Online Safety 3.0
Empowering *and* Protecting Youth

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To think about during presentation:

• How are we doing with online safety in school?

• Is our approach to it allowing us to use the tools – the Internet and new media – effectively in school?

Net safety as we know it is *obsolete*

- One-size-fits-all; fear-based
- 1.0 focused largely on crime & adult content
- 2.0 added peer-related harm
- Both: Youth only as potential victims
- Technology focus: both problem & solution
- Social media highly suspect
- Not relevant to its "beneficiaries"!!

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Remember Web 1.0, when "audience" was first called users, but we were still pretty much using the Web as passive consumers, downloaders, readers? Many adults – including parents, government, educators, and news reporters writing about new media – <u>still </u>view the Web through that mass-media lens, not really basing our work on the research, <u>not </u>understanding how very *individual* media-use is, and trying to think up one-size-fits-all solutions.

Let's consider what fear does:

When adults are afraid and overreact, kids want to get as far away as possible. They don't want their social lives and media use restricted. They go "underground," which is *very* easy, find workarounds, are on their own, which can put them at *greater* risk. *Adults need to be in the mix.* Both tech literacy and life literacy, which adults bring to the table, are needed.

- [Last bullet:]

If we don't base our messaging on how youth ACTUALLY USE technology, if it's not based on the growing bodies of both youth-online-risk and social-media research, <u>"online-safety experts" are talking to themselves.</u>

Web 1.0…

"On the Internet, nobody knows you're a dog."
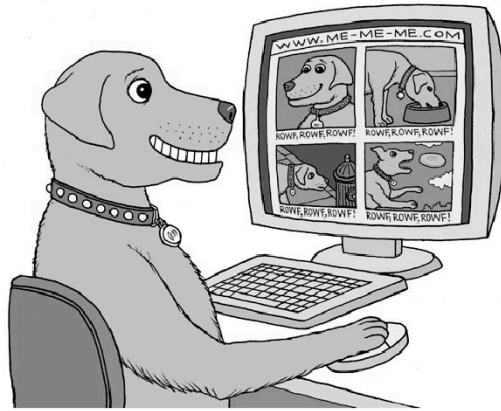
"On the Internet nobody knows you're a dog."

Remember when this was true? This was the mid-'90s, more than *a decade and a half ago!!...*

The Internet was more anonymous in 1993; there was more separation between "real life" and what's happening on the screen, things were more binary.

Tim Berners-Lee, the Web's inventor, said recently that first the Internet was about connecting *computers*; then, with Web 1.0 in the late '90s and 1st half of this decade, it was about connecting *documents*...

On Web 2.0…

WWW.ME-ME-ME.COM

"...*everybody* knows you're a dog."

--Michael Kinsley, Slate.com, 11/27/06

NOW IT'S CONNECTING *PEOPLE* – but not just *any* people – your "social network," the people you associate with in RL. The Web is now just another "hang out" or place to socialize, communicate, collaborate, negotiate, etc. – **so, more and more, everybody knows you're a dog.**

It's no longer binary – the Web *and* "real life." Now the Web increasingly MIRRORS all of human life.

www.slate.com/id/2154507/fr/rss

Our *triple* media revolution

Media shifts of past 500 years:

- **Printing press** => 1 to many, 1 direction
- Telegraph/phone => 1 to 1, 2-way, *realtime*
- Recorded media (photos/sound/film) => 1 to many, 1 direction, *asynchronous*
- Recorded thru the air (radio/TV) => 1 to many, 1 direction, *asynchronous then realtime*
- **Internet** => 1 to 1 +1 to many + many to many (all directions); *realtime*; user-produced; social; pipeline for all other media...

Sweet.

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WAY big picture, but just to put this whole thing in context.... This media shift we're experiencing is no passing fad. What we're experiencing, here, is revolutionary... [This past June, author and tech pundit Clay Shirky said in a talk at the U.S. State Dept.: **"The moment we're living through is the largest increase in expressive capability in human history"**...

...but it's also *EVOLUTIONARY.*

Shirky went on to point out the 4 other media shifts of the last 500 years that "qualify for the term revolutionary": of course the printing press (that led to small dev'ts like the Renaissance and Reformation; then two-way *conversational* media (telegraph, then telephone); THEN recorded media other than print (photos, sound, film); THEN recorded media sent through the *air* (radio and TV).

Shirky said the INTERNET does two revolutionary things: 1) blends real-time two-way conversation and one-to-many mass media to create real-time, many-to-many media, multidirectional, user-produced media and 2) is the distribution pipe for all *other* media.

But *I'd* say that, especially for youth, it's a ***triple* revolution**. Because, the way they use it, this media shift is also a SOCIAL one (not just communic. & publishing): it's a *mashup of media and community*. Youth are social producers as much as social information-gatherers and networkers. ["How social media can make history" <http://psdblog.worldbank.org/psdblog/2009/06/clay-shirky-at-the-state-department.html>]

Students' perspective

'Joe's Non-Netbook'
Science Leadership Academy
Philadelphia

HOWEVER ... IT'S *ALSO* REALLY NO BIG DEAL – TO *YOUNG PEOPLE*, OF COURSE.

The students in the video are at Philadelphia's Science Leadership Academy, a three-year-old "inquiry-driven, project-based high school focused on 21st-century learning.

The school's principal, Chris Lehmann, said in a recent interview: "In too many schools we have this idea that we have the school we've always had *plus* some computers." He said, "Technology needs to be like oxygen - ubiquitous, necessary, invisible. It's got to be everywhere ... just part of the day-to-day work that we all do."

[See also this post in NetFamilyNews: "School & social media" about how we might think of digital media as the new book: http://www.netfamilynews.org/2009/05/school-social-media-uber-big-picture.html.]

Joe's Non-Netbook: http://www.youtube.com/watch?v=SkhpmEZWuRQ

What *is* Online Safety 3.0?

- **Research-based**, not fear-based, so *relevant*
- **Flexible, layered** – *not* one-size-fits-all
- **Respectful** of youth agency – *stakeholders in positive experience*, not just potential victims
- **Positive, empowering**: Not just safety <u>*from*</u> (bad outcomes) but safety <u>*for*</u>...
- **Full, constructive engagement in participatory society** (context!)

