

Promoting Responsibility of Using Hand Held Devices in Schools

EDL 820 - Major Project – Part 3

Dylan Johns

University of Regina

Overview

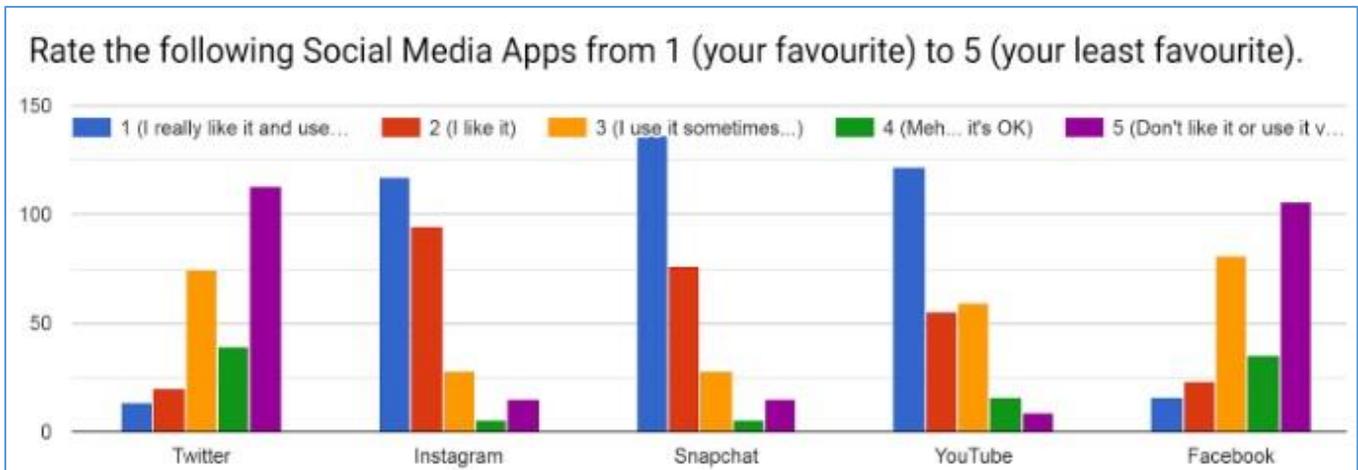
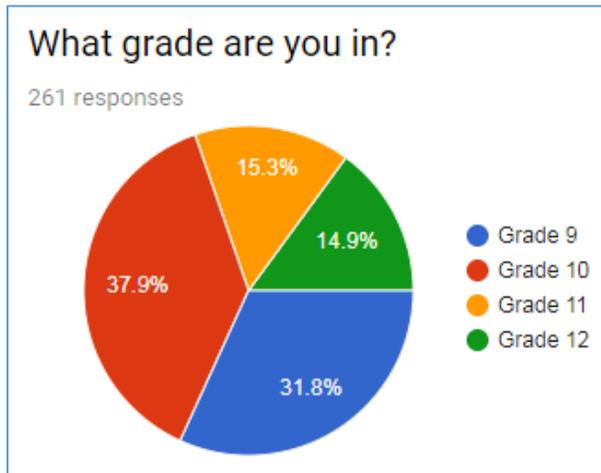
This document is the compilation of all the parts of my Major Project – Part 3 for EDL 820 whereby my goal was to influence students to use their handheld devices more responsibly through a 15 minute presentation to the student body at Martin Collegiate.

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Pre-Presentation Data Gathered

This data was collected using Google forms on March 12, 2019 at Martin Collegiate during a school wide assembly to establish some information to use for the presentation on using smartphones responsibly.



Presentation Video and Slideshow

This video is a combination of the two presentations made to students at Martin Collegiate on April 1st and 2nd, 2019 about using smartphones responsibly. The video is about 15 minutes long and should be watched before proceeding through the remainder of this document.



Video Link (Click Here)

