**“Morals and Conduct in Using Information Technology:**

**Taking Covid-19 as an Example” Learning and Teaching Resources**

**Online Self-learning Course**

**Prior knowledge**

Through the basic education, students should have been provided with the following learning experiences:

* Making good use of technology to enhance connections; understand the development of innovative technology and its impact on daily life; media and information literacy, etc

1. Complete the following questionnaire for self-reflection

**Have you ever forwarded any message related to COVID-19?**

1. Where do you obtain information related to COVID-19?

 Mobile communication application (e.g., WhatsApp, WeChat)

 Online social platforms (e.g., Facebook, Twitter)

 Official webpages (e.g. the WHO website, news.gov.hk, and

the CPH website)

 Newspapers and magazines (including online and printed versions)

 Online forums

 Others：\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Have you ever **forwarded** any epidemic-related messages to others?

Yes！

No！

1. What was the content of the epidemic-related message that you have forwarded ( the most recent one)?
2. Why did you forward that epidemic-related message?
3. Did you verify its source before forwarding that message? If yes, please describe how you did it.
4. Why didn’t you forward the message?
5. Under what circumstances would you forward a message received?

2. Read the following information and answer the questions

Source A: Case study

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| **Story of Lee, an Internet forum moderator** |
| Lee is a Secondary 5 student. He likes sharing on Internet forums what he sees and hears. He has even become a section moderator on a forum (his handle name: “Lee’s Flying Daggers”). Now he can issue warnings, deduct points and even remove posts based on members’ behaviours.  He has recently started a thread entitled “What’s up in your district under the epidemic...” He hoped that netizens in different districts can provide real-time information on the local supply of anti-epidemic supplies (such as masks, alcohol-based hand rub, household cleaning supplies, toilet paper), for the sake of mutual help.  Netizens responded with enthusiasm. Information was updated almost every minute. As a result, Lee’s section received the most views and replies on the forum. However, as the moderator, Lee soon found a big problem. Many netizens forwarded information from other sources or even a single newspaper. What was more worrying, more and more netizens not only reported on the supply of materials, but also published unconfirmed cases and the private information (such as addresses and work places) of diagnosed patients in their districts. Upon fact-checking, he found some unscrupulous netizens deliberately provided false information and data.    At this point, Lee recalled his teacher’s words, “Always respect for others.” If he had been diagnosed, he wouldn’t want his personal privacy and information to be disclosed, affecting his family and friends. As such, he tried to delete relevant posts at first but the problem still could not be solved. Eventually, he closed the section reluctantly though he has spent a lot of time and efforts on it. He hoped that it would minimise the inconvenience caused by the false information to others.    (English Translation)  What’s in your district under the epidemic…  #34 Lee’s Flying Daggers 44 minutes ago  | XX Pharmacy in Chai Wan sells fake masks! Address XXXX. Don’t buy!  Really? Fact-checked? Source of information?  (Fictitious screenshot) |

Source: Content created by the resources developer

Source B: The Personal Data (Privacy) Amendment Ordinance 2021

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| Scan QR code to watch the related video | |
| Doxxing is a criminal offence Don't break the law |  |

Source: Office of the Privacy Commissioner for Persona Data, video for The Personal Data (Privacy) Amendment Ordinance 2021

<https://www.pcpd.org.hk/english/resources_centre/multimedia/video/video.html#4>

Source C: Virtue possessed by an information literate person

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| An information literate person is one who knows why and how to use information for achieving the purposes in his/her daily life. That person is expected to be able to build on prior knowledge on “what I already know” and “what I want to know” and therefore, should be able to apply their knowledge in real life contexts. But more importantly, an information literate person should be expected to act ethically by not plagiarizing others’ work when presenting the research to an audience.  Changing times require changing skills. The Information Age changes the way of how we perceive and use information. Information literacy is often being recognised as essential skills for workers to survive in a knowledge-based society. It is anticipated that within 10 years approximately half of the workforce in some developed countries will be employed in information-based jobs. With such high numbers of people being involved in information literacy, it is essential that everyone should prepare for change that is inevitable by start planning for the future now |

