



Overview

The Internet is now an indispensable part of youngsters' lives. The Information on the Internet is voluminous, transient and sourced from all parts of the world. Teachers and parents need to help youngsters learn to develop good habits and proper attitude in using the Internet.

The "Healthy Use of the Internet - Educational Kit for Secondary Schools" (the educational kit) is designed with a view to supporting secondary schools in implementing the "Moral and Civic Education" curriculum. It is also suitable for the courses related to "Information Technology and Interactive Learning".

The educational kit provides teachers with diversified teaching resources to enhance students' awareness of their online behaviour, help them develop proper online attitude, protect them from the influence of objectionable information, and assist them to understand Control of Obscene and Indecent Articles Ordinance (COIAO).

The contents of the educational kit encompass social, moral and information technology education. Students are encouraged to consider and explore issues from multiple perspectives and develop healthy online habits through interactive learning so as to attain all-round development. Students can learn how to use the Internet properly through various activities to achieve the following learning targets:

1. Understand the laws relating to the control of obscene and indecent materials
2. Understand Internet safety and security measures
3. Analyse the impact of the Internet on personal life and development
4. Evaluate personal behaviour and attitude in using the Internet
5. "Say No to Objectionable Information" in daily life

The educational kit comprises three major components: "Teachers' Corner", "Students' Corner" and "Parents' Corner", which are designed with a view to providing teachers with suitable support to help students develop proper online habits.

"Teachers' Corner" contains three parts, namely, "Teachers' Handbook", "Lesson Plans" and "School-based Administration Programme". "Teachers' Handbook" covers the major contents of the educational kit in the form of a publication, which includes "Lesson Plans", "Newspaper Clippings" and "Worksheets". "Lesson Plans" contain two parts, namely, "Core Lesson Plans" and "Supplementary Lesson Plans". "Core Lesson Plans" is made up of a "Two-lesson Version" and a "Four-lesson Version" and covers the major teaching materials. Teachers can choose one of the core lesson plans according to students' ability and teaching needs. "Supplementary Lesson Plans" contains three teaching themes, eight "Extended Lessons" and various teaching plans, worksheets and reference materials. Beside the "Core Lesson Plans", teachers may consider using the supplementary teaching materials to help students explore specific topics more deeply. "School-based Administration Programme" allows teachers to customise lesson plans and provides general statistics on students' use of the educational kit.

"Students' Corner" provides videos, newspaper clippings and online games in a multimedia format to enhance students' interest in learning. The videos present various real life situations, devised with a view to stimulating students' discussion. The newspaper clippings contain 16 news reports on the use of the Internet by youngsters to facilitate students' consideration and discussion of the relevant issues. The purpose of the online games is to enhance students' interest in learning, and to guide them to make proper choices when they encounter various online problems.

In educating youngsters to make good use of the Internet, school education and family education are equally important. "Parents' Corner" provides various resources for parents on the use of filtering software.