**How to Be HAPPIER
and more PRODUCTIVE!**

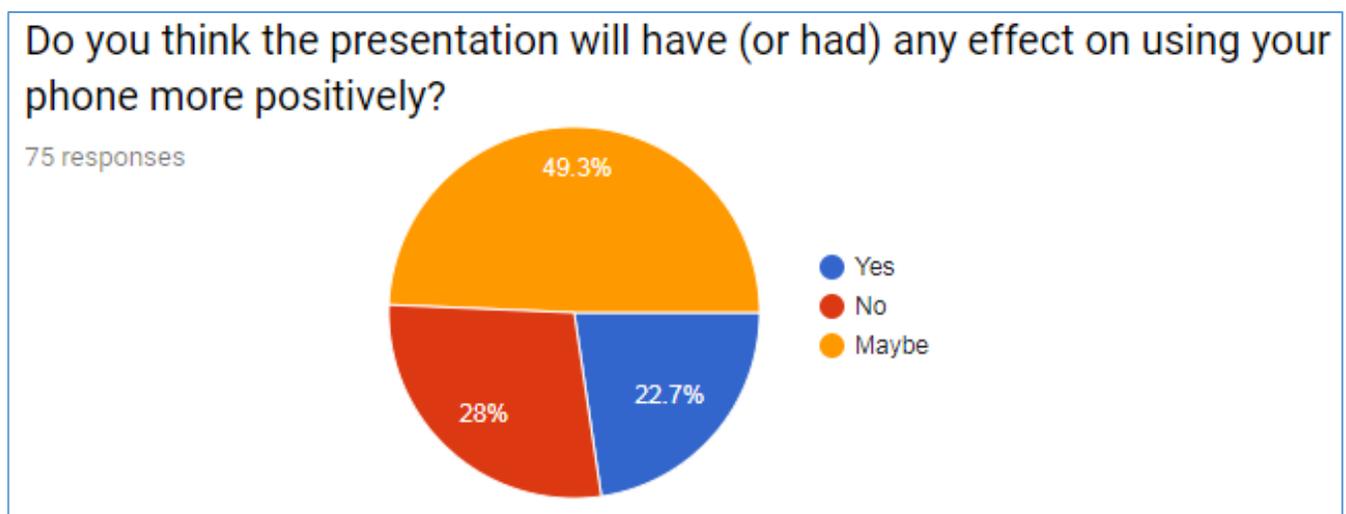
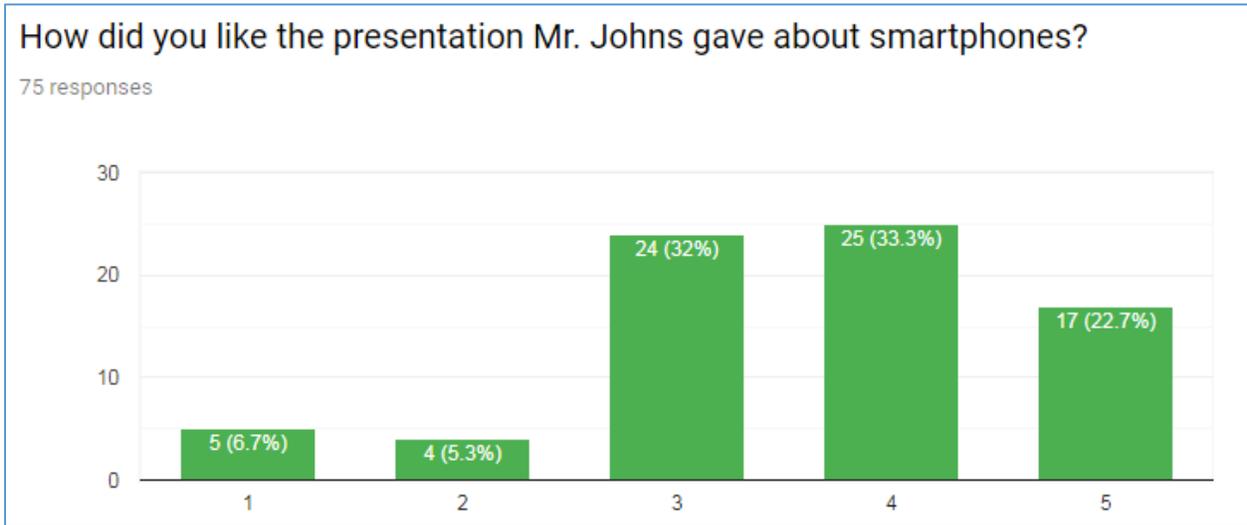
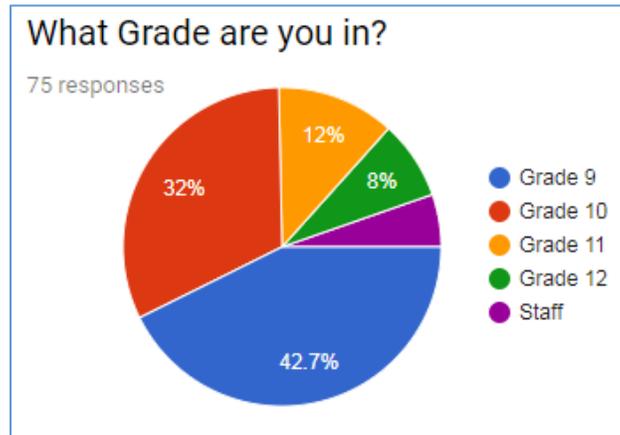


This is the slideshow that was researched and compiled for the presentation and anyone is welcome to use it and edit it as they see fit. Interested parties would likely need to edit the data gathered for the student body that they were presenting for. For a copy that would be suitable to edit please email me at dylan.johns@rbe.sk.ca

Slideshow Link (Click Here)

Feedback from Presentation

This is the feedback received from students and staff at Martin three and four days after the presentation was given.