Source: Extracted from the Education and Manpower Bureau, Information Literacy Framework for Hong Kong: Building the capacity of learning to learn in the information age, 2005, page 7. Retrieved from:

<https://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/Information-Literacy/IL2005E.pdf>

Source D: Nine Literacy areas encompassed in the *Information Literacy for Hong Kong Students*

|  | **Nine Literacy areas** | **Details** |
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| 1 | Use, provide and  communicate  information  **effectively, ethically and**  **responsibly** | * Respect intellectual property rights (IPR), including copyright and Creative Commons. * Protect privacy rights of oneself and others. * Beware of possible dangers and risks on the Internet. * Communicate information properly in relevant contexts. * Provide information in consideration of diverse perspectives and representations and be aware of how editing shapes meaning in visual media and their messages (e.g. omission of alternative perspectives, filtered or implied viewpoints and emphasis on specific ideas). * Protect oneself from online threats, such as cyberbullying, and refrain from initiating and participating in such acts. * Use the Internet in a healthy manner and avoid Internet addiction. * Practise good social media etiquette. * Manage digital footprints and understand their impact on one’s social image and reputation |
| 2 | **Identify** and **define** a need for information | * Define and articulate a need for information, and evaluate the nature and scope of information needed. * Understand the purpose and appropriateness of different information sources (e.g. websites, social media platforms, instant messaging applications, documentaries, advertisements, news programmes) and information providers, and refer to diverse sources / information providers to inform decision making |
| 3 | **Locate** and **access**  relevant information | * Select appropriate methods or tools to locate information. * Develop and implement effective search strategies, such as identifying keywords and related terms, for accessing the required information and differentiating the types and formats of information sources. * Keep up-to-date with information sources, information technologies, information access tools and investigative methods. * Describe the criteria used for making decisions and choices. * Understand how the algorithms of common search engines work on the Internet and social media. |
| 4 | **Evaluate** information, media content and information sources/providers | * Determine whether the information satisfies a need. * Equip oneself with fact-checking skills to evaluate information and media content in terms of reliability, validity, accuracy, authority, timelines, bias, etc.; and evaluate information sources/providers in terms of authenticity, credibility, purpose for information dissemination, etc. * Recognise prejudice in, and deception or fabrication of information (including the concepts of fake news and post-truth era) and understand their negative impacts. * Recognise the cultural, social, commercial or other contexts within which the information was created and understand the impact of context on interpreting information. * Compare new ideas with prior knowledge to determine the value-addedness, contradictions, or other unique characteristics of the information. * Use a range of strategies to interpret information (e.g. drawing conclusions and making generalisations of and consolidating information viewed, referring to images or information in visual media to support a point of view, deconstructing the images and information in visual media to determine the underlying biases and decode the subtext). |
| 5 | **Extract** and **organise**  information, **create** and  **present** new ideas | * Extract relevant and appropriate information to satisfy a need. * Describe, manage and demonstrate understanding of key aspects of organising information. (e.g. using classification schemes). * Interpret and present information by combining, integrating, summarising, comparing and contrasting information from multiple sources. * Operate on the ideas abstracted from content. * Create and present new ideas for value-addedness. * Present information and ideas in an innovative manner. |
| 6 | **Apply** IT skills to  process information and  produce user-generated  content, and adopt a reflective mindset when  sharing information | * Apply IT skills to identify and define a need for information; locate and access relevant information; evaluate, extract and organise information; and create new ideas. * Develop skills in using online and library resources as learning tools. * Share information and media content safely, responsibly and legally. |
| 7 | **Recognise** the roles and  functions of information  providers in society | * Identify different information providers and describe their functions in society. * Interpret and describe the relationship between IL and being citizens in the 21st Century smart cities. * Describe information ethics and be able to identify a breach of it. |
| 8 | **Recognise** the  conditions under  which reliable  information could be obtained | * Interpret information and the relevant contexts and identify the values projected by information providers. * Look out for stereotypes in the information provided by information providers (e.g. identifying techniques used in visual media that perpetuate stereotypes). * Explore representations of the information provided by information providers to identify misrepresentations or lack of representation. |
| 9 | **Recognise** the ethical issues arising from the  application of emerging and advanced information technologies | * Understand some ethical issues arising from the application of emerging and advanced information technologies, such as Internet of Things (IoT), big data and artificial intelligence (AI). |

