

Have smart phones destroyed a generation?





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Teens live digital double lives on 'Finsta,' or fake Instagram



By Deedee Sun | Posted: Wed 9:59 PM, May 03, 2017 | Updated: Thu 10:58 AM, May 04, 2017



The latest social media trend is hitting Kansas. It's called "Finsta," or fake Instagram accounts, where teens are making separate private accounts.

They post pictures online, which only a select few followers can see. It's also something teens say their parents don't know about.



















Images courtesy of Andrew H. Walker

...the digital is neither wholly utopian nor dystopian—its determination lies in the interplay between human practices and values and the capabilities of digital technologies.



Ten cybersafety tips every parent should know



Keeping your kids safe online is easy with a few simple precautions.





for parents and teens. Being educated and talking about online experiences can help reduce any negative impacts on youth mental health and

Educational Psychologist and

Two dominant discourses in understanding young people's relationship with digital media...

- The *protectionist* discourse
- The *digital native* discourse

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BREAKING NEWS Network 10 says it's cancelling Roseanne over "appalling and disgusting" racist tweet



Parents fear social media and technology more than drugs, alcohol or smoking

By Meredith Griffiths

Updated 11 Mar 2018, 9:59am

Australian parents are more worried about their children using social media and technology than drugs, alcohol or smoking, according to new research.

The youth mental health support service ReachOut surveyed parents of 12 to 18-year-olds about their concerns and found that 45 per cent were worried about their children's use of social media.

Technology closely followed at 42 per cent.

In comparison, 25 per cent were worried about their children using drugs, alcohol or smoking.

ReachOut chief executive Jono Nicholas said parents were worried about the everyday use of social media and technology.

"It's an important part of their social network but in many instances they're not sure if they're safe while using social media sites," Mr Nicholas said.



PHOTO: Parents are concerned about the anonymity of socia media. (ABC News: Kate Hill)

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RELATED STORY: Twitter, mental health workers gear up to tackle barrage of bad news online

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Key points:

· ReachOut surveyed 890 parents with children between the ages of 12 and 18

PARENTING



How 'part-time parenting' can benefit kids while liberating mums and dads



Here's what you can do if your child is a cyberbully



The six options for choosing your baby's surname divide opinion





California Dashboard

p. 1-2

Phigitals—They are in your classes NOW!

Throughout your teaching career you will realize one Fall that, "these students are different from last year's class." Yes, teachers see clothing styles and pop culture fads come and go yearly, but every decade or so, teachers sense a change in how students act, learn and listen.

That Fall class might be the or

in their lack of brand loyalty; this generation will just move on if they do not feel appreciated by a business or brand.

Because this generation has been online most of their lives, they are also more "global," interacting with their peers



3 must know's about the rising "phigital" student-and why their impact is enormous

BY MERIS STANSBURY May 15th, 2017

Why education must adapt now in order to accommodate to the growing student generation—but how?

The Coming of the Phigital Generation — and Reality

For marketers, preparation for the arrival of a new group on campus involves supporting IT and curricular initiatives as well as optimizing websites and other marketing channels.

By Michael Stoner

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Internet Segura (Chile)

Computational Thinking? (Uruguay)







The central market in Veles, image George Martin Wired.com



Boris from Veles experimented in 'fake news', Image George Martin Wired.com





Target audience

- year 7 students 12-13 years= young + digital
 - period of growth + change
 - diverse + divergent practices

Purpose of the school based program

To support the development of students' digital and critical literacy skills so that they are:

- more aware of harmful forms of digital interaction;
- knowledgeable of key concepts and architectures of social media such as echo chambers, fake news and keyboard warriors;
- able to critically evaluate and deconstruct culturally discriminatory narratives and offer alternative inclusive and peaceful narratives;

