) — Hotline Coordinator of CNTI. Ms. Aristodemou has a BSc in Psychology from Monash University Australia and an MSc in Psychological Research Methods (pending defence) from the Open University of UK. She has a special interest in the field of education, learning disabilities and cognitive processes. Aristodemou is coordinating many scientific projects of the New Media Lab and especially research related to children and new media.

Aysu Arsoy (AA) — CyberEthics TC Coordinator & Representative of Turkish Cypriot Community, of CNTI. Mrs. Arsoy holds a double major degree in Computer Science and educational technologies and a PhD in Visual Communication Arts from the Eastern Mediterranean University. She is in charge of activities that take place in the northern part of the island and is also member of the research team.

Lawrence Kalogreades (LK) — Helpline Coordinator, of CNTI. Mr. Lawrence Kalogreades holds an honour B.A.Sc in psychology from San Diego State University (San Diego, USA) and an M.Sc in clinical psychology from Swansea University (Swansea, UK). His prior clinical experience involved working in a variety of settings with adults diagnosed with autism spectrum disorders, schizophrenia, personality disorders and affective disorders.

Andreas Drakos (AD) — IT Manager of CNTI. Mr. Drakos Andreas has a BSc in Computer Science and Finance Management from the University of Mesologgi. He has a special interest in web design with Joomlaand, HTML-PHP and database with Microsoft Access (My SQL).

Nicol Christodoulidou (NC) — (CyberEthics partner) Product Manager, Data Services Management Department of Internet Services within CYTA. She holds a Bachelor of Arts in Accounting Studies, Ealing College of Higher Education, CNAAB, London, UK. She was previously working as a Product Manager of Premium Rate Numbers Service and as a Project Developer of Project and Portfolio Department of Internet Services within CYTA. She has been very strongly involved in many internal projects in the field of Internet. Prior to working at CYTA, she occupied a position as an Auditor (at Price-WaterHouse) and as a Financial Controller at various companies.

Panayiotis Iakovou (PI) — Safe Internet Representative for CYTA from the Data Services Management Department. He holds a three year Higher National Diploma in Electrical Engineering (Higher Technical Institute of Cyprus). He was previously working for many years in the Designing, Developing and Teaching department of CYTA. Today as a marketing officer and trainer he has the responsibility of training and presenting the proper use of Internet within the students of the Primary and Secondary Education and other social groups in Cyprus.

Andreas Christodoulou (AC) — Head of the Audiovisual Department of the Ministry of Interior and a Mass communication expert. He graduated from Boston University, college of communication with an MA in Mass communication (1988-1989) with a specialization in International communications. Prior to that he obtained a MPhil in the Climatology of Urban areas (1977-1981) with a Bsc in Physical Geography. Previously employment include research assistant at the Reading University. He is currently employed by the Ministry of Interior as the Head of the Audiovisual section. His expertise includes Content classification in Cyprus and its possible extension into videogames and online videogames through the adoption of the pan-European rating schemes, PEGI and PEGI Online respectively.

Educators:

Praxiteles Praxitelous (PP) — Mr. Praxitelous has studied ICT at the Finance University of Athens (1992 – 1999). He has been an educator at Secondary schools since September 2000. He also teaches at K.I.E. since 2003. His interests include Web Page Authoring and Image and Video Editing.

Athina Katsoule (AK) — Secondary Education representative, Ministry of Education. Holder of the Degree of Computers Science from the Indiana State University, USA. The last eight (5) years he has been working as a professor of Information Technology in the Secondary Education for the Ministry of Education and Culture of Cyprus. She has been a tutor for Computers Science and Mathematics to Indiana State University for the period of two (2) years.

Marinos Karagiorgis (MK) — Project DIAS (i.e., Internet School for whole Cyprus), Primary Education representative, Ministry of Education

Yiannos Ioannou (YI) — Holder of the Degree of Applied Information Technology from the University of Macedonia (Thessaloniki) and holder of a Master degree in Education (Leadership and Management) by The Open University. The last eight (8) years he has been working as an educator of Information Technology in the Secondary Education for the Ministry of Education and Culture of Cyprus. He is also the vice-president of the Association of the Professors of Information Technology and has represented the association in various congresses and meetings or as a member of various delegates and as speaker and researcher.