Written Feedback from Presentation

This is the optional written feedback received in regards to the school presentation.

I thought it was awesome.

It was amazing

It was interesting

Interesting

It was really good

Very appreciated

Mr John's is an awesome teacher

Great presentation, great guy!

Great presentation!!

The students thought that the facts were really good. Considering how much time students spend on their phone, this created more awareness around which apps were the most destructive. Students also didn't realize how much time they actually spent on their phones/how many times they look at it in a day. Discussed how phones can disrupt your sleep.

The message was great, but surprisingly I don't own a smart phone for the exact reasons noted in the presentation.

overall it was a good presentation

I almost fell asleep during that so.....

Jumped around from topic to topic a bit too much. Could have combined most ideas rather than stated them separately. Good voice, confident with knowledge on the topic.

Oh yes

Mr.Johns is a good teacher!

Good job

Some students downloaded some of the apps mentioned in the presentation. *(PRIDE 9D and 9I) Did this as a group.

I didn't take it as serious because the video audio was working

Great Job brother

In Grade 12, but watched Grade 9/10 Presentation also. Good recovery when the video was not working. Also great message

This didn't really help because it was just a reminder of what we know about phones anyway.

Briefing Emails

I decided to write my briefings as emails to the various participants and stakeholders about the presentation, explaining its purpose and ability to be used by others.

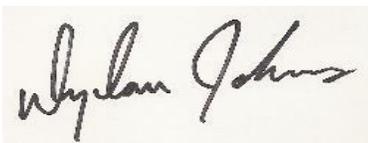
Subject: Using Smartphones Responsibly - Video Presentation

Dear Students,

My name is Dylan Johns and I am teacher in Regina Public Schools. I presented to students at Martin Collegiate in Regina, SK about using smartphones responsibly and would encourage you to watch and learn from the presentation, as well, with the [video link here](#).

In an era of ever increasing screen time, phone usage and social media I encourage you to watch the video to increase your awareness of how much time you spend on phones and the potential harmful side effects of this use. The video also highlights how you can use your phone to as a tool for education and personal benefit.

Sincerely,

A handwritten signature in black ink on a light-colored background. The signature reads "Dylan Johns" in a cursive style.

Dylan Johns
Martin Collegiate

Subject: Using Smartphones Responsibly - Presentation

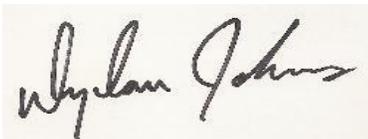
Dear Parents and Guardians,

My name is Dylan Johns and I am high school teacher in Regina Public Schools. I developed a presentation for students at Martin Collegiate in Regina, SK about using smartphones responsibly and would encourage you to watch the video ([click here](#)) with your child. I hope it presents some important information to you about how much youth are on their phones and some of the potential negative and positive effects of this screen time.

In an era of ever increasing screen time, phone usage and social media, I encourage you to help increase the awareness of students and youth about how much time they spend on phones and the potential harmful side effects of this use. At home or in the classroom, phones have the potential to be a useful technological tool or a hindrance and distraction to learning. Thank you for your efforts in attempting to influence students to embrace their learning in school and become good digital citizens!

Have a discussion with your child about phone usage, be aware of their social media presence and check on their phone stats every once and awhile as meaningful discussion about being responsible and how one spends their time are vital to developing responsible choices for youth in today's technological world.

Sincerely,

A handwritten signature in black ink on a light-colored background. The signature reads "Dylan Johns" in a cursive, flowing script.

Dylan Johns
Martin Collegiate

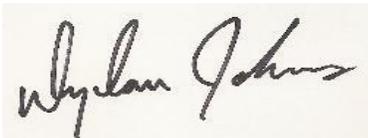
Subject: Using Smartphones Responsibly - Presentation Resources

Dear Staff and Teachers,

My name is Dylan Johns and I am high school teacher in Regina Public Schools. I developed a presentation for students at Martin Collegiate in Regina, SK about using smartphones responsibly and would encourage you to watch the video ([click here](#)) with your students or feel free to adapt the slideshow ([click here](#)) for your student body and present to your school population. If you would like a copy of the slideshow to edit and use for presenting please email me at dylan.johns@rbe.sk.ca to discuss further.