Digital Me, Digital Us -School based program

Lessons in detail /

LESSONS IN DETAIL /

4

PART 1 /

ENGAGE POSITIVELY 5

PART 2 /

KNOW YOUR ONLINE WORLD

11

PART 3 /

CHOOSE CONSCIOUSLY

18)







Part 1 /

Engage Positively

Keywords:

- · identity & belonging
- · online community
- algorithm
- · digital identity
- · embodied identity
- · personalisation

In this lesson we will:

- · map your digital identities
- · think about what influences your digital practices
- · create a GIF to represent an aspect of your identity

Identity and belonging in a digital world:

Who are you online? What do you do online? What communities do you participate in? How are these communities formed? In this introductory lesson we will begin to identify the different identities we have in the digital world and think critically about the factors that influence these, including the role technology plays.

1 / WHAT IS DIGITAL CITIZENSHIP?

What does digital citizenship mean? What does it mean to be critical? What might critical digital citizenship look like in real life?

2 / HOW DO YOUNG PEOPLE GO ONLINE?

teenagers have internet access in the home



broad band

use a computer to go online

56%

use their mobile phone to go online

969% of teenagers with a mobile phone used

asmartphone

72% go online more than

Talking point

Look carefully at the infographic to the left.

With a partner, discuss:

- · Does anything surprise you about these statistics?
- What device/s do you use to get anto the internet? Is there a pattern to your use?
- What is the difference between being connected and 'going online'?

Be prepared to share your discussion points with the class!

Figure 1: Data relating to use of the internet via a computer, tablet or mobile phone during December 2013, ACMA, 2014

23%

go online

with a tablet

3 / WHAT IS A DIGITAL IDENTITY?



Unlike an **embodied identity**, in which the physical body is seen as the centre of identity, a **digital identity** is an online or networked identity that often refers to a set of characteristics (including physical descriptors, characteristics and associations and/or relationships). Any one person is likely to create different identities for different contexts, meaning our digital identities are always expanding and changing with time. While we often think of digital identities as relating to actual human beings, digital identities can also refer to an organisation or company (e.g. Greenpeace) or even an electronic device or piece of software (e.g. a Twitter bot).

TYPES OF DIGITAL IDENTITIES

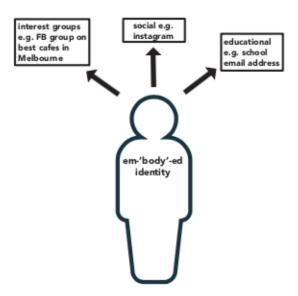


Figure 2: Types of digital identities



What is an algorithm?

An **algorithm** is like a recipe that provides a set of steps or rules to be followed in order to achieve a particular outcome, just like baking a cake. But recipes also need ingredients. Data, including personal data specifically about you, are like the ingredients in a recipe, however, in the case of computers, algorithms use data to make calculations or solve problems. When you use Google, Facebook or YouTube, algorithms, designed by the platform operators, determine what appears in your search results, NewsFeed, which 'friend' might be suggested to you or video will be cued to play next.

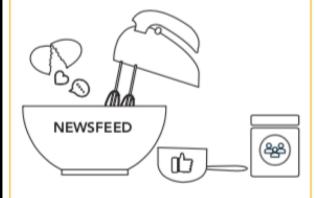
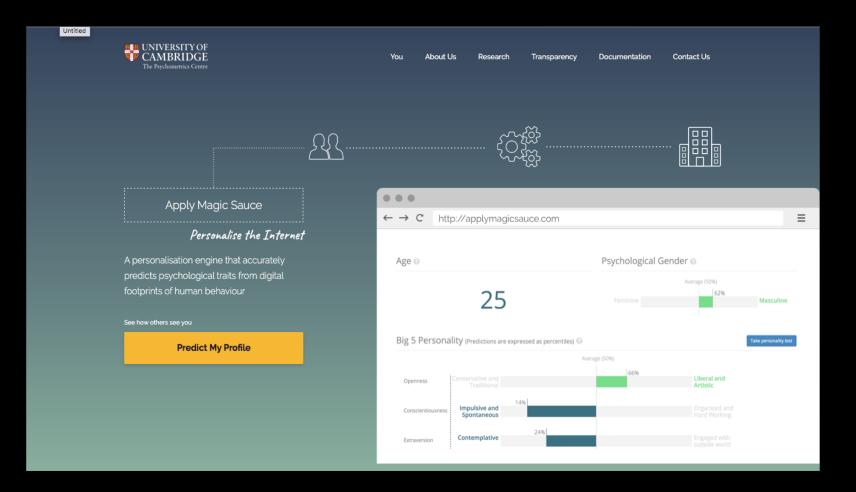