Source: Extracted from the Education Bureau, “Information Literacy for Hong Kong Students” Learning Framework (Updated Version) (Draft), retrieved from:

<https://www.edb.gov.hk/attachment/tc/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/Information-Literacy/IL_learningFramework/InformationLiteracyLearningFramework(UpdatedVersion)(Draft)(EN).pdf>

Source E: Points to note before posting or sending information on social media

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| * Think twice before you share or send any information on social media – with a click, data becomes perpetual digital footprint. * Avoid sending sensitive information on instant messaging apps because messages sent to even a single person can be forwarded or shared widely with unknown third parties. * Consider how widely your information is being shared, e.g. friends only or everyone. * Be cautious about sharing your location data, especially your home address, workplace and information that reveals your habitual routes of travel. * Consider switching off the location function of your device when it is not needed, to minimise the collection of your location data by the social media platform and other apps. * Be cautious about tagging other people in your photos or sharing their personal data on social media platforms. By tagging them, the social media platforms may recognise their faces in future, and may enroll their facial images in a biometric database. * As a good practice and as a matter of respect, do not share other people’s personal data unless you are confident that you have their permission. |

Source: Extracted from Office of the Privacy Commissioner for Persona Data - *Guidance on Protecting Personal Data Privacy in the Use of Social Media and Instant Messaging App*, first published April 2021, Page 4. Retrieved from: https://www.pcpd.org.hk/english/resources\_centre/publications/files/social\_media\_guidance.pdf

**Questions**

1. According to Source D, did Lee **put “information literacy” into practice** when handling information related to COVID-19? Why?

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1. What **values** do you think Lee’s behaviours reflect when handling epidemic-related information? Explain your answers.

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1. If you were Lee in the case study, what do you think you can do, apart from closing the thread/deleting related posts, to **reduce the spread of false/unverified information**?

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1. According to Source E and the relevant web pages of the Privacy Commissioner for Personal Data of Hong Kong (<https://www.pcpd.org.hk/>), how can we **protect our privacy and privacy of others** in the cyber world?

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1. Can you put “information literacy” into practice when handling information related to the COVID-19 epidemic? Explain with examples.

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**Suggested Answers: Students should complete the questions before reading.**

1. According to Source D, did Lee **put “information literacy” into practice** when handling information related to COVID-19? Why?

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| Students should evaluate Lee’s behaviours based on the information literacy framework in Source D. For example, when Lee noticed that some people were spreading false information on the forum and invasion of others’ privacy, he decisively deleted related posts and even closed the section. Judging from that, Lee is a responsible information user. He protects the privacy of himself and of others by using, providing and communicating information ethically and responsibly. |

1. What **values** do you think Lee’s behaviours reflect when handling epidemic-related information? Explain your answers.

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| * Caring (Examples: Starting a thread for members of the public across the territory to share epidemic-related information) * Respect for evidence (Examples: Duly doing his job as moderator by carefully reviewing and verifying information shared by netizens) |

1. If you were Lee in the case study, what do you think you can do, apart from closing the thread/deleting related posts, to **reduce the spread of false/unverified information**?

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| * Setting up rules for netizens’ compliance. For example, to clearly provide the sources of information, to check facts before uploading information, to respect for others’ privacy; * Providing reliable sources of information, such as the official website for netizens’ reference. |

1. According to Source E and the relevant web pages of the Privacy Commissioner for Personal Data of Hong Kong (<https://www.pcpd.org.hk/>), how can we **protect our privacy and privacy of others** in the cyber world?

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| * Before posting other people’s information, always seek their opinions and permission; * To avoid breaking the law, one shall not doxxing or forwarding any doxxing content * Read the privacy policy carefully to understand how the social networks will handle your personal data; * Avoid providing excessive personal data; * Before posting information, be informed about how the social networks will share your personal data. |

1. Can you put “information literacy” into practice when handling information related to the COVID-19 epidemic? Explain with examples.

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| Encourage students to give specific examples and share their personal experiences. |

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