Julios Zoumos (JZ) — educator

Ifigeneia Ioannou (II) — Ifigenia Ioannou is a graduate of the Department of Primary Education of the Pedagogical Academy of Cyprus (1993) and a holder of a BEd Primary Education from the University of Cyprus (1998). She is also a holder of a MEd Information Technology in Education from the University of Birmingham (2003). From 1993 to 2007 she worked as a primary school teacher. Since September 2007 she has worked at the ICT Training Team of the Pedagogical Institute of Cyprus. She has

published articles in scientific journals and in the proceedings of educational conferences. Her research interests include the effective use of ICT and especially of the Internet in the educational process, the use of the Internet for the implementation of distance learning courses and the analysis of social relationships that develop through communication networks on the Internet.

Kleio Lysiotou (KL) — Mrs. Lysiotou has a MA in Distance Education from the London University in England and a BSc in Computer Science from the Northeast Louisiana University in the USA. She also has a Minor in Business from the Northeast Louisiana University in the USA. She has been a Secondary school teacher from 1992 until 2000. From 2000 she is occupied at the Cyprus Pedagogical Institute and from 2007 she holds the position of the Assistant Headmistress of all Secondary schools for the class of ICT/ Computer science.

Elena Pidia (EP) — Mrs. Elena Pidia studied Classical Philology for four years at the University of Cyprus. She has a Master Degree in Classical Philology which she got from the University of Cyprus in 2003. She has been an instructor in the implementation of new Technologies in Greek Literature and History since 2006. She is working at Secondary schools as a teacher of Greek Literature and History for the last six and a half years.

Eve Gregoriou (EG) — Mrs. Eve's education background includes a degree in Computer mechanics and System Analyses. She has been a counselor for ICT in Pafos for five years, a professor of ICT for the past 12 years and has also worked at the department of Statistics and Research for five years.

Tasos Tasou (TT) — Mr. Tasou has a HTI diploma in Electrical Engineering, a BSc in Electrical Engineering, a MSc in Computer Science and MA in Science of Education. He has worked as a Research Associate for the department of Nuclear Engineering at UNB Canada, as a Lecturer PA College & Intercollege in Cyprus, as a Teaching CAD design for various industries (architectural, clothing, sign) and has worked as an educator for the Ministry of Education since 1992.

Agathi Erotokritou (AE) — Mrs. Erotokritou studied History and Archaeology in the Athens University and from 1995 was appointed as professor of Literature in the schools of Secondary Education. She has acquired two graduate diplomas, MA in Hellenic Studies from the University of London and a MA in Curriculum and Instruction from the University of Cyprus. She served in the Department of Growth of Programs for writing of schoolbooks and during the period 2004-2007 she taught in the Pedagogic Institute in pre-service Training educating professors on issues of ICT and methods of teaching. The last two years she is an Adviser of Philological Courses in the Ministry of Education and Culture. In collaboration with professors from the University Cyprus she organised the program of training of educators for subjects ICT for philologists. Also, she undertook the program Pestalozzi, Media Literacy based on Human Rights that has as central subject the ways of exploitation of programs Web 2.0. Her inquiring field is the integration of ICT in the education.

Michael Trimikliniotis (MT) — Mr. Trimikliniotis has a HTI diploma in Electrical Engineering, a BSc in Electronic & Electrical Engineering from City University London, an MSc in Computer Science from University College London and a Post Graduate Diploma in Research methodology from Leeds Metropolitan University. He has started a Distance Learning PhD with Leeds Metropolitan University on the field of Multimedia. He has worked for 11 years as a senior lecturer of Computer Science at Intercollege Limassol Campus and since 2003 he is working as a computer teacher in the secondary education.

Yiasemina Karagiorgi (YK) — Mrs. Karagiorgi works as a headmistress of a Primary education public school. She graduated from the Pedagogic Academy Cyprus, the University of Boston (BS in Childhood Education) and the University of Texas/Austin (MA in Curriculum and Instruction) and University of London (PhD. in Education). She has worked as a teacher in Primary Education schools in Cyprus, as well as in the Pedagogic Institute of Cyprus in the sector of Educational Technology. She teaches also in the postgraduate program of Applied Educational Leadership and Administration of University of London. She has been involved in various inquiring programs and publishes her work in local and international scientific magazines. Her inquiring interests are focused in the application of new technologies in the education as well as the continuing professional growth of the educator.

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Future Worlds Center (legal reg.: Cyprus Neuroscience and Technology Institute)



CONTACT INFORMATION:

Future Worlds Center
(legal reg.: Cyprus Neuroscience and Technology Institute)
5 Promitheos Street, offices 4 & 9
1065 Nicosia, Cyprus
Tel: +357 22873820
Fax: +357 22873821
www.futureworldscenter.org

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