

Digital Education in Ontario, Canada

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**Office of the Information & Privacy Commissioner of
Ontario**

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Office of the Information and Privacy Commissioner of Ontario (IPC)

What we do:

- Provide an **independent** review of provincial and municipal government and public sector decisions and practices concerning access and privacy
- Oversee **compliance** with provincial and municipal access and privacy legislation
- Conduct **research** and deliver **education** and guidance on access and privacy issues



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Curriculum Development in Ontario

Ministry of Education develops curriculum policy that sets the basic requirements of what students must learn

School Boards (82) use curriculum policy to develop teaching programs, tools and resources

School department heads and teachers develop and deliver lesson plans that implement the curriculum requirements



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Educational Resources for Youth

- Since 2005, the IPC has worked with frontline teachers to develop a series of educational tools and resources materials on access to information and privacy
- Tools and resources were based on the curriculum policy developed by the Ministry of Education to allow them to seamlessly join existing teaching plans
- Three guides were produced:
 - Grade 5 – ages 10-11
 - Grade 10 – ages 15-16
 - Grades 11-12 – ages 16-18
- School boards distributed the guides to teachers within their board



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Approach Taken

- Separate materials developed based on age group
- Variety of teaching tools, including:
 - Powerpoint presentations
 - Online research activities
 - For example, “webquests” where students visit specific websites to find privacy policies and information
 - Videos
 - Quizzes
 - Quick reference infographics
 - Group discussion aids
 - Case studies
 - Discussion aids around articles that relate to privacy in the news

MTV News video featuring former Commissioner on online reputation, included in grade 11/12 course: <https://www.youtube.com/watch?v=vl8INvVQVNY>



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*What Students Need to Know
about Freedom of Information
and Protection of Privacy*



A Study Guide for Elementary Schools
Grade 5 Teacher's Guide
September 2005

- Grade 5 students (ages 10-11 years)
- Available online:
https://www.ipc.on.ca/wp-content/uploads/Resources/up-1grade_5.pdf

BECOME A PRIVACY WATCHDOG

Ask:

"Why do you need this information?"

"What will you use it for?"

"Will you rent or sell it to anyone?"

"I don't want any junk mail from you. How can I be removed from your mailing list?"



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- Grade 10 students (ages 15-16 years)
- Available online:
https://www.ipc.on.ca/wp-content/uploads/Resources/Grade_10_web-e.pdf

 <p>INFORMATIONAL PRIVACY</p> <p>consisting of limited access to information, confidentiality, secrecy, anonymity and data protection</p>	 <p>PHYSICAL PRIVACY</p> <p>consisting of limited access to persons, possessions and personal property</p>
 <p>DECISIONAL PRIVACY</p> <p>consisting of decision-making about families, religion and health</p>	 <p>PROPRIETARY PRIVACY</p> <p>consisting of control over the attributes of personal identity.</p>

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WHAT STUDENTS NEED TO KNOW ABOUT FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

A Resource Guide for Grade 10 Teachers

Ann Cavoukian, Ph.D.
 Information and Privacy Commissioner of Ontario, Canada
 November 2010





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WHAT STUDENTS NEED TO KNOW ABOUT FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

A Resource Guide for Grade 11/12 Teachers

Ann Cavoukian, Ph.D.

Information and Privacy Commissioner of Ontario, Canada
September 2011



- Grade 11-12 students (ages 16-18 years)
- Available online:
https://www.ipc.on.ca/wp-content/uploads/Resources/Grade_11-12_Resource_Guide.pdf

UPDATED STATISTICS from the Office of the Information and Privacy Commissioner of Ontario.

The number of cases of identity theft fraud that are reported to police are only a fraction of the actual number. The most comprehensive study (as of early 2011) measuring the impact of identity theft in Canada was a 2008 McMaster University consumer survey entitled *Measuring Identity Theft in Canada*.¹ The survey concluded that 6.5 per cent of Canadian adults, or almost 1.7 million people, were victimized by some kind of identity fraud during the previous year. Only 13 per cent of these frauds were reported to the police.

The statistics below are from an early 2011 report by the Canadian Anti-Fraud Centre (<http://www.antifraudcentre-centreantifraude.ca/english/documents/Annual%202010%20CAFC.pdf>) citing actual reported cases.

- **2010:** 18,146 victims; \$ 9,436,996.92 in reported dollar losses;
- **2009:** 14,797 victims; \$10,968,134.44 in reported dollar losses;
- **2008:** 12,309 victims; \$ 9,689,374.32 in reported dollar losses.