Cool.

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SO HOW DO WE MAKE WISE, CONSTRUCTIVE USE OF SOCIAL MEDIA RELEVANT TO ITS MOST AVID USERS? By basing our messaging on research – REALITY, how they actually use these tools....

• **How effective is it to say to young people: "The media you find so compelling are *bad ... rife* with predators, cyberbullies, and other dangers" – you are a victim, and there's little you can do about that? No. We need to help them understand how civil, respectful behavior <u>protects and empowers</u> them and supports their communities.**

• **This really only makes sense to them when put in a <u>positive</u> context – not safety FROM bad stuff so much as safety FOR the outcomes <u>you</u> want: *Safety maximizes your full, constructive, successful participation in an increasingly collaborative culture and society online AND offline.***

<u>**In both Germany and Italy, I learned last fall, when I attended the Safer Internet Forum in Luxembourg, teaching Internet safety = teaching "tech skills, media skills, and life skills." We can also think of it as tech literacy, media literacy, and life literacy – pre-K thru 12!!**</u>

[We can dig into what the youth-risk research shows later, if you'd like, but where the predator panic and online safety have gotten us is titles in conferences like: MYSPACE: THE PREDATOR'S PLAYGROUND," "How the Media is [sic] Killing Our Children" and "FACEBOOK, THE SEX OFFENDERS' CATALOG" – teens just shake their heads at this.) – ACTUAL TITLES at a national law enforcement conference last June.]

Think about playgrounds

I think this is a very apt metaphor from Barry Joseph of Global Kids, a New York-based NGO that does a lot of educational work with youth in virtual worlds:

Certainly we want playgrounds to be safe, but do we want them to be *ONLY* safe? Don't we also want them to be *fun?* ˆDon't we design them *too* to stimulate physical and social development? Don't we want the spaces where our children play to allow them not just to be policed and protected but to work out social norms together, test their capabilities, develop leadership, learn to strategize and negotiate? Safety is essential – but only PART of what we *and* our kids want.

[Barry Joseph: "What makes a playground safe? Recreational equipment that are not broken, for example. Barriers to keep out drug dealers or predatory adults. Authority figures to police the space. How would this playground change if it were redesigned to not just keep youth safe but also support their development? The recreational equipment would be selected with an eye towards their developmental impact, such as supporting collaboration or creative play. The site design might offer scaffolded learning, offering different levels of challenge for different ages and abilities. The authority figure would do more than just watch and observe but get actively involved, building supporting relationships with the youth, and offer activities designed to engage and develop their abilities."

http://www.holymeatballs.org/2009/01/staff_on_plans_to_turn_second.html#more]

What we now know

...from youth-risk research:

✓ Harassment & cyberbullying = most common risk

✓ Not all youth are equally at risk

✓ A child's psychosocial makeup & environment are better predictors of online risk than the technology he or she uses

✓ No single technological development can solve youth online risk

So let's look at what we as a society now know about youth risk online.

These were the key findings of last year's Internet Safety Technical Task Force, which Larry & I served on – the results of a full review of the youth-risk literature in North America (and a good deal of English-language research in Europe.)

• Harassment & bullying affects 1/3 of US teens, according to two separate national studies.

• The youth who are most at risk online are those most at risk in "real life" – we call them at-risk youth or the more old-fashioned "troubled youth," those who come from households where there's conflict or abuse; young people seeking love or validation in high-risk places outside the home; those engaged in self-destructive behaviors such as substance abuse, gang activity, self-harm, eating disorders.

• What we found is that age verification, which is what we were particularly charged with looking at, can't solve the very rare predator problem with which the state attorneys general who formed our task force were most concerned.

Report: http://cyber.law.harvard.edu/pubrelease/isttf/

Types of Online Safety

- **Physical safety** – freedom from physical harm
- **Psychological safety** – freedom from cruelty, harassment, and exposure to potentially disturbing material
- **Reputational and legal safety** – freedom from unwanted social, academic, professional, and legal consequences that could affect you for a lifetime
- **Identity, property, and community safety** – freedom from theft of identity & property

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ONLINE SAFETY *CAN'T* BE ONE-SIZE-FITS-ALL FOR MANY REASONS....

• because the Web is huge and diverse and its use is highly individual, just as people's lives are..

• ...but also because there are many types of safety or well-being online and offline. In fact, online wellbeing, set in the context of what it's FOR – full, constructive engagement in participatory culture & democracy – is more appropriately considered *in terms of <u>rights</u> and <u>freedoms</u>:*

SO HERE ARE THE FORMS OF SAFETY WE ALL DESERVE:

• **Physical** is <u>essential</u> but not the all of it (playground metaphor).

• **Psychological** – we want them to have this freedom online just as much as we've always sought it for them offline, and their behavior is a <u>factor</u> in their well-being.

• **Reputational and legal** – we have a lot of work to do to develop awareness in this area, since users themselves are key to maintaining this freedom for themselves.

• **Identity, property, and community** – imposter profiles are a big one; we need to teach youth not only to protect their privacy & property but also their *identity* (first and foremost by protecting their passwords and not falling prey to manipulation, social engineering - like phishing scams).

Broader expertise needed

- **Young people**
- **Parents**
- **Educators**
- **School counselors, administrators, tech experts**
- **Psychologists**
- **Pediatricians**
- **Social-service workers**
- **Bullying specialists**
- **NGOs**
- **Law enforcement**
- **Policymakers**

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So we've all heard, "IT TAKES A VILLAGE TO RAISE A CHILD." Well, it's even <u>more </u>true that *Internet safety* takes a village. Because young people's Internet use mirrors they're everyday lives, their online well-being and safety rely on many things: respect for and civility toward others, critical thinking about what's coming *at* them as well as what's coming *from* them, engaged parents, informed educators, and so on. This is just a partial list.

I think it's important to understand now that, if "Internet safety" is a field of expertise, it's not the only expertise needed because the Internet is not some sort of new, separate thing added onto the rest of their lives.