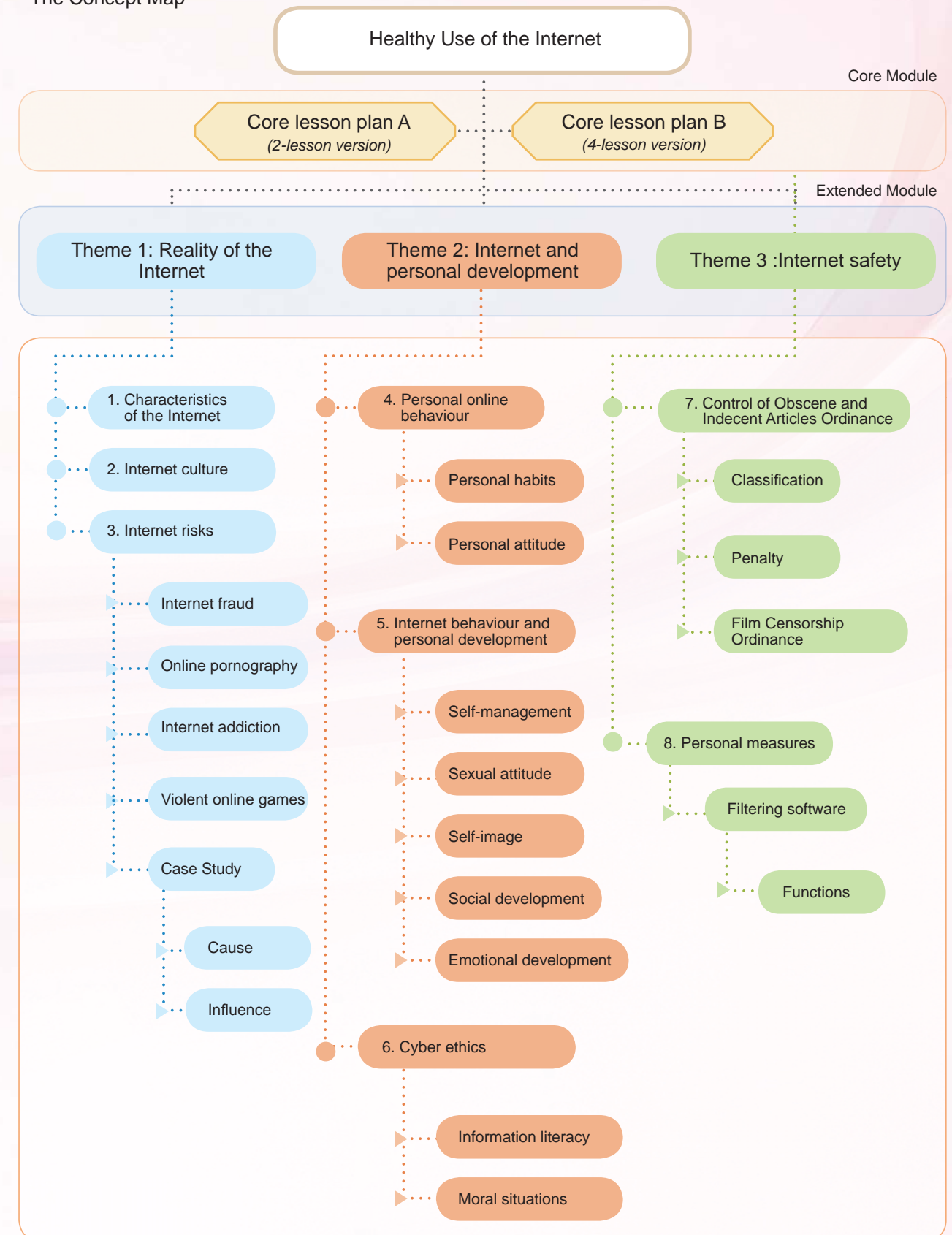
The educational kit also contains other useful information, such as "Points on Internet Safety" and "Reference Materials". "Points on Internet Safety" provides teachers, parents and students with general information on online safety, whereas "Reference Materials" provides information on useful websites and reference books.



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Office for Film, Newspaper and Article Administration
October, 2013

The Concept Map





1. Learning objectives

- Understand the laws relating to the control of obscene and indecent materials
- Understand Internet safety and security measures
- Analyse the impact of the Internet on personal life and development
- Evaluate personal behaviour and attitude in using the Internet
- “Say No to Objectionable Information” in daily life

2. Areas of learning

- Control of Obscene and Indecent Articles Ordinance
- Relationship between the Internet and personal development
- Internet safety guidelines
- Personal moral development
- Personal habits and attitude in using the Internet

3. Attitude

- Self-discipline
- Rationality
- Introspection
- Responsibility
- Respect for others
- Adaptability
- Importance of seeking support

4. Learning strategies

- Case study
- Collaborative learning

5. Generic skills

- Critical thinking
- Utilising information technology
- Problem solving
- Self-management
- Collaboration
- Creativity
- Learning

6. Lesson time

2 lessons (80 min)