Figure 4: What is an algorithm?



https://applymagicsauce.com

Part 2 /

Know your online world

Keywords:

- · media manipulation
- · misinformation & disinformation
- fake news
- · echo chambers
- · 'us & them' narratives
- · online hate
- · radicalisation to violence

In this lesson we will:

- · learn how to recognise mis- and disinformation
- · analyse online news and information sources
- critically analyse the role of social media in news reading practices
- role play scenarios in which you are faced with a digital dilemma

Focus / Finding, sharing & interpreting digital content:

How do you find news and information online? What makes a site trustworthy? What checks do you perform on the digital content that comes your way? How are your digital acts interpreted by others? While the internet has opened up the opportunity for us to share news and information, it has also become increasingly difficult for us to check the reliability of this information. In fact much of the content that goes 'viral' does so because it taps into particular emotions, such as fear, humour and anger, rather than being informative or accurate. In this lesson we will leam about the way digital content is circulated online, and think about ways we can remain curious and critical to what we encounter.

1 / HOW DO YOU FIND NEWS AND INFORMATION ONLINE?

Interview a partner — come up with 3 quick questions to ask your partner about how to source news and information.

Be prepared to share your questions and answers with the whole class in 5 minutes.

Notes

2 / MAKING IT PERSONAL



Media manipulation refers to a series of techniques and strategies that people use to create an image or argument that suits their particular interests.

Manipulating news and information has been around a long time. In the sixth century AD, a Byzantine historian churned out disinformation, known as Anecdota, in order to smear the reputation of the current Emperor Justinian. While in the 1800s in London 'paragraph men' writing for the newspapers of the day regularly reported on gossip they overheard in coffee houses, which was clearly untrue! Those who produce the news have the power to frame news and information in particular ways. This can mean deliberately leaving out voices and perspectives or misrepresenting facts and information.

 Can you think of a recent example in the media in which news and information were misrepresented?

We tend to think of media manipulation as a sign of our times, but really as long as we have had news, we have had people willing to manipulate it for their own purposes!

 Can you think of some reasons why someone would want to manipulate the news?

distributionation diacare most commonly lound in the news.

False Connection

When headlines, visuals or captions don't support the content

False Context

When genuine content is shared with false contextual information

Manipulated Content

When genuine information or imagery is manipulated to deceive

Satire or Parody

No intention to cause harm but has potential to fool

Misleading Content

Misleading use of information to frame an issue or individual

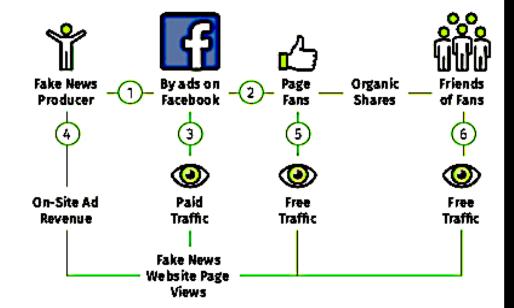
Imposter Content

When genuine sources are impersonated

Fabricated Content

New content that is 100%false, designed to deceive and do harm

Figure 5: Typology for mis- and disinformation, Wardle, 2016



Some statistics...