[See "Online Safety 3.0" http://os3.connectsafely.org

"It takes a village..." is widely cited as an African proverb; it was popularized in the United States by First Lady Hillary Clinton when her book, *It Takes a Village: And Other Lessons Children Teach Us,* was published in 1996.]

The 'Net effect'
How the Internet *changes the equation...*

- **Persistence & searchability:** Net as permanent searchable archive
- **Replicability**: ability to copy and paste from anywhere, to anywhere
- **Scalability:** high potential visibility
- **Invisible audiences:** you never know who's watching
- **Blurring of public and private:** boundaries not clear

AND

- *Disinhibition***:** Lack of visual cues reduces empathy

Source: danah boyd: *Taken out of Context, 2008*

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The socializing, the adolescent behavior and development, etc. haven't really changed. Here's how the Internet *does* change things, and how social Web users *who are not thinking critically* can get into trouble.

We're all familiar with these, but they were neatly packaged in the Jan. 2009 PhD dissertation of social-media researcher danah boyd.

["Taken Out of Context: American Teen Sociality in Networked Publics" http://www.danah.org/papers/TakenOutOfContext.pdf]

We would add **Disinhibition,** a huge factor because of its effect on empathy because of a lack of body language, voice inflection, and facial expression to help the writer or producer understand the impact of his or her speech – why it's easy to be mean and hurtful. It points to the great need to help youth understand that those are human beings with feelings behind the profiles, avatars, screennames, and text messages.

What *else* we know

...from youth-risk research:

"Youth who engage in online aggressive behavior by making rude or nasty comments or frequently embarrassing others are more than twice as likely to report online interpersonal victimization."
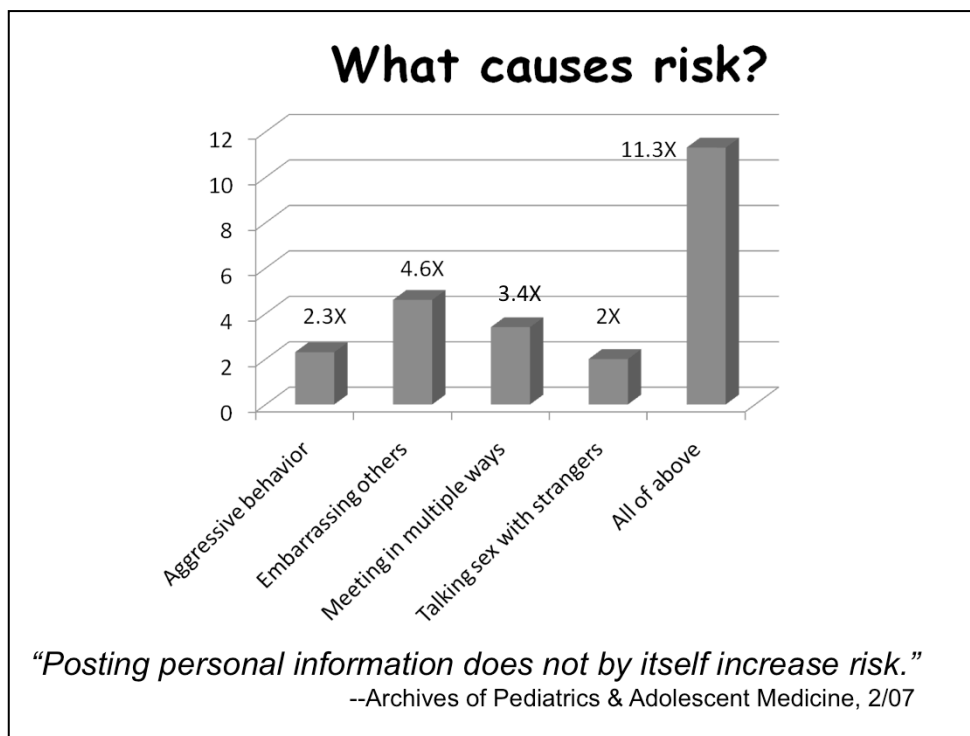
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THIS WAS A REVELATION TO ME BACK IN 2007, when I first read it in the medical journal, *ARCHIVES OF PEDIATRICS & ADOLESCENT MEDICINE.*

This is when I realized what a big risk factor young people's own *behavior* is – in the contexts of both bullying *and* predation.

HERE'S THE CHART.... [next slide]

http://archpedi.ama-assn.org/cgi/content/full/161/2/138

[See also: "Digital risk, digital citizenship" <http://www.netfamilynews.org/2009/05/digital-risk-digital-citizenship.html>.]

What causes risk?

"Posting personal information does not by itself increase risk."
--Archives of Pediatrics & Adolescent Medicine, 2/07

[The risk affecting the most youth:] NOTE THE BREAKDOWN HERE: aggressive behavior toward peers, embarrassing peers – but then not just peer-to-peer behavior but also the behavior associated with predation or sexual victimization.

• *Interestingly, sharing personal information in blogs or SN profiles – which is what standard online-safety messaging has been telling kids* NOT *to do for years – isn't itself inherently risky.*
http://archpedi.ama-assn.org/cgi/content/full/161/2/138

• "**The researchers' conclusions**: Talking with people known only online ("strangers") under some conditions is related to online interpersonal victimization, but sharing personal information is not. **Engaging in a pattern of different kinds of online risky behaviors is more influential in explaining victimization than many specific behaviors alone. Pediatricians should help parents assess their child's online behaviors globally in addition to focusing on specific types of behaviors."**

• **THIS IS THE INDIVIDUALITY FACTOR – The basic message, here, is that people need to talk with their children about how they're socializing/ behaving online." To be relevant, the messaging can't come from dire stories in the news media or law enforcement – that's like saying "be careful, be afraid about what can happen in your social life."**