Lesson	Activities	Time allocation	Objectives	Areas of learning	Teaching resources
1-2	Motivation : “Internet and living”	3 min	Students share their online experience; introduces the learning theme “Healthy Use of the Internet”		
	Online game : “Healthynet Online”	10 min	With the aid of games, alert students to pay attention to their behaviour in using the Internet	Evaluate personal online behaviour - Personal habits - Personal attitude	Online game
	Case study : “Internet risks”	22 min	To help students identify different types of Internet risk and the impact of different online behaviour on personal development	Types of Internet risk (Reference materials part 1) - Internet fraud - Online pornography - Internet addiction - Violent online games Impact of online behaviour - Psychological development - Emotional development - Personal moral development	Worksheet 1 “Internet risks”
	Videos : “Multimedia” and “Chit Chat on the Internet”	25 min	Help students learn about Control of Obscene and Indecent Articles Ordinance through case studies and alert them to the need to comply with the law Students to discuss the safe use of the Internet and learn about the importance of online security	Control of Obscene and Indecent Articles Ordinance - Contents - Scope - Penalty SMART Internet Safety Guidelines The use of filtering software	Video PPT 1 Control of Obscene and Indecent Articles Ordinance and other laws of Hong Kong
	Group discussion: Personal moral development “The wise choice”	15 min	Students discuss the moral issues presented in the videos and learn to make proper decisions and develop proper attitude in using the Internet	Personal moral development - Honesty - Self-discipline - Peer pressure - Trust - Responsibility	Worksheet 3 “The wise choice”
	Summary	5 min	To draw a conclusion on views expressed and materials presented in the class		

Follow up activity : Students fill in the online evaluation form to review their learning after the lesson.



1 LESSONS 1-2

Motivation: "Internet and Living" (3 min)



- Teacher invites 2 to 3 students to share their experience in using the Internet and answer the following questions:

- Other than searching for information, under what circumstances do you use the Internet most?
- Do you have any unpleasant experience in using the Internet?

If students do not have any unpleasant experience in using the Internet, ask whether they have read any reports of Internet problems in the newspapers.



To introduce the learning theme "Healthy use of the Internet" and discuss issues that warrant special attention when using the Internet.

2 Online game: "Healthynet Online" (10 min)



- Teacher asks students to log on to the "Healthynet Online" game and select the home scenario.
- Teacher tells students that they could face similar situations in real life as those presented in the game and that their responses to the questions in the game would reflect their online behaviour and attitude. Give students 1 minute to consider whether they have paid attention to the following issues when going online:

- Duration and purpose
- Security settings
- Respect for other people
- Manners and choice of words



- Teacher asks students to evaluate their online behaviour on the scale of 1 to 10 marks. 1 mark is the minimum and represents a lack of vigilance when using the Internet. 10 marks is the maximum and represents a high degree of alertness. The marks should be discussed in the concluding session at the end of class.

3 Case study: "Internet risks" (22 min)



- Teacher asks students to divide themselves into 8 groups (each with 4 to 5 students). Distribute one of the news clippings and an "Internet risks" worksheet ([Worksheet 1](#)) to each group.
- Students have 15 minutes to read the news clippings and discuss the problems stated in the worksheet. Students should identify different issues related to the use of the Internet in the news clippings, and analyse their impact on the growth and development of youngsters.
- Teacher instructs students to conduct simple analysis with regard to the development needs of youngsters and the characteristics of the Internet ([Reference materials part 2](#))
- Teacher asks a representative from each group to present their findings. Teacher writes down the key points on the blackboard and summarises the causes of different Internet problems and how they would affect the personal development of teenagers.
- Teacher concludes and supplements the impact of improper Internet behaviour. ([Reference materials part 2](#))