Seeing racist comments



56%

60% of girls **vs** 53% of boys

Seeing or hearing hateful comments about cultural or religious groups



53%

57% of girls **vs** 50% of boys

Targets of harmful content online*

Muslims	53%
Asylum seekers	37%
Aboriginal & Torres Strait Islanders	37%
Refugees	35%
Asians	33%
LGBTI	26%
Africans	20%
Jews	17%
Christians	15%
Other minority groups	2%

*Please note multiple responses were allowed.

(source Office for eSafety https://www.esafetygov.au/education-resources/iparent/online-hate-infographic)

Scenario 2: Your friend is becoming increasingly preoccupied with a right wing group called 'Rise Australia' on Instagram. He comments and shares their photos and stories at least once a day. When you guestioned him about it he said that the number of shares and likes is a sign of their truthfulness and importance. He is thinking about joining them at a rally on the weekend in the city to protest against asylum seekers. There are rumours that it could become violent. What do Aon qos

Part 3 /

Choose Consciously

Keywords:

- · digital agency
- emotion
- virality
- coercion
- sharing

In this lesson we will:

- think about how powerful visual images can be in evoking emotions
- critically analyse images that have been shared virally online
- identify the social and technical factors that can make you vulnerable to online coercion
- analyse a video that explores what happens when sharing digital content divides a community

Focus /

the challenges of choosing consciously in a culture of sharing + connecting:

How do you choose what to post online? How do you choose what to take seriously, or respond to? Are you able to identify coercive or harmful digital content? What social and technical factors make us more easily influenced by others online? Finding the time to choose digital acts consciously can be challenging in a fast-paced culture of sharing and connecting. In this lesson we will be looking at the things that shape our digital acts, such as the role of emotion, the dominance of the visual image and technical factors, such as metrics.

1 / WHAT WE DO ONLINE MATTERS



Brainstorm: What do you think it means to have digital agency?



2 / THE EFFECT OF THE VISUAL ON OUR EMOTIONS

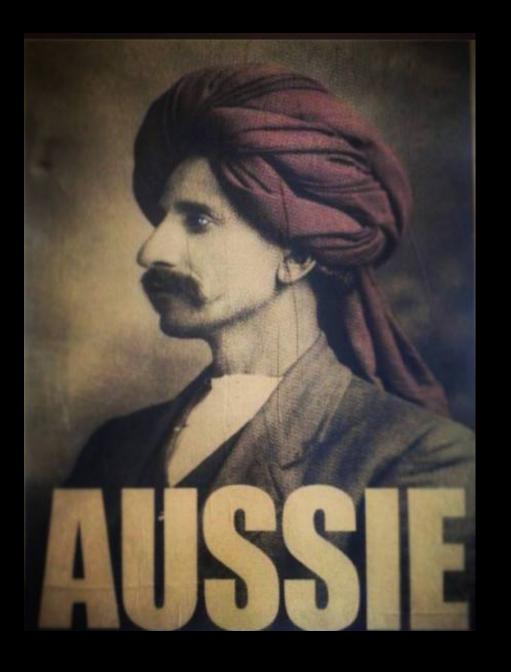


- · ... Laughed when you were nervous or frightened?
- ... Cried when you were not expecting to?
- ... Felt angry at someone or something for no apparent reason?

If you answered yes to one of the above, don't worry you are human! **Emotions** can be difficult to trace and understand but they can cause us to do things that we don't understand.

 Thinking back to one of these moments now, can you identify why you reacted that way?