New media literacy

+

Digital citizenship =

Net safety 3.0

(for the vast majority of young people)
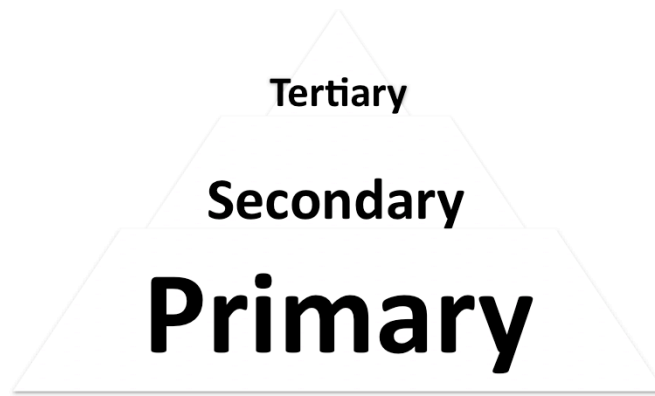
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What do I mean by **NEW media literacy?**

All the lessons of traditional media literacy but not it's a *two*-way proposition that involves ***critical thinking*** about what they and others 1) **post, produce and upload as WELL as what they** 2) **read, consume, and download** and *THEN* **about 3) how they REACT to what they read, hear, and download.** We need to help them ask themselves: What is the impact of what I say and produce online ... on myself, my relationships with others, and on our community?

[DIGITAL CITIZENSHIP & LITERACY ARE ACTUALLY <u>MELTING INTO EACH OTHER</u>, RIGHT? ... Because media are now behavioral, digital citizenship is by definition about media and so is needed online as well as offline....]

SO... KNOWING WHAT WE DO ABOUT THE IMPACT OF THEIR BEHAVIOR ON CHILDREN'S ONLINE WELL-BEING, we begin to see that digital media literacy and citizenship are not only empowering – promoting academic, personal, and professional success – but also *protective*. **They're *baseline* online safety** for the vast majority of youth.

Levels of Online Safety

Tertiary

Secondary

Primary

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I JUST MENTIONED THAT digital literacy and citizenship are ***baseline*** prevention and protection for all youth, but – because not all young people are equally at risk – this type of ed is not enough for at-risk youth or <u>certain situations or conditions</u>, such as bullying and school fights, self-harm, eating disorders, substance abuse, etc. For youth experimenting with risky behavior or so-called at-risk youth living in difficult environments – those who, the youth-risk research shows us, are most at risk offline as well as online.

A model that has been successfully used by risk-prevention practitioners in the public-health field in the US (esp. alcohol, tobac & other drugs) is referred to as "the levels of prevention." Risk prev. adopted it from disease prev., and I think it's time for us to do the same. The levels are Primary, Secondary, and Tertiary. Digital citizenship and literacy are Primary – or universal – online risk-prevention education....

Levels of online safety described

Primary: new media literacy & citizenship
  all students, grade levels, appropriate subjects

Secondary: more focused prevention
  e.g., bullying, sexting; taught by experts *as needed & developmentally appropriate*

Tertiary: prevention *and* intervention
  for youth already at risk; done by social workers,
  mental health professionals, etc.

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The other two levels are more focused in terms of both content and "audience"...

• **SECONDARY**: More specialized or targeted prevention - mentoring (incl peer) & support for *specific* risky behaviors, such as bullying, self-destructive behavior, etc., that is reinforced online. **SEC also utilizes "teachable movements**," when incidents in school occur (bullying, sexting, fights staged for YouTube, etc.), or perhaps *annual* anti-bullying empathy training for all students – a special assembly or unit in health class, when students learn about the law concerning transmitting sexually explicit images of minors.

• **TERTIARY**: Prevention AND intervention for youth with "established patterns of risk behaviors already disrupting their lives." So the risk-prevention specialists, social-service workers, and mental healthcare practitioners who work w/ at-risk youth *already* need to incorporate social media into their prevention and intervention work.

Digital literacy & Citizenship: Proposed definition

Critical thinking and ethical choices

about

The content and impact

on

Oneself, others, and one's community

of

What one sees, says, and produces

with

Media and technology.

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The critical thinking of media literacy and citizenship includes questions such as: what are the impacts of my speech, actions, and productions (like blogs and videos) on fellow community members, classmates, and the community itself – not just on me?

How to fold them into everyday instruction in school? Examples:

• When children of any grade level study history or social science, they learn about the evolving concepts of community, citizenship, human rights. *Online* community needs to be part of this discussion, where citizenship can be modeled and practiced in a wiki or Google doc where students write collaboratively about it.

• When learning writing and composition, students being taught about plagiarism and intellectual property need to discuss the online, copy-and-paste kind of plagiarism too.

• A middle school teacher in N.J. I know taught media literacy and US gov't by having her students create their own political ads by writing scripts, creating Greek god avatars in a virtual world, acting out their ads, "filming" them, and editing these political ads, which all ended with a line like, "I am Zeus, and I approve of this message.

• The psychological and legal risks of sexting need to be included in health and sex-education classes, not in some gov't-imposed, non-contextual add-on to the curriculum called "Internet safety."

In other words, you've *always* taught basic Net safety....

Media literacy

THEN: comfort/competency with traditional media; critical thinking about sources and content; plagiarism & academic ethics

NOW: same – just add interactive part: uploading, posting, etc.

Digital citizenship

THEN: respect for self, other & community; civility, perspective-taking

NOW: *same* – just add the *online* kind of community

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DIGITAL CITIZENSHIP IS A VERB!

You can't *be* a citizen without *doing* – without *practicing* citizenship, and today's social media give us a whole new array of opportunities! Students need to use social media so they can practice citizenship in them.

A classroom is a *community*, so is a blog, a team, the group of people working together on a Google Doc. How do participants in these communities treat one another in those various communities as well as in the classroom one? What is their responsibility to the project?

I think we may be making online too difficult. Why? My guess is, because we think everything about these media and technologies is somehow new and different.

"Student leadership becomes an engine of citizenship," Sylvia Martinez of GenYes <http://genyes.com> told me recently. I asked her what she meant by student leadership: "It's putting students in charge of something that matters [such as integrating technology and digital media into the classroom, as GenYes programs do with and for students] – giving them responsibility, then watching them, expecting them to do things that show they've accepted the responsibility, and then challenging them to do more. It's a cycle. Students are engaged [citizenship as civic – or, in this case, classroom, task, or project – engagement] because they're doing something important." So put students in charge of incorporating blogs, wikis, Google docs, and nings into class work!