- Psychological development
- Emotional development
- Moral development





4 Videos: "Multimedia" and "Chit Chat on the Internet" (20 min)

- Teacher plays the two videos "Multimedia" and "Chit Chat on the Internet" (around 12 min) to the class. After the show, teacher makes use of the "Control of Obscene and Indecent Articles Ordinance and other laws of Hong Kong" powerpoint (PPT 1) to introduce the contents of the COIAO (Reference materials part 5), pointing out that the dissemination of objectionable information is regulated by the COIAO.
- Teacher points out that regulation can help protect Internet users from unhealthy materials and Internet security can be achieved through enhancement of the computer system and attentiveness to personal habits. Teacher explains the concept of SMART Internet Safety Guidelines:

SMART concept

- S - Safety
- M - Manners
- A - Authenticity
- R - Research
- T - Technology

SMART

- Teacher points out that the SMART Internet Safety Guidelines are useful for analysing and evaluating personal online behaviour to reduce online risks and filtering software could help prevent teenagers from being exposed to objectionable information on the Internet. Teacher asks the following questions before introducing filtering software:

- Have you installed filtering software on your personal computer? Why?
- Please list out the functions of filtering software.

- Teacher elaborates on the fallacies regarding the use of filtering software to help students understand the functions of filtering software:

Protect computer from virus infection

✗ Wrong. The purpose of filtering software is to prevent children or teenagers from being exposed to objectionable information. It cannot prevent virus infection. To protect a computer from virus attack, one should install anti-virus software.

Monitor the use of computer

✓ Right. Most filtering software allows parents to monitor and track youngsters' or children's Internet browsing records.

Filter English contents only

✗ Wrong. Some filtering software on the market can support smartphones and tablet computers and scrutinise websites or computer systems with Chinese contents.

5 Group discussion: Personal moral development "The wise choice" (10 min)

- Following the previous activity, teacher continues to discuss with students the problems encountered by the characters in the videos.
- Moral issues involve the making of choices. In the "Multimedia" video, the parents understand the importance of respecting and trusting their children. However, parents also have a responsibility to teach their children about online safety. How to strike a balance?
- Teacher invites students to consider some moral values, for example, respect for life, respect for other people, justice, honesty, accountability and compliance with the law, etc. Based on the merits of these fundamental moral values, teacher asks students to identify "five" most important values and write them down on "The wise choice" worksheet (Worksheet 3).
- Teacher divides students into a few groups (each with 4 to 5 students) to discuss their own choices with regard to the situations presented in the videos and the reasons for the choices.





Video 1: Multimedia

- If your parents install filtering software on your computer / mobile phone, will you think that they do not trust you? If you were the mother in the video, how would you supervise your children in using the Internet?
- To download programmes or software with adult contents from the Internet does not require verification of the user's age. If you were the teenager in the video, would you lie about your age in order to download adult apps? Please comment on this practice.
- If you were the teenager in the video, would you share any objectionable information with your friends? How do you feel when you receive indecent information?



Video 2: Chit Chat on the Internet

- Would you open the wrapper of an adult magazine to preview its contents before considering whether to buy it or not? Suggest some effective ways to prevent teenagers from accessing indecent information.
- Peers have a lot of influence on the personal development of teenagers. Would you do something that you dislike in order to obtain peers' recognition? Please give examples.
- Would you accept criticisms from your family members to improve yourself? How do you handle conflicts with your family members?

- Teacher asks students about the factors that they would consider when making decisions:

- Personal instincts
- Reference to past experience and habits
- Rational thinking

- Teacher points out that personal decisions or actions can affect or even cause harm to other people. Teacher then reminds students to think carefully before making any decisions, and to seek assistance from parents, teachers or professionals if necessary.

6 Summary (5 min)



- Teacher concludes the lesson and points out the following:
 - The appropriate use of the Internet can enrich our lives but we need to pay attention to the relevant legal and moral issues. Improper use of the Internet has adverse impact on the personal development of youngsters.
 - Pay attention to one's online behaviour, remember the SMART Internet Safety Guidelines, and act responsibly.
 - Consider ethical issues from a positive angle. Seek help (e.g. from parents, teachers, social workers or peers) when necessary.

- Teacher asks students to review their online behaviour and re-evaluate their scores. Teacher then asks them to consider the advantages and disadvantages that the Internet may bring to their personal development. Teacher finally reminds students to fill in the online evaluation form after the lesson.