In an era of ever increasing screen time, phone usage and social media, I encourage you to help increase the awareness of students and youth about how much time they spend on phones and the potential harmful side effects of this use. Especially in the classroom and school setting, phones have the potential to be a useful technological tool or a hindrance and distraction to learning. Thank you for your efforts in attempting to influence students to embrace their learning in school and become good digital citizens!

Sincerely,

A handwritten signature in black ink on a light-colored background. The signature reads "Dylan Johns" in a cursive, slightly slanted script.

Dylan Johns
Martin Collegiate

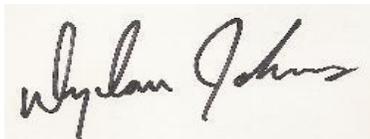
Subject: Using Smartphones Responsibly - Presentation Resources

Dear School Division,

My name is Dylan Johns and I am high school teacher in Regina Public Schools. I developed a presentation for students at Martin Collegiate in Regina, SK about using smartphones responsibly and would encourage you to watch the video ([click here](#)) and / or view slideshow ([click here](#)) to be hosted and shared with any and all teachers within our division as it aligns with our provincial goals in developing proper digital citizenship of the students we teach. If you would like a copy of the slideshow to edit and use for presenting please email me at dylan.johns@rbe.sk.ca to discuss further.

In an era of ever increasing screen time, phone usage and social media, I encourage you to help increase the awareness of students and youth about how much time they spend on phones and the potential harmful side effects of this use. Especially in the classroom and school setting, phones have the potential to be a useful technological tool or a hindrance and distraction to learning. Thank you for your efforts in attempting to influence students to embrace their learning in school and become well-educated digital citizens!

Sincerely,

A handwritten signature in black ink on a light-colored background. The signature is written in a cursive style and reads "Dylan Johns".

Dylan Johns
Martin Collegiate

Subject: Using Smartphones Responsibly - Presentation Resources

Dear Saskatchewan Ministry of Education,

My name is Dylan Johns and I am high school teacher in Regina Public Schools. I developed a presentation for students at Martin Collegiate in Regina, SK about using smartphones responsibly and would encourage you to watch the video ([click here](#)) and / or view slideshow ([click here](#)) to be hosted and shared with any and all teachers within our province as it aligns with our provincial goals of developing good digital citizenship in the students we teach. Many of the core ideas from the presentation are developed from your “Digital Citizenship Education in Saskatchewan Schools” document and therefore would be a great resource for the province’s teachers to help work towards the goals around developing digital citizenship in the province’s students. If you would like a copy of the slideshow to edit and use for presenting please email me at dylan.johns@rbe.sk.ca to discuss further.

In an era of ever increasing screen time, phone usage and social media, I encourage you to help increase the awareness of students and youth about how much time they spend on phones and the potential harmful side effects of this use. Especially in the classroom and school setting, phones have the potential to be a useful technological tool or a hindrance and distraction to learning. Thank you for your efforts in attempting to influence students to embrace their learning in school and become well-educated digital citizens!

Sincerely,

A handwritten signature in black ink on a light-colored background. The signature is written in a cursive style and reads "Dylan Johns".

Dylan Johns
Martin Collegiate

Reflection

I have completed all portions of the my major project and am just left to compile all the resources, video, slideshow, references, and reflect on the project as a whole. My major project was to influence students to use their handheld devices more responsibly in school and in general. My method of affecting this change was to present to the student body at Martin Collegiate in two separate presentations for 15 minutes using a slideshow and a well-researched informational lecture. Also, I would share the video and slideshow of the presentation and receive feedback from the school for the presentation.

I chose digital citizenship, mostly with hand-held devices, as the area of technology that I wanted to influence, as I see smartphones with students as a very prevalent issue in our schools. I feel passionately about positively affecting change for the better with students' attitudes and future success. I feel like students are not aware of how addictive smartphones, and there commonly used apps, really are and I was happy about the effectiveness of my presentations in that it really may have caused some youth to contemplate their daily phone usage. I was also very satisfied with my choice of project as I feel like a large presentation fit well within my leadership style, leading by example and actually trying to better the community of the school. This is how I prefer to lead, not with political rallying or brute force, but with communication and information. Of the 75 responses of feedback on Google Forms I received about the presentation, 56% of respondents rated the presentation 4 or 5 out of 5 and about 23% said it would have a positive effect on their phone usage with 49.3% saying the presentation would 'maybe' positively affect how they use their devices. In a high school setting, I would consider this a success. However, I was really disappointed that only 75 of 750 students and staff gave feedback, I think many students were not told by their homeroom teachers to do so, and many just chose not to, as it is very hard to engage students in advisory classes to do what you would like, even on

their phones! The conversations I had with staff and students before and after the assembly were all very positive and re-affirming, many students are thinking about their larger goals and many staff thought this was a very timely project and presentation, as they struggle consistently with students on their phones in the classroom. So although I did not fix the problem, much like tobacco use or drunk driving, I am sure that I will have educated and influenced many youth to make better choices around their time on phones, now or in the future. If we can change the younger generations' mindset then we can continue to better our society, but it is a never-ending process. And I am glad as an educator to continue to affect positive change, with this project and many other ideas in the future.