So we looked at a bit of the *youth-risk* research. Now turning to what we know from the growing body of <u>*social-media* </u>research.... A big start was the 3-year, $50 million "Digital Youth Project" begun more than three years ago, funded by the MacArthur Foundation to the tune of $50 million and involving more than 2 dozen researchers, studying young people's use of social media in school, at home, and in after-school programs....

<u>NOW IT'S A BOOK!:</u> *Hanging Out, Messing Around, and Geeking Out: Kids Living and Learning with New Media* (from MIT Press)

Missouri 8th-gradecommunic.-arts teacher Tom Maerke reviewed it in the National Writing Project (NWP.org) site, saying "it's important to read this book because it presents in extensive detail the diverse learning opportunities available to young people" in social media. Lots of examples.

"*Serious* informal learning: Key online youth study" <http://www.netfamilynews.org/2008/11/serious-informal-learning-online-youth.html>

"Why participatory media need to be in school" <u>http://www.netfamilynews.org/2009/06/why-participatory-media-need-to-be-in.html</u>l

What are they *doing* in there?

Good or normative...

- ✓ "Social producing"
- ✓ Learning social rules
- ✓ Designing profiles (self-expression)
- ✓ Exploring identity
- ✓ Writing blogs
- ✓ Writing software code

- ✓ Sharing/producing music
- ✓ Producing & editing videos
- ✓ Discussing interests
- ✓ Social/political activism
- ✓ Keeping in touch with friends long-term
- ✓ Risk assessment

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This is just a partial list of activities and behaviors occurring on the social Web.

Young people were not just social networking, but social *producing* and *creative* networking, not just playing games & navigating virtual worlds but conducting meetings, negotiating, strategizing, community building, learning economics....

In World of Warcraft, educators who play the game tell me players are analyzing statistics and probabilities, learning how to save currency, how to budget, do marketing, and explore supply & demand. So they're learning in the fields of economics, math, sociology, diplomacy, and business. They're also doing a lot of strategic thinking in collaboration.

In his recent book, *The Element: how finding your passion changes everything,* Ken Robinson describes how many people – artists, writers, scientists, etc. – find their way & find success when they find their *tribe*, or community of shared interest. There, they find validation, feedback, supportive friends to test their ideas on, a safe place to experiment – all this is what young people are finding thru social media *before* they grow up, outside of school.

BUT ALSO **they find comfort, support, validation (good and bad)** – a risk-prevention expert in MA: "In our research we asked kids if they go online when they feel lonely or depressed or anxious, and many said YES, and when we asked if it made them feel better, most said YES, IT DOES. So [SN] may be a mild form of self-treatment or relief from other difficulties in life."

So of course it's not all positive....

What *else* are they doing in there?

Neutral or negative...

✓ Seeking validation
✓ Competing in a popularity contest
✓ Venting
✓ Showing off
✓ Embarrassing self

✓ Damaging reputation
✓ Pulling pranks
✓ Getting even
✓ Threatening
✓ Harassing
✓ Bullying

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...There's plenty of neutral and negative behavior too – a lot of what has always been going on during the adolescent years, except that now it's a lot more *visible. [Visibility is not all bad, though, is it? A lot of adolescent behavior and activity that was private when we were kids is now exposed for research, prevention, and intervention.]*

Solutions to negative behaviors such as cyberbullying or sexting incidents are often a *process* – incidents or "teachable moments are *opportunities* to teach kids not to forget that those *are real human beings with feelings* behind the screennames, avatars, and profiles, and they are partly responsible for the impact of their words and behaviors on those human beings.

[--"Unsupervised online teens & other myths" about some recent studies on teen social networking, including a Los Angeles Times/Bloomberg study
http://www.netfamilynews.org/nl060818.html#1
--*MySpace Unraveled*, chapters 1, 2, and 8]

ONLINE SOCIALIZING IS JUST AS COMPLEX AND DIVERSE AS THEIR *OFFLINE* SOCIAL LIVES – both what's going on in their individual lives and in the cultural environment around them. One well-known risk-prevention practitioner, Cordelia Anderson, says "**young people are growing up in a "sexually toxic culture" reinforced constantly by images in the news, fashion industry, movies, games, etc.**

ON FLIRTING, there's a gender factor: Older boys who use social-network sites are more than twice as likely as older girls to say they use the sites to flirt – 29% vs 13% of girls 15-17.

[See also "MySpace's PR problem" http://www.netfamilynews.org/2009/02/myspaces-pr-problem.html and

"Sex offenders in social sites: Consider the facts" http://www.netfamilynews.org/2009/02/sex-offenders-in-social-sites-consider.html

http://www.pewinternet.org/Reports/2007/Social-Networking-Websites-and-Teens/Data-Memo/Findings.aspx?r=1]

2 types of social networking

...on all devices, fixed and mobile:

- **Friendship**-driven (84% of 15-25 YOs

  in a qualitative study at Harvard School of Education)

- **Interest**-driven (80% involved in "at
  least one such online community)

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Source:
Digital Youth Project,
November 2008

JUST IN THE PAST YEAR social-media researchers helped us see that youth are actually engaged in *two* kinds of online social networking:

• **FRIENDSHIP-DRIVEN** is the way most of us think of social networking – the online extension of their *RL* social lives.

• **INTEREST-DRIVEN** could be seen as social-producing or vertical-interest-based online community – where young musicians, videographers, athletes, game designers, anime-translaters, code-writers, etc., get feedback, context for their work, mentors, inspiration, healthy competition – where geography is not a factor, and they don't have to grow up to find their professional peer groups.

[Data from qualitative study of 61 people aged 15-25 by Harvard GoodPlay Project.]