Notes			
Notes			
Notes			
Notes			





Preliminary findings – surveys

Early results show improved understanding of key concepts, such as:

- Echo chambers + personalisation
- Algorithms
- Fake news
- Coercion + manipulation
- Online radicalization

Less change in:

Attitudes + behaviours

Focus group interviews - students

Very enthusiastic about the program. In particular:

- Student booklet
- ACMI experience
- Hands on nature of the program

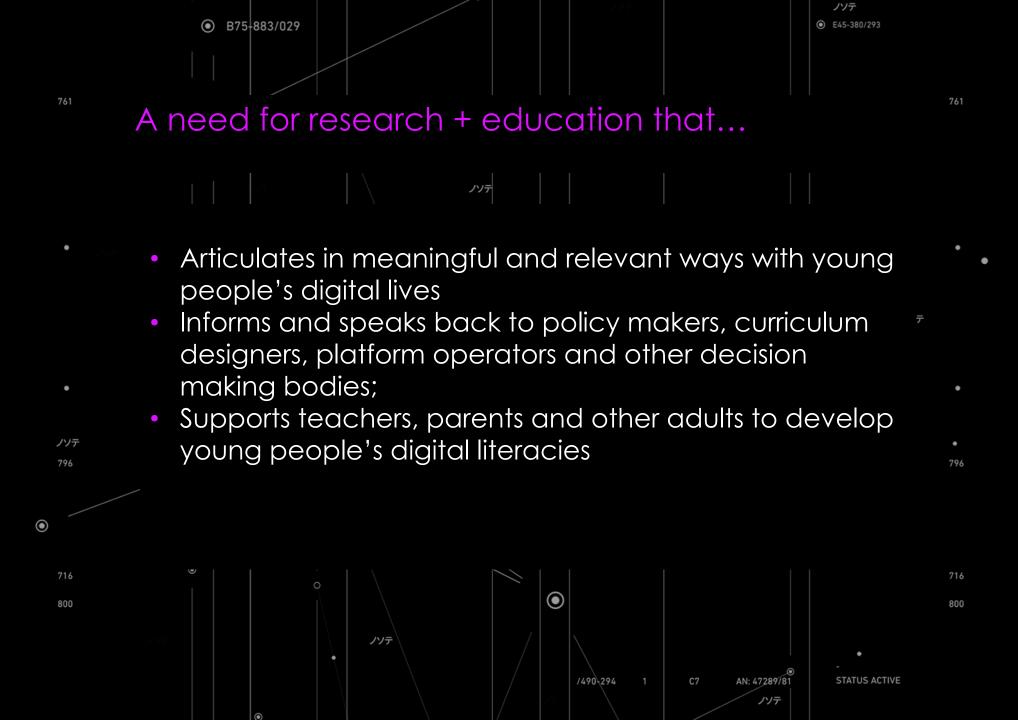
Topics identified as particularly useful and enjoyable:

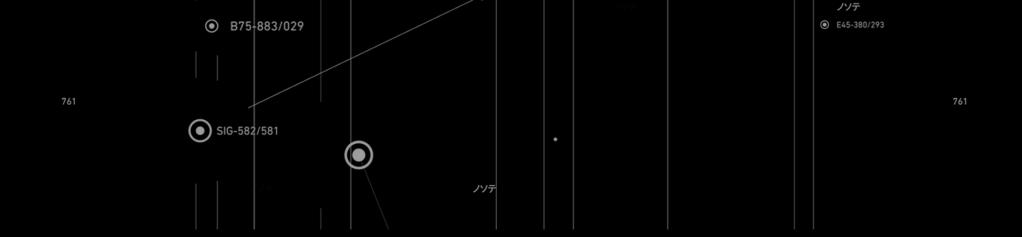
- Fake news + how to spot it
- Difference between online and offline identities
- Understanding that metrics (i.e. likes and shares) are *not* a measure of credibility

Has it changed it the way you think about the internet and social media?

"So if you'll see a post that has a million views or something like that that's been read by so many people, you don't just believe it, because it's had so many people see it. You actually have to work out whether it's true or whether it's fake, because usually news is fake and you have to work out what actually makes it fake".

"And there's a lot of stuff at news outlets and stuff that they get sponsored by someone. So someone pays them money for them to say what they want to say about their product or the company or anything like that".





thank you