I am very aware that this change is quite local, and would not have a large effect on the whole school division, or province. With that said the presentation is digitally available to anyone who would like to use it and I feel like I could present at other schools if anyone was so inclined to have me do so, so scalability is quite possible. In my briefings, done in the form of emails, I share the video and slideshow so that other teachers could potentially use the resource to spark change in their schools and communities. The presentation also fits very well within the goals of digital citizenship for Regina Public Schools and the Ministry of Education based on both parties documentation, goals and frameworks in developing the widespread use of technology in schools but maintaining a critical eye on privacy, safety, social media and attitudes towards technology.

In reflecting on the actual slideshow and presentations, I feel like there was definite improvements I could have made. In the slideshow, I likely provided too much writing and information in the limited amount of time I had to present, creating information overload, especially for the Grade 9's and 10's. The first presentation was challenging and was not nearly as effective as the second, based on technical difficulties, the size of the audience and the maturity of the listeners. If I were to have a redo, I would likely have a simpler more interactive presentation for the Grade 9's and 10's and make

sure to triple check all audio and visual details, but hindsight is always so clear. The video quality is presentable but nowhere near the idea I had in my head of the beautiful Ted Talk videos that I view and enjoy frequently. The lighting, sound and screen view were just not nearly as good. This is more about my experience and budget than anything. I learned a great deal about larger audiences, as this was the largest I had ever had to present to for a longer period of time. It is not quite the same as a classroom, less personal, with less room for error and adjustment. I was very happy with my research and knowledge surrounding the topic of digital citizenship, mental health, and phone usage and feel like I sounded passionate and informed during the presentation. This I feel is very important to engage an audience. Although it took much reading, watching and contemplation on my part, all the work paid off in a valiant effort at affecting the student body to use their devices responsibly. So I believe I achieved what I intended to do from the outset of the project. For this I thank you (the instructors, Ms. Hansen and Mr. Wihak) in providing a course that had a real effect on me as a learner, and leader and providing me the opportunity to engage with the school where I teach. It is a truly valuable experience to take a course that translates directly into positive change within me, the staff I work with and the students I teach.

Professional Conversations

My Vice-Principal - paraphrase from Feb 27 - I keep my own kids too busy to sit on their phones, but our students are becoming very addicted to Netflix, gaming and social media. It is a huge issue in schools and society.

Paraphrase from Apr 2019 - Phones are a serious, serious problem, they hinder learning and I agree with the outright bans they are exercising in Ontario

Science Teacher 1 - paraphrase from Mar 5 2019- I want kids to have smartphones to use in my class, they are very useful, but I also want them to put them away and learn without them at times. You can't google everything.

My Principal - paraphrase from Mar 6 2019- The smartphones affect their worldview, identity, steal the students sleep and affect their overall performance in school. Like many things in life, some people can use things in moderation others not.

Science Teacher 2 - paraphrase from Apr 2019 - That was a very good and necessary presentation, we should have something like that every month, the kids are addicted to their phones. I completely ban them in my classroom.

Computer Teacher - paraphrase from Apr 2019 - That was a good presentation, it really sparked some conversation in my media classes around addiction, internet and awareness. Thank you very much for doing that.

Grade 9 Teacher - paraphrase from Apr 2019 - The kids are ridiculous with their phones, and I can't see it getting better anytime soon. It is a major issue that is hindering success for many students, especially the most at-risk kids with academic or mental health struggles.