In this <u>*INFORMAL LEARNING environment.*</u> *THE DIGITAL YOUTH STUDY FOUND THAT* IN *BOTH* forms young people "create and navigate new forms of expression and rules for social behavior. By exploring new interests, tinkering, and "messing around" with new forms of media, they acquire various forms of technical and media literacy.... <u>By its immediacy & breadth of information, the digital world lowers barriers to self-directed learning</u>."

 – Mimi Ito, Cal Berkeley

Hanging Out, Messing Around & Geeking Out: Kids Living & Learning with New Media, MIT Press (2009) <http://mitpress.mit.edu/catalog/item/default.asp?ttype=2&tid=11889>

["Living & Learning with New Media" <http://www.itofisher.com/mito/weblog/2008/11/living_and_learning_with_new_m.html> - MacArthur Foundation-funded 3-year ethnographic study at Cal Berkeley AND *The Element: How Finding Your Passion changes Everything,* by Ken Robinson, PhD]

[READ SLIDE, then....]

INTEREST-DRIVEN COMMUNITY is purposeful, focused. It lends itself to a form of community self-regulation, a collective understanding of social norms that's protective of both the community itself and individual members. I call this the GUILD EFFECT: safe, civil behavior as a *social norm.* The question before us now is how to support this dynamic in all online communities, including friendship-driven ones such as MySpace and Facebook.

Gee also said that "What we're gaining [as a society] is the ability for people to be ... smarter in community than they can be alone."

[Prof. James Paul Gee, AZ State U. in video I/V for PBS "Frontline" news show http://www.pbs.org/wgbh/pages/frontline/digitalnation/virtual-worlds/video-games/ the-gamers-edge.html?play]

[An example is the experience of "Clarissa," told by the Digital Youth study. She's 17 and an aspiring writer who *"participates in an online role-playing community. Aspiring members must write lengthy char. descriptions to apply, and these are evaluated by the site administrators. Since receiving glowing reviews of her application, Clarissa has been a regular participant on the site and has developed friendships with many of the writers there. She has been doing a joint role-play with another participant in Spain, and she has a friend in Oregon who critiques her work and vice versa. She explains how this feedback from fellow writers feels more authentic to her than the evaluations she receives in school."]*

The learning gap

We worry that barring social media from school means...

- The "decoupling" of education and school

- Missed opportunity for students *and* schools

- Loss of school's relevancy for youth

- *Can't teach swimming without a pool!*

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Source:
Digital Youth Project,
November 2008

There's a growing gap between formal education, what supposedly happens in school, and informal learning – all the learning youth are doing outside of school as information hunter-gatherers, bloggers, etc.

• Author and tech educator Will Richardson refers to this decoupling of formal and informal learning http://weblogg-ed.com/2010/my-educon-conversation/ and quotes the new book, *Rethinking Education in the Age of Technology*: "If educators cannot successfully integrate new technologies into what it means to be a school, then the long identification of schooling with education, developed over the past 150 years, will dissolve into a world where the students with the means and the ability will pursue their learning *outside* of public school" – what USC Prof. Henry Jenkins calls "the participation gap." [See also Slate on why schools shld stop blocking SNS http://www.slate.com/id/2239560.]

• **School can bring focus to the <u>best</u> uses of social media, just as it has done with traditional media. Think of social media as "the new book" and how school has guided and enriched students' exper. of books and other traditional media for hundreds of years.**

SEE: **Jenkins in Edutopia**
http://www.edutopia.org/digital-generation-henry-jenkins-media-video AND **UK ed watchdog Ofsted** on how more online freedom lowers student risk <http://www.netfamilynews.org/2010/02/more-online-freedom-for-studentslower.html>

Living & Learning with New Media" <http://www.itofisher.com/mito/weblog/2008/11/living_and_learning_with_new_m.html> - enthographic study at Cal Berkeley and USC involving 28 researchers (see also "School & social media" http://www.netfamilynews.org/2009/05/school-social-media-uber-big-picture.html)

GREAT 59-min. video of 3 MacArthur-funded digital-media scholars on programs designed to bridge the gap http://www.youtube.com/watch?v=IUfHZu54W8c&feature=youtube_gdata in Philly, Berkeley, Chicago

Virtual worlds too

- Global VW population: **186m** now, **640m** by 2015 (appx 25% annual growth rate) – Strat. Analytics/09

- **5-9-year-olds** the "biggest growth sector" – 50m now to 209.9m

- **10-17-year-olds** – 125m to 395m

- **12/09 FTC report**: Little explicit content in child VWs, moderate-to-heavy in teen & adult worlds

- In 2008, VCs invested $590m in VWs

- Global virtual goods market: $5 billion in '09

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BUT OF COURSE YOU KNOW THAT YOUNG PEOPLE'S SOCIAL TOOLS INCLUDE A LOT MORE THAN SOCIAL NETWORKING! The global virtual-world population figure is from research firm Strategy Analytics research firm.

<http://www.netfamilynews.org/2009/06/virtual-world-populations-to-skyrocket.html>.

• **39% of 3rd-grade girls are in VWs (Webkinz, Poptropica, BarbieGirls.com, StarDoll.com, and Disney's ClubPenguin and Pixie H.)**