¹ *Measuring Identity Theft in Canada*, Susan Sproule and Norm Archer, July 2008, Mc Master eBusiness Research Centre, DeGroote School of Business.



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THE 5 P's

Before you decide to post any personal information online, remember the following 5 P's that represent the different groups or individuals who might view it.



Infographics:

- Easy to remember list of potential viewers of online content
- Reminder to kids that online posts are not private and can be seen by the wrong people
- Focus on thinking before you post



Debate Exercises:

- Students work in small teams to assess and debate the merits of various social networking platforms
- Students independently consider issues such as privacy, security, reputation and cyber-bullying, while simultaneously considering the benefits of using social networks

ACTIVITY 3:

MINI DEBATES: SOCIAL NETWORKING



DESCRIPTION

Debating is the forceful and logical presentation of arguments for or against an idea. You debate every day in one form or another. In the classroom, you are trying to persuade your audience and the judge (i.e. your classmates and teacher) with facts and logic, not to outshout your opponent. In a debate, the members of the “affirmative” team are for the resolution. They present arguments that support the resolution. The members of the “opposition” are against the idea or resolution. They present arguments against those offered by the affirmative team.

PURPOSE

- To develop co-operative and listening skills;
- To demonstrate an ability to present ideas and arguments effectively in a debate;
- To demonstrate critical thinking and analysis about an issue.

TASK

Debate the following resolution:

- **Be it resolved that the benefits of social networking sites outweigh the risks.**

INSTRUCTIONS

During this activity, you will work in partners to establish a position and debate with another pair with opposing viewpoints. In each group, students will debate the benefits and risks

involved with using social networking sites such as Facebook, MySpace, Twitter, Tagged, Plaxo, LinkedIn, hi5, Flickr etc. Consider issues such as privacy, security, reputation, business and social networking, fraud, exploitation, cyber-bullying, advertising, exposure, democratic participation, etc.

STEPS

- 1) In a group of four, decide on one networking site for the debate;
- 2) Divide your group into an affirmative and opposition position (for or against social networking);
- 3) The first pair to speak should make at least three points that support their argument. They have up to five minutes;
- 4) The second pair will then speak for up to five minutes, making at least three points in favour of their argument;
- 5) The first pair will then spend five minutes refuting the arguments of the second pair;
- 6) Finally, the second pair will conclude the debate by critiquing the first pair’s main arguments.

ASSESSMENT

- Self-reflection;
- Teacher feedback;
- Peer response.



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The Perils of Facebook; Beware of consequences of baring your soul, or other things, online

The Calgary Herald
Mon 09 Feb 2009
Page: A3
Section: News
Byline: Gwendolyn Richards
Source: Calgary Herald

Within the last few weeks, a Calgary employee in the oilfield service industry made a decision to call in sick.

He wasn't.

Instead, he went out, joining friends who shot photos of him and uploaded them to Facebook, a social networking website.

His friends "tagged" him in the pictures, which alerted those in his circle of Facebook contacts to the images that showed he wasn't at home sick after all.

Among those notified was a co-worker forced to do additional work on behalf of the supposedly sick man. That employee, no doubt displeased with having to pick up the extra work, reported the transgression to the boss.

The "sick" staff member was given an official warning that was documented in his human resources file and had to compensate for the missed day.

"There was no hiding from it," said Boyden Global Executive Search's managing director, Robert Travis, who heard about the incident directly from one of his clients.

This should serve as a cautionary tale for anyone who thinks what happens on Facebook, stays on Facebook, he said.

"People need to be aware of their intended and not intended audience with respect to their online persona."

He expects there are more of these stories to come as Facebook continues to grow at an unprecedented rate. As the population of the online community expands, more people are vulnerable to getting caught when they make a misstep.

According to Facebook's statistics, there are more than 150 million people connecting on the site, and the fastest growing demographic is people 30 years and up.

The draw of Facebook has even led some employers – including the Ontario government, British Gas and Telstra, the largest telecommunications company in

Australia – to ban it from the workplace over concerns it affects productivity or disgruntled workers could harm the companies' reputations.

What one expects to be a private place to communicate with friends, to share photos and videos, may actually be the equivalent of putting your personal life up on a billboard.

Rebecca Sullivan discovered others could access her Facebook page – including personal photos – after a student brought it to her attention. It was an innocuous, albeit ironic, oversight on Sullivan's part.

After all, as a pop culture expert who teaches communications and culture at the University of Calgary, Sullivan is keenly aware social networking sites have blurred the line between public and private spheres.

"I assumed the default (on her Facebook page) would be the highest privacy settings," she said with a laugh.