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Rubric for Major Project

Target Description	Time budgeted (Hours)	Marks allocated (/45)	Personal assessment	External assessment
A - Part 1 of Major Project (as handed in Feb. 8, 2019) <ul style="list-style-type: none"> - Description and Analysis of Setting - SWOT Analysis 	10 hours	0/45	Went well but picked a very large topic with digital citizenship! Must research and narrow focus to a manageable scope of change.	10/10
B - Observe and Research Digital Citizenship <ul style="list-style-type: none"> - In our School – Martin Collegiate – varied stakeholders (teachers, students, admin, at-risk youth etc.) - In the division Regina Public Schools and its stakeholders - Other local school divisions provincially - Internationally, especially American and European standards 	8 hours	4 / 45	Research notes and resources to be used in presentation and for background information	1 - Will hand in research notes and resources.
C - Professional Discussions <ul style="list-style-type: none"> - With Administration - Other teachers in my school - Other educational staff / classmates <p>Special note to consider varied stakeholders, side effects, and pros and cons of technology.</p>	2 hours	2 /45	Jot notes of professional guidance and opinions around personal devices.	2- Will provide jot notes from discussions.
D - Development of Presentation and Slideshow <ul style="list-style-type: none"> - Engage students in awareness of positives and negatives of hand-held devices in schools - Encourage students to use their devices responsibly and to increase their learning in the school, and quality of life outside of school 	25 hours	10/45	Based on quality of presentation and slideshow	3 - I will provide the finished slideshow, presentation notes for evaluation.

<p>E - Present to Student Body</p> <ul style="list-style-type: none"> - 10- 12 minute presentation done two times in Advisory Period to Grade 9 and 10's, then again, to Grade 11's and 12's. 	2 hours	10 / 45 Marked in development, feedback and reflection.	Video of presentations provided.	As above and below
<p>F – Digital Package and Video of presentation to share with other teachers (in EDL 820?) and schools who may want to use in Grade 9 programs or with homerooms to increase digital citizenship in schools and divisions province wide.</p>	2 hours	5 / 45	Slideshow, resources and presentation notes package (or Video of Presentation),	Linked Slideshow, resources and presentation notes package provided for evaluation. Also write a briefing to be used for Students, Staff / Teachers, Parents, School Board and Ministry as to the rationale and benefit of the provided resources
<p>G - Feedback from students and teachers on presentation and any notable changes in behaviour, attitudes or classroom device usage.</p>	2 hours	2 / 45	Use online feedback tool (SurveyMonkey or Google Forms) to receive feedback from staff and students after presentation has had time to affect students and staff (about one week after).	4 - Provide feedback data included in reflection below
<p>H - Reflection and analysis of project with consideration to feedback (as above) varied stakeholders, 4 levels of jurisdiction, leadership and critical theory</p>	4 hours	12 / 45	<p>5 - A personal written reflection (estimated 3 pages in length) of the project as well as, providing research notes and sources, presentation materials, video of presentations, and feedback data. In the reflection I will include all of my intent and actual outcomes, learning throughout the leadership process, improvement and changes I would make in the future.</p> <p><u>This reflection will include all aspects of the Major Project part 3.</u></p>	

Dylan Johns - Major Project - Research Notes

Screen Time Effects

Adam Alter At TED2017 [Why our screens make us less happy](#)

Steve Jobs doesn't let kids use an ipad (01:34)

Personal Time - 2007 vs 2015 - screen time has increased significantly (02:05 to 03:50)

Apps that make us happy (Avg 9 mins / day) - Relaxation, Exercise, Weather, Reading, Education, Health (04:20)

Apps that make us less happy (Avg 27 mins / day) - Dating, Social Networking, Gaming, Entertainment, News, Web Browsing (04:35)

Stopping Cues - were persistent in society with shows, magazines, books but now are virtually non-existent on digital screens (05:09)

Peter Mullen - [too much screen time damages the brain](#)

- Nervous system cannot tell the difference between real and fake like the brain can
- Children 2 - 6 should have no more than 1 hour of screen time a day, nothing for 2 or less, limited and parentally guided for older children and adolescents.
- Sleep is being affected by screens constantly

[How the iPad affects young children, and what we can do about it:](#) Lisa Guernsey

- 1961 TV ownership skyrockets then it takes 10 years to produce child friendly content
- Spilling popcorn from a tv thought experiment for kids - screen vs reality

How Phones affect sleep - <https://www.youtube.com/watch?v=1V0rDSTC9I>

Addiction to Phones and Social Media

TOP WASTING TIME ON YOUR CELLPHONE | New Motivational Video for Success & Study (Eye Opening Video) <https://youtu.be/InU87p6ayVo>

[CBC "Addicted to your Smartphone." Article](#)

(<https://www.cbc.ca/news/canada/british-columbia/addicted-to-your-smartphone-how-to-start-kicking-the-habit-1.4483835>)

According to University of British Columbia neuroethics professor Peter Reiner, the feelings our phones give us are a product of our growing reliance on — and addiction to — the technology.

The link between sleep deprivation and smartphones has been well documented, especially among children and teenagers.

[Lack of sleep has been linked to health problems](#) ranging from obesity and diabetes to depression and substance use.