1. Learning objectives

- Understand the laws relating to the control of obscene and indecent materials
- Understand Internet safety and security measures
- Analyse the impact of the Internet on personal life and development
- Evaluate personal behaviour and attitude in using the Internet
- “Say No to Objectionable Information” in daily life

2. Areas of learning

- Control of Obscene and Indecent Articles Ordinance
- The importance of filtering software for Internet security
- Characteristics of the Internet
- Relationship between the Internet and personal development
- Internet safety guidelines
- Personal moral development
- Personal habits and attitude in using the Internet

3. Values and attitude

- Self-discipline
- Rationality
- Introspection
- Responsibility
- Respect for others
- Adaptability
- Importance of seeking help
- Self-control

4. Learning strategies

- Case study
- Collaborative learning

5. Generic skills

- Critical thinking
- Utilising information technology
- Problem solving
- Self-management
- Collaboration
- Creativity
- Learning

6. Lesson time

4 lessons (160 min)

Lesson	Activities	Time allocation	Objectives	Areas of learning	Teaching resources
1-2	Motivation : “Healthynet Online”	15 min	Make use of interactive games and experience sharing to help students understand the characteristics of the Internet and its potential risks	Application of the Internet The potential risks of the Internet Characteristics of the Internet - Anonymity - Convenience - No Border - Autonomy - Interaction	Online game
	Teacher-led inquiry : “SMART – Internet Safety Guidelines”	10 min	To enhance students’ awareness of Internet security through introducing “SMART – Internet Safety Guidelines”	SMART – Internet Safety Guidelines	PPT 2 “SMART – Internet Safety Guidelines”
	Teacher explication : “Control of Obscene and Indecent Articles Ordinance and other laws of Hong Kong”	10 min	Help students learn about Control of Obscene and Indecent Articles Ordinance through various case studies, and strengthen their understanding of online safety guidelines	Control of Obscene and Indecent Articles Ordinance - Contents - Scope - Penalty	PPT 1 “Control of Obscene and Indecent Articles Ordinance and other laws of Hong Kong”
	Videos : “Multimedia” and “Chit Chat on the Internet”	20 min	Remind students to pay attention to their online behaviour through presentation of different real life scenarios		
	Group discussion : Personal moral development “The wise choice”	20 min	Students discuss the moral issues presented in the videos and learn to make proper decisions and develop proper attitude in using the Internet	Value development - Honesty - Peer pressure - Self-discipline - Trust - Responsibility	Worksheet 3 “The wise choice”
	Summary and homework	5 min	Teacher concludes the lesson to strengthen students’ positive attitude in using the Internet. Teacher then explains the homework to prepare for the next class		

Follow up activity : Teacher divides students into 8 groups (each with 4 to 6 students) and distributes different news articles to each group. Students need to read the articles at home to prepare for discussion in the coming lesson.



Lesson	Activities	Time allocation	Objectives	Areas of learning	Teaching resources
3-4	Motivation : "Cyber crime"	10 min	Use statistics to point out the rising trend of cyber crime and the need for caution		PPT 3 "Cyber crime"
	Case study : "Internet risks"	35 min	To help students identify different types of Internet risk and the impact of different online behaviour on personal development	Types of Internet risk (Reference materials part 2) - Internet fraud - Online pornography - Internet addiction - Violent online games Impact of online behaviour - Psychological development - Emotional development - Personal moral development	Worksheet 1 "Internet risks" Worksheet 6 "Virtual power" organisation chart
	Group discussion : "Q and A on filtering software"	10 min	Through discussion on various fallacies to strengthen students' knowledge of filtering software	The use of filtering software and the importance of filtering software to online safety	Worksheet 2 "Filtering software"
	Teacher-led inquiry : "Truths about online safety"	5 min	Explain and help students understand the safety settings of computer systems		PPT 4 "Internet security"
	Reflection : "Internet myths"	15 min	Help students review their personal online habits	- Review personal online behaviour - Proper attitude in using the Internet	Worksheet 4 "Internet myths"
	Personal commitment : "Be a good Internet user"	5 min	Through signing a pledge to encourage students to make good use of the Internet		Worksheet 5 "Be a good Internet user" pledge

Follow up activity : Students fill in the online evaluation form to review their learning process after the lessons.