• **2009 FTC report on VWs: "Although little explicit content appeared in child-oriented virtual worlds, a moderate to heavy amount appeared in virtual worlds designed for teens and adults" <http://ftc.gov/opa/2009/12/virtualworlds.shtm>.**
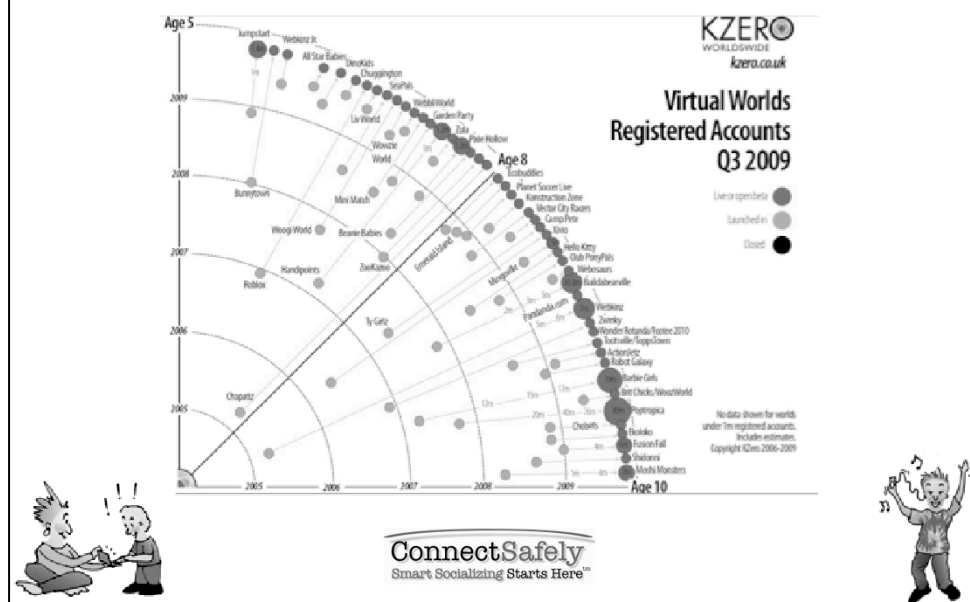
• Other evidence: Five major feature films and documentaries about virtual worlds and avatars are being released in the US in the 2nd half of '09 and first half of '10, SJMercury News reports (http://www.mercurynews.com/movies-dvd/ci_13453922?nclick_check=1)

• Last year, venture capitalists invested about $590 million in virtual worlds, and Helsinki-based Habbo for tweens and teens makes "close to $100m a year" (source: a VC in a new documentary on the subject out of the Netherlands <http://www.youtube.com/watch?v=M0AvgVrnX6U>).

• Seeing VWs as an important sector its economy going forward, Chinese government *commissioned its own VW*, now in business, where users can buy anything they see as virtual goods, then order them as real-world clothing and objects (previous source).

• Global virtual goods market (a subset of the virtual economy) is estimated at $5 billion, 80% coming from China, South Korea, and Japan and only $200-400 million from US. http://www.forbes.com/2009/08/20/virtual-worlds-economy-intelligent-technology-virtual-worlds.html / http://news.bbc.co.uk/2/hi/technology/8425623.stm

This is a graphic from KZERO <http://www.kzero.co.uk/universe.php>, a virtual-world research firm based in the UK.
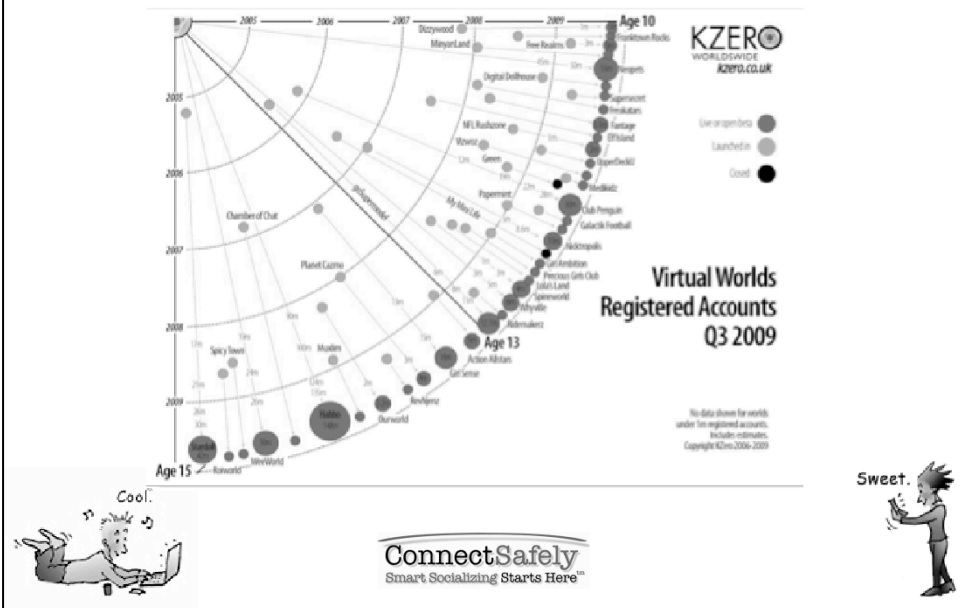
Can't see them too well, but **NONE** of all those red bubbles representing virtual worlds on this chart has <u>fewer</u> than 1 million users.

The big bubbles in the 5-7-year-old sector are Knowledge Adventure's Jumpstart, Handiland at Oakland, CA-based Handipoints.com, and Disney's Pixie Hollow (note that one of the most popular worlds is operated by a small family-run co. and another is operated by Disney).

Even bigger bubbles in 8-10 age group are Buildabear, Webkinz, Mattel's Barbie Girls, and Poptropica from Pearson Education's Family Education Network at 80m users. The next tier down includes Cartoon Network's FusionFall and Moshi Monsters, based in the UK.

[The popularity of these worlds is not a function of age – Webkinz, the oldest in this piece of the pie, having launched in the first half of 2005, has 7m users, and Poptropica, which launched 2.5 yrs later, has 80m users.]

Worlds for ages 11-15

The big bubbles in 10-12 are Neopets, one of the oldest, with 55m users, which got its start in a garage or flat in the UK and then was acquired by Nickelodeon; Club Penguin, at 30m, which got its start in Canada and was acquired by Disney for around $700m; and Copernhagen-based goSupermodel.com at 12.7m; followed by Nickelodeon's Nicktropolis at 10m and Whyville, one of the oldest, at 6m. The top worlds for 13-15 are Helsinki-based Habbo at 148m; Stockholm-based Stardoll, pop. 42m, Concord, Mass.-based WeeWorld at 30m, and Girl Sense, which is based in Ra'anana, Israel and has 16m users.

FOR EDUCATORS INTERESTED IN TEACHING IN VIRTUAL WORLDS, a lot of interesting work has been done in Teen Second Life and, for middle school students (ages 9-16), Quest Atlantis http://atlantis.crlt.indiana.edu/, designed at the Indiana University School of Education specifically for use in schools (requires free teacher training before use in the classroom) – "quests" are mapped to curriculum requirements.