Now that she has clicked the right buttons to ensure her Facebook profile is only viewed by those

News Articles

- Students are provided with real news articles dealing with the potential consequences of revealing personal information online
- Students are invited to discuss the articles and consider their own use of social media and the potential impacts to reputation and privacy



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Short Quizzes

- Quizzes vary in complexity based on target age groups
- The questions have been designed to start conversations on privacy rights and technology

PRIVACY QUIZ



Circle T for True, or F for False based on your knowledge of privacy.

1. T F E-mail messages you send are private and cannot be read by others.
2. T F Others have the ability to read your messages on Instant Messaging Services (E.g. MSN Messenger, G-mail, Yahoo, Blackberry, etc. . .)
3. T F Your Internet activities can be tracked.
4. T F The government can use personal information it has compiled on you for any purpose it wants.
5. T F A teacher is allowed to search you for drugs or weapons.
6. T F A video store may use your Ontario Health Card number for identification when you apply for a membership.



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YOU, ONLINE

Personal Branding and Online Privacy: A Primer

(Appendix 3.1)

This PowerPoint presentation is on the accompanying CD.



Powerpoint Presentations

- Slide decks provide teachers with easy to use lecture tools that focus on issues like online privacy and reputation
- Presentations use numerous examples from websites and social media to help students understand the impact of online privacy on their lives



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ICDPPC Resolution

- The IPC is a signatory to the 2016 Resolution for the Adoption of an International Competency Framework on Privacy Education
- To meet our commitment to digital education promotion, we conducted a review of Ontario's curriculum policy in consultation with the Ministry of Education
- We were pleased to find that all elements of the International Competency Framework on Privacy Education have been integrated into the existing curriculum for Ontario's students
- In addition, specific requirements for privacy and digital education are present in numerous courses and at all grade levels



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Privacy and Digital Education in Ontario's Curriculum

- Ministry of Education curriculum policy requires privacy and digital education in all age or grade levels and in all courses
- Every subject, at every grade includes a section on the role of technology to that subject that requires teachers to address online privacy. This is set out in curriculum policy documents, which state:

“Although the Internet is a powerful learning tool, all students must be made aware of issues of privacy, safety and responsible use, as well as of the ways in which the internet can be used to promote hatred.”



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Curriculum Examples

There are more detailed requirements to teach about privacy in many courses:

Grade 4: Health and Physical Education

Personal Safety and Injury Prevention

C1.2 identify risks associated with communications technology (e.g., Internet and cell phone use, including participation in gaming and online communities and the use of text messaging), and describe precautions and strategies for using these technologies safely [IS]

Grade 9-10: Business Studies

Privacy and Security Issues

By the end of this course, students will:

- describe privacy and security issues related to information and communication technology (e.g., protection of credit card information; cookies; identity theft; spyware; cyber stalking);
- explain the importance of keeping information secure and confidential (e.g., through the use of passwords, encryption, biometric authentication, firewalls);

Grade 11: Social Studies and Humanities

D1. Individual Rights and Responsibilities

By the end of this course, students will:

D1.1 identify the rights of the individual in human interactions as outlined in a variety of laws and policies (e.g., the Ontario Human Rights Code, the Employment Standards Act, the Ontario Environmental Bill of Rights, the Canadian Charter of Rights and Freedoms, the Indian Act, the Privacy Act, the United Nations Convention on the Rights of the Child, the Universal Declaration of Human Rights)



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Educational Resources

- Ontario teachers can access hundreds of lesson plans and educational resources, such as videos, games and apps online using Ministry sponsored online catalogues
- One example is the Ontario Software Acquisition Program Advisory Committee (OSAPAC)
 - This Ministry run resource page focuses on digital citizenship
 - Resources are subdivided by grade level and subject
 - All teaching resources shown on the page are free and approved for use in classrooms



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[Critical Thinking](#)[Creation and Credit](#)[Communication](#)[Health and Protection](#)