1 LESSONS 1-2

Motivation: "Healthynet Online" (15 min)



- Teacher introduces the learning theme "Healthy Use of the Internet" and points out that people frequently use the Internet to search for information and carry out other work. Teacher then asks students how they use the Internet in their daily lives. (Reference materials part 1)

- Other than searching for information, under what circumstances do you use the Internet most?

- Teacher asks students to log on to the "Healthynet Online" game and select a scenario to play.

- After the game, teacher invites 2 to 3 students to share their views and answer the following questions.

- Which scenario did you choose?
- What kinds of temptation did the characters face in the game?
- In real life, have you ever come across similar problems like those encountered by the characters? Please give some examples.
- Other than the above, do you have any unpleasant experience in using the Internet? (If any, please elaborate.)

If students do not have any unpleasant experience in using the Internet, ask whether they have read any reports on Internet problems in the newspapers.

- Teacher points out although the use of the Internet may cause different problems, the fact remains that the Internet has brought a lot of convenience to us.

- Teacher invites 2 to 3 students to generalise the advantages and characteristics of the Internet and present their views to the class.

- Teacher summarises students' presentation and supplements the characteristics of the Internet (Reference materials part 1):





Anonymity / Convenience / No Border / Autonomy / Interaction

- Teacher points out to students that the purposes of the lesson are to help them evaluate their online attitude and learn about the relevant laws, so as to strengthen their alertness in using the Internet.

2

Teacher-led inquiry: “SMART – Internet Safety Guidelines” (10 min)



- Teacher points out that the various scenarios of the online game bring out four common Internet risks, including Internet fraud, online pornography, Internet addiction and online violent games. Teacher then divides students into small groups (each with 4 to 5 students) and gives them 3 minutes to discuss how to avoid Internet risks.
- After discussion, teacher invites 2 to 3 groups to report the results of their discussion. Teacher then makes use of the “SMART – Internet Safety Guidelines” presentation to explain the “SMART” concept to students:

SMART concept

- S – Safety
- M – Manners
- A – Authenticity
- R – Research
- T – Technology

SMART

3

Teacher explication: “Control of Obscene and Indecent Articles Ordinance and other laws of Hong Kong” (10 min)



- Teacher points out that cyber crime is rising and online behaviour is also regulated by the law. Teacher then asks the following question:



- In addition to Copyright Ordinance, please name the laws that are related to Internet behaviour. (If students cannot give any examples, ask them to consider the cases reported in the news clippings.)

- Teacher points out that the following ordinances are related to the regulation of cyber crimes:

- Copyright Ordinance
- Crime Ordinance
- Control of Obscene and Indecent Articles Ordinance



- Teacher shows “Control of Obscene and Indecent Articles Ordinance and other laws of Hong Kong” power-point and explains that the existing laws governing the publication of objectionable information include:



- Control of Obscene and Indecent Articles Ordinance ([Reference materials part 5](#))
- Film Censorship Ordinance (FCO) ([Reference materials part 5](#))



- Teacher differentiates the scope of regulation of the two ordinances.
 - The COIAO regulates anything consisting of or containing material to be read or looked at or both read and looked at, but not films and television and radio programmes. Films for public exhibition are regulated by the FCO.
 - The classification systems of the COIAO and FCO are different.
 - According to the COIAO, "obscenity" and "indecent" include violence, depravity and repulsiveness. Articles can be classified into three categories:



I

Class I - neither obscene nor indecent No restriction on publication.

II

Class II – indecent No Class II indecent article shall be published to persons under the age of 18 years. In publishing Class II articles, the statutory requirements, including sealing the article in a wrapper and attaching a statutory warning notice, must be complied with.