Mobile social tools

Cellphones are <u>mobile</u> *computers* with...

- Mobile social networking
- Photo- & video-sharing
- Web browsing
- 24/7 texting
- Even less adult supervision
- GPS & social mapping

Mobile phones will be the "<u>world's primary tool for connecting to the Net</u>" by 2020–Pew. Sweet.

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PHONES INCREASINGLY HAVE ALL THE SAME FEATURES AND CAPABILITIES AS COMPUTERS – AND JUST-RELEASED RESEARCH FROM THE PEW PROJECT SHOWS THAT 75% OF US 12-TO-17-YR-OLDS NOW HAVE CELLPHONES [2/3/10 http://www.pewinternet.org/Reports/2010/Social-Media-and-Young-Adults/Part-2/1-Cell-phones.aspx?r=1]

[How can the ESRB just rate console and Web games when there are 1,000s of games on the iPhone alone?]

Rosalind Wiseman, author of *Queen Bees & Wannabes*: "18 mos. ago I would never have said to a school that their firewalls are irrelevant. Now they are. There is no purpose in any school having any blocks or filters because kids are coming into school with *cellphones* that have Internet access. More and more the real safety issue has to be about how we treat each other." 47:45 http://blog.anniefox.com/tag/rosalind-wiseman/

Of course there are phone-only social-network sites (accessible via the Web but designed for phone screens), and MySpace and Facebook – all the major social sites – allow users to update their profiles from their phones.

[Based on a study of experts, Pew said cellphones will soon be "the world's primary tool..." http://www.informationweek.com/news/showArticle.jhtml?articleID=212500798; "Big sign of increasingly mobile Web" http://www.netfamilynews.org/2010/01/big-sign-of-increasingly-mobile-web.html; and "Google Moves to Keep Its Lead as Web Goes Mobile," 1/4/10 http://www.nytimes.com/2010/01/05/technology/internet/05google.html]

The best filter _ever_

- Comes universally pre-installed, free of charge
- Has no socio-economic barriers to "adoption"
- Works at operating-system level
- Supports and _enhances_ all other "applications"
- Is automatically customized to owner's needs in micro detail _in realtime_
- _Improves_ with use
- Completely portable – goes wherever kid goes

Cool.

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SO THE BEST FILTER FOR ALL OF THIS...

The cognitive filter between students ears!

I'm totally serious – because there is nothing more protective for children 24/7, wherever they go, than their own well-developed critical thinking – about what they 1) download, read, hear, and consumer, 2) upload, produce, post, and say, AND 3) HOW THEY REACT to what they hear, read, download and consume.

The crucial online-safety question going forward is _how do we develop that filter? CAN schools teach media and social literacy WITH the media and technologies students find compelling in POSITIVE ways?_

'With great power comes great responsibility'

"As a society, we have spent too much time focused on <u>what media are doing *to* young people</u> and not enough time asking <u>what young people are doing *with* media</u>. Rather, we need to embrace an approach based on media ethics, one that empowers young people to take greater responsibility for their own actions and holds them accountable for the choices they make as media producers or as members of online communities."
— *Prof. Henry Jenkins, USC*

THE BOTTOM LINE, REALLY, IS THE SPIDER-MAN LESSON....

This quote is from the Introduction of "Our Space," a new literacy & citizenship curriculum created by the MIT New Media Literacies Project and the Harvard Grad. School of Education's GoodPlay Project to be released for the next (2010-11) school year.

Prof. Jenkins cites the advice Peter Parker's Uncle Ben gave him in the first Spider-Man film. Jenkins sees Peter Parker as an apt metaphor for today's teens and their media environment:

"The product of a broken home, he currently is under the supervision of his aunt and uncle. Peter considers himself to be a master of the web, able to move rapidly from site to site and applying his emerging skills to promote social justice. Peter has engaged with typical identity play, adopting a flamboyant alter ego, an avatar which allows him to do and say things he would be hesitant to do otherwise. Peter belongs to a social network with kids from a nearby private academy who share his perception of being different.... Peter uses FlickR to publish his photographs.... The editor has been so impressed by Peter's work that he now lets him work freelance. Peter often interacts with adults who share his geeky interests online. Peter uses his computer to monitor suspicious activities in his community and is able to use a range of mobile technologies to respond anytime, anywhere to issues which concern him. He uses Twitter to maintain constant contact with his girl friend, Mary Jane, who often has to stay after school to rehearse for drama productions.... Peter knows less than he thinks he does but more than the adults around him realize. While he makes mistakes, some of them costly, he is generally ready to confront the responsibilities thrust upon him by his circumstances."

NOT REALLY"'DIGITAL NATIVES": "Despite a tendency to talk of 'digital natives,' these young people are not born understanding how to navigate cyberspace and they don't always know the right thing to do as they confront situations that were not part of the childhood world of their parents or educators. Yes, they have acquired great power, yet they ... don't know how to exercise responsibility in this unfamiliar environment" (see also http://www.netfamilynews.org/2009/12/not-just-digital-natives-immigrants.html).

To summarize

Online Safety 3.0 is...

Respectful ... of research ... of youth ... of how youth actually use media & technology

Contextual ... not just safety *from*, but safety *FOR*...

Empowering students for full, constructive participation in participatory media, culture, democracy.

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http://os3.connectsafely.org

Respectful safety tips available free for downloading and printing out, left-hand side of this page:
http://www.connectsafely.org/safety-tips-and-advice.html

> ## "We need to prepare kids for *their* future, not our past."
>
> —Daniel Pink
> Economist and author, *A Whole New Mind*

Recently quoted in a talk by Dr. Moniuskzko, sup. of Fairfax County Schools. I don't think anybody could disagree with that, *but we can't do what he's suggesting* unless we make online-safety policy **relevant** to how young people are experiencing media, technology, and the Internet.

The critical thinking and citizenship of Online Safety 3.0 protects them AND prepares them for *their* future!

Thank you!

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