* Primary

Resources

[Common Sense Media My Online Neighbourhood - Video](#)
[Creative Conspiracy Child Focus 'E-safety' - Video](#)
[FranklinTV Franklin and the Computer - Video](#)
[Brainpop Internet Safety - Video](#)
[Indiana University of Pennsylvania Internet Safety - Password Privacy and Introduction to the Internet - Video](#)
[Privacy Pirates: An Interactive Unit on Online Privacy \(ages 7-9\) - Media Smarts](#)
[Common Sense Media When to share info - Lesson](#)
[Wild About Safety Timon & Pumbaa Safety Smart Online - Video](#)
[Polkadots Cyber Five - Video](#)
[NetSmartz Kids The Password Rap - Video](#)
[NetSmartz Kids - The Password Rap Adventure Game - Interactive](#)
[NetSmartz Kids Don't Open that File: A Computer Virus Game - Interactive](#)
[NetSmartz Kids Be Safer Online - Video](#)
[Planet Nutshell Staying Safe on the Internet](#)
[Planet Nutshell What is personal information?](#)
[NetSmartz Kids Tell an Adult](#)
[YouTube Curriculum Steer Clear of Cyber Tricks - Video](#)
[NetSmartz Kids It's Okay to Tell - Video](#)
[NetSmartz Kids The Internet Safety Game - Interactive](#)
[NetSmartz Kids Tell a Trusted Adult- Video](#)
[You Tube video Child Focus 'E-safety'](#)
[NetSafe Utah Googly Eyes - Dooby Wop the Robot teaches the Polkadots about Cyber Safety](#)
[Common Sense Media My Online Neighbourhood](#)



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FPT Working Group on Youth Education

- Ontario is working with IPCs across the country to develop a series of lesson plans for youth on a variety of privacy matters, including:
 - Digital economy and personal information
 - Permanence of online information
 - Rights and responsibilities for online privacy
 - Understanding online privacy policies/terms and conditions
- We are also exploring opportunities to promote these materials, as well as our existing lesson plans, at conferences and events for teachers

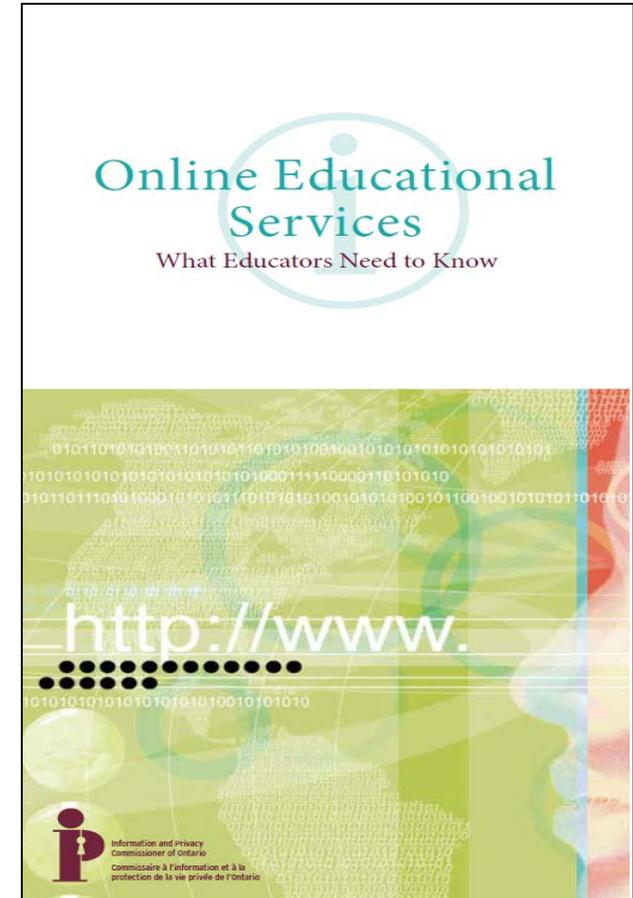


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Privacy Risks of Online Educational Tools

- Educators use online educational services for learning, communication, evaluation
- While innovative and inexpensive, they could risk privacy of students
- School boards must ensure online services comply with privacy laws
- IPC and Ontario Association of School Business Officials (OASBO) created a fact sheet for teachers about privacy risks of online educational services



Outreach to Teachers

ht

Think Before You
CLICK

I accept all terms
and conditions

Could the
online education
tool you are using
expose your students
and school to privacy
risks?

**TALK TO YOUR
PRINCIPAL**

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OASBO
ONTARIO ASSOCIATION OF
SCHOOL BUSINESS OFFICIALS

http://www.

1010101010

Think Before You
CLICK

I accept all terms
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Could the online
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TALK TO YOUR PRINCIPAL

68.3%

SCHOOL BUSINESS OFFICIALS

www.ipc.on.ca/privacy/data-and-technology-management/oes/



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Next Steps – Online Educational Tools

- The IPC is co-sponsoring a workshop on “Privacy Implications in the Networked Classroom” this Fall at an OASBO conference for academics, teachers, school officials and “ed tech” representatives
- We are also working with the Ministry of Education to develop a software application to help teachers evaluate whether an online educational service adequately protects students’ and parents’ privacy



How to Contact Us

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