III

Class III - obscene Class III articles are prohibited from publication.

- In respect of the regulation of the publication of obscene and indecent articles, the policy of the Government is to reflect the standards of public decency as they should to articles (especially those intended for young and impressionable people) while at the same time preserving the free flow of information and safeguarding the freedom of expression.
- There is no compulsory pre-censorship before the publication of an article, but the publisher has the responsibility to ensure that any publication is in compliance with the law.
- Prospective publishers may submit articles to the Obscene Articles Tribunal (OAT) to obtain classification rulings, so as to avoid breaching the law.
- The OAT is a judicial body, which comprises a presiding magistrate and several members of the public appointed by the Chief Justice to serve as adjudicators.
- In determining whether an article is obscene or indecent, the OAT has to consider the following factors in accordance with Section 10 of the COIAO:-

1. Standards of morality generally accepted by reasonable members of the community;
2. The dominant effect of the article as a whole;
3. The class or age of the likely recipients;
4. The location at which the article is displayed; and
5. Whether the article has an honest purpose.



4

Videos: “Multimedia” and “Chit Chat on the Internet” (25 min)



- Teacher plays the two videos “Multimedia” and “Chit Chat on the Internet” (around 12 min) to the class. After viewing, teacher leads students to discuss the problems presented in the videos.
- Teacher invites students to put themselves into the shoes of the characters to make their choices. Teacher then counts students' votes.

Video 1: Multimedia



- If your parents install filtering software on your computer / mobile phone, will you think that they do not trust you?
- To download programmes or software with adult contents from the Internet does not require verification of the user's age. If you were the teenager in the video, would you lie about your age in order to download adult apps?
- If you were the teenager in the video, would you share any objectionable information with your friends?

Video 2: Chit Chat on the Internet



- Would you open the wrapper of an adult magazine to preview its contents before considering whether to buy it or not?



- Peers have a lot of influence on the personal development of teenagers. Would you do something that you dislike in order to obtain peers' recognition?
- Would you accept criticisms from your family members to improve yourself?

- Teacher asks 2 to 3 students to share their answers and explain their reasons.
- Teacher corrects students who propose an erroneous view (e.g. theft or harm other people).

5 **Group discussion: Personal moral development (10 min)**

- Following the previous activity, teacher continues to point out that moral issues involve the making of choices. In the "Multimedia" video, the parents understand the importance of respecting and trusting their children. However, parents also have a responsibility to teach their children about online safety. How to strike a balance?
- Teacher divides students into a few groups (each with 4 to 5 students) to discuss their own choices with regard to the situations presented in the videos and the following questions:

- How can parents strike a balance between trust and respect for their children and the need to supervise them?
- How to prevent teenagers from accessing indecent information? Between law enforcement and self-discipline, which one is more important? Why?
- We may wish to share with people information that interests us, but not everyone likes the same kind of information. How would you balance between sharing information and respecting other people's feeling?
- Do you think it is necessary to prohibit teenagers from reading or buying articles with adult contents?
- Are you easily influenced by your peers? Why? Does peer pressure influence your choice?

- Teacher asks students about the factors that they would consider when making decisions:-

- Personal instincts
- Reference to past experience and habits
- Rational thinking



- Teacher points out that personal decisions or actions can affect or even cause harm to other people. Teacher then reminds students to think carefully before making any decisions, and to seek assistance from parents, teachers or professionals, if necessary.

6 **Summary and homework (5 min)**

- Summarise the key concepts in the lesson:
 - Revision on SMART Internet Safety Guidelines. Pay attention to one's online behaviour, remember the SMART Internet Safety Guidelines, and act responsibly.
 - Consider ethical issues from a positive angle. Seek help (e.g. from parents, teachers, social workers or peers) when necessary.
- Ask students to divide themselves into eight groups (each with 4 to 5 students).
- Distribute one of the news clippings to each group. Students need to read the clipping to prepare for the coming lesson.