Reiner says another troublesome outcome of smartphone use is the tendency the devices have to drive attention away from a person's tasks or surroundings.

"The second thing to remove as many of the notifications — all those sounds — as you can," said Reiner. "If you watch people, as soon as a text comes in, they turn their head from whatever they are doing and immediately focus on that phone."

It can take up to five minutes to refocus on a task once someone is distracted by a text message or notification, Reiner says.

The most insidious attention grabber: the infinite scroll.

Smartphone addiction more common for people with anxiety, depression: study

(<https://globalnews.ca/news/4096432/anxiety-depression-smartphone-addiction/>)

Addiction to smartphones has been the subject of several studies in the recent past. Among them was one out of City University in Hong Kong, which suggested nomophobia — separation anxiety from smartphones — is real.

Report on "Social media and young people's mental health and wellbeing" by RSPH
(<https://www.rsph.org.uk/uploads/assets/uploaded/62be270a-a55f-4719-ad668c2ec7a74c2a.pdf>)

- Social media has been described as more addictive than cigarettes and alcohol
 - Rates of anxiety and depression in young people have risen 70% in the past 25 years
 - Social media use is linked with increased rates of anxiety, depression and poor sleep
 - Cyber bullying is a growing problem with 7 in 10 young people saying they have experienced it (Pg 3)
- Most Social Media apps have an overall negative impact on health and wellbeing, especially Instagram and snapchat (see chart on Pg 18)

7 Recommendations by RSPH

- i) Pop up heavy usage warning on Social media.
- ii) Social media platforms to highlight when photos of people have been digitally manipulated.
- iii) NHS England to apply the Information Standard Principles to health information published via social media.
- iv) Safe social media use to be taught during PSHE education in school
- v) Social media platforms to identify users who could be suffering from mental health problems by their posts and other data, and discreetly signpost to support
- vi) Youth-workers and other professionals who engage with young people to have a digital (including social) media component in their training
- vii) More research to be carried out into the effects of social media on young people's mental health.

Distracted Driving Stats - CAA

<https://www.caa.ca/distracted-driving/statistics/>

Digital Citizenship

Media Smarts Website: <http://mediasmarts.ca/research-policy>

ISTE Website - International Society for Technology in Education - many great resources

<https://www.iste.org/standards/for-students>

Digital Citizenship poster

https://cdn2.hubspot.net/hubfs/1818747/Downloads/DigCitCommit_Poster.pdf

Regina Public Schools - <https://educationaltechnology.rbe.sk.ca/digital-citizenship>

“Digital citizenship is critically important for students both inside and outside of the classroom.”

“the division’s intent to move towards a Bring Your Own Device (BYOD) environment creates a heightened need for an effective digital citizenship strategy.”

Digital Citizenship Education in Saskatchewan Schools

“Digital Citizenship Education in Saskatchewan Schools was created in response to one of six recommendations contained in the Saskatchewan Action Plan to Address Bullying and Cyberbullying that was released in November 2013.” (Preface)

“ digital citizenship instruction will help ensure that children and youth in the digital age become responsible and principled digital citizens, capable of building and maintaining a positive digital footprint, respecting intellectual property boundaries and protecting their privacy online. “ (Preface)

“ it may be beneficial for a core group of school leaders to begin the process of creating a digital citizenship policy by identifying key areas of concern (those that need to be addressed immediately) as well as areas that are of less immediate priority (those that need to be addressed in the next 2 to3 years) and then using these priority rankings to guide the conversation with the larger group of stakeholders” (Page 2)

“Digital citizenship asks us to consider how we act as members of a network of people that includes both our next-door neighbours and individuals on the other side of the planet and requires an awareness of the ways in which technology mediates our participation in this network. It may be defined as “the norms of appropriate and responsible online behaviour”¹⁴ the quality of habits, actions, and consumption patterns that impact the ecology of digital content and communities ¹⁵” (Page 4)

“Schools need to prepare students to be successful in our digital world; teaching digital citizenship allows students to develop the skills and competencies that they will need to be safe, responsible, and productive members of our current and future society.” (Pg 6)

“Teens have a great deal of power and agency through their use of technology, but they are often unlikely to think about the ethical or moral aspects of their participation online” (Pg 9)

“The whole idea of ‘digital dualism’ (that is, that the digital and physical worlds are separate, with only the latter consider ‘real’) is not a realistic viewpoint.” (Pg 9)

“ISTE Standards for Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behaviour. 1. Advocate and practice safe, legal, and responsible use of information and technology 2. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity 3. Demonstrate personal responsibility for lifelong learning 4. Exhibit leadership for digital citizenship” (Pg 11)