1 LESSONS 3-4

Motivation: Cyber crime (10 min)



- Show the “Cyber crime” presentation (PPT 3).
- Ask students to analyse the data and answer the following questions:

- According to the data in Chart 1, what is the trend of cyber crime?
(Answer: Rising)
- Name different types of cyber crime.
(Answer: Illegal downloading, computer hacking, copyright infringement, stealing and fraud.)
- Based on the information provided in Chart 2, please identify the risks of social networking.
(Answer: Fraud, blackmail, sex crimes.)

- Invite 2 to 3 students to share their answers and point out that the use of the Internet has brought new challenges to the law. In this lesson, the class will discuss how Internet risks affect the development of youngsters and how to cope with them.

2 Case study: “Internet risks” (35 min)



- Students to discuss the news clippings handed out to them in the previous lesson. Students need to identify different online problems (Reference materials part 2) and discuss their impact on the growth and development of youngsters.
- Ask students to analyse the causes of online problems (Reference materials part 2):

- Self-image
- Personal identity
- Exploration and curiosity
- Development of interpersonal relationship

- Ask students to analyse and predict how Internet behaviour may affect teenagers’ psychological, emotional and moral development. Use the “Virtual power” organisation chart worksheet (Worksheet 6) to summarise the results of the discussion.

- Students present their findings to the class. Teacher writes down the key points on the blackboard and summarises how Internet behaviour influences the personal development of teenagers (Reference materials part 2):

- Psychological development
- Emotional development
- Moral development

- Teacher points out that the characters have suffered loss or offended the law due to a lack of awareness. We can enhance our alertness in using the Internet by knowing more about the relevant laws.

3 Group discussion: “Q and A on Filtering software” (10 min)



- Ask students to divide themselves into groups (each with 4 to 5 students). Each group needs to discuss and complete the questions on the “Filtering software” worksheet (Worksheet 2).
- Check the answers with students and explain the details.

- Q.1 No, filtering software can prevent teenagers and children from accessing obscene or indecent information. To reduce the risks of virus infection, we should install anti-virus programmes.
- Q.2 Yes, most filtering software has this function. Parents can monitor and track youngsters' or children's Internet browsing record.
- Q.3 Yes, this is the main function of filtering software.
- Q.4 No, there is filtering software for smartphones and tablet PCs.
- Q.5 No, most filtering software supports Chinese websites now.



- Give the groups 3 minutes to discuss the advantages and disadvantages of using filtering software after checking the answers.
- Teacher invites 2 to 3 groups to present their results and gives comments.

(Answers:

Advantages - avoid Internet addiction / facilitate parental monitoring / block objectionable information.

Disadvantages - youngsters may feel being distrusted / unable to block objectionable information completely / inconvenience caused by filtering software.)

4 **Teacher-led inquiry: “Truths about Online Safety” (5 min)**

- Show the “Internet Security” presentation ([PPT 4](#)) and ask students the following questions:

Slide 1: Where can you find the Internet security settings?
(Answer: Control Panel and Browser)

Slide 2: What are the functions of Internet security settings?
(Answer: Protect computers from attack by harmful or malicious programmes or applications)

Slide 3: What are the functions of privacy settings?
Do you think such settings can ensure your network security?
(Answer: We can adjust the privacy settings to control the personal information that may be captured by the websites we visit. This function meets the basic security requirements. A medium to high level setting is recommended.)

- Evaluate students’ knowledge in Internet security settings (e.g. lack of knowledge, having basic or expert knowledge, etc.). Teacher reminds students to pay attention to their online behaviour and attitude. In addition, install filtering software or adopt a high security setting to ensure Internet security.

5 **Reflection: “Internet myths” (15 min)**

- Give students 2 minutes to review their internet behaviour and attitude. Teacher can ask students to consider the following aspects:

- Duration and purpose
- Security settings
- Respect for other people
- Manners and choice of words

- Teacher asks students to evaluate their online behaviour on the scale of 1 to 10 marks. 1 mark is the minimum and represents a lack of vigilance when using the