“Digital etiquette describes the standards for behaviour in online spaces or when using technology. Such rules are often unwritten; they are also rapidly changing as new technology becomes available, and they may vary greatly from one online space to another or from one group of users to another. Different generations also have widely divergent views of what is considered polite in terms of, for instance, using mobile phones during face to face conversations. While etiquette was once taught primarily by parents to their children, parents are often unaware of what is considered appropriate behaviour in digital networks and are learning alongside their children. Therefore, it is critical that school play a key role in teaching digital etiquette as part of their everyday instruction.⁵⁵” (Pg 15)

Ribble’s nine elements of digital citizenship:

Ribble’s nine elements of digital citizenship⁶⁴ provide a helpful framework for understanding the major components of digital citizenship. The nine elements have become a standard part of digital citizenship curricula both in Canada and internationally. The elements are as follows:

RESPECT	Digital Etiquette	Electronic standards of conduct or procedure.	
	Digital Access	Full electronic participation in society.	
	Digital Law	Electronic responsibility for actions and deeds.	
EDUCATE	Digital Communication	Electronic exchange of information.	
	Digital Literacy	Process of teaching and learning about technology and the use of technology.	ABC
	Digital Commerce	Electronic buying and selling of goods.	
PROTECT	Digital Rights & Responsibilities	Those freedoms extended to everyone in a digital world.	
	Digital Safety & Security	Electronic precautions to guarantee safety.	
	Digital Health & Wellness	Physical and psychological well-being in a digital technology world.	

Balancing access and the need for communication with the importance of a positive classroom environment where technology supports and enhances learning rather than detracts from it. (Pg 20)

Ensuring that students and staff represent their school in an appropriate manner. (Pg 20)

Psychological issues may arise from overuse of technology; specifically, the issue of Internet-addiction is become a concern for some users. Some research suggests that those with Internet-addiction can experience similar withdrawal symptoms as alcoholics.⁶⁴ Spending large amounts of time on certain social networks may also lead to negative mental health effects; a recent study found that greater time spent on

Facebook correlated with decreased perceptions of personal well-being and satisfaction in life.⁶⁵ These studies suggest the need for moderation and self-awareness when spending time online. (Pg 26)

[TECHNOLOGY IN EDUCATION FRAMEWORK: TEACHING AND LEARNING, ADMINISTRATIVE OPERATIONS, PROVINCIAL INFRASTRUCTURE](#) by the Saskatchewan Ministry of Education - June 2013

The integration and effective use of technology is vital to Saskatchewan's teaching and learning environment and to enhancing learner success ...; technology use is no longer just an option for our students and teachers, but a fundamental literacy. (Page 1)

Saskatchewan's educational system will foster the comprehensive and systematic development of knowledge, skills, dispositions, and judgements essential for digital fluency in educators and students. (Page 3)

Indicators: Students and educators safely engage, with others and with digital content, to: a) pursue opportunities for personal, social, and economic engagement and advocacy. b) explore creative self-expression and deepen their sense of self, community, and place. c) achieve personal and professional goals. d) engage in purposeful lifelong learning. (Page 4)

Limiting Device Usage

<https://www.nytimes.com/2019/02/23/business/cell-phone-addiction.html>

I don't love referring to what we have as an "addiction." That seems too sterile and clinical to describe what's happening to our brains in the smartphone era. Unlike alcohol or opioids, phones aren't an addictive substance so much as a species-level environmental shock.

Where you keep your phone is also important. Studies have [shown](#) that people who don't charge their phones in their bedrooms are significantly happier than those who do.

"Your life is what you pay attention to," she [Catherine Price] said. "If you want to spend it on video games or Twitter, that's your business. But it should be a conscious choice."

it's truly wild that in the span of a few years, we've managed to turn these amazing talismanic tools into stress-inducing albatrosses.

<https://phonebreakup.com/challenge>

Sleeping with the frenemy: How restricting 'bedroom use' of smartphones impacts happiness and wellbeing

(<https://www.sciencedirect.com/science/article/pii/S0747563218301523>)

Highlights

- Not using smartphones in the bedroom increases happiness and quality of life.
- Risk of smartphone addiction decreases when smartphones are left outside the bedroom.
- Going to bed without smartphones in the room improves quality of sleep.
- Sleeping without smartphones improves sleep, relationships, focus and wellbeing.
- 93.6% of participants “might” or “would” consider not sleeping with their phone again.

Motivational Video <https://www.youtube.com/watch?v=lnU87p6ayVo>

Presentation Details

Google Forms Full Tutorial From Start To Finish - How To Use Google Forms

<https://www.youtube.com/watch?v=LxifPLPI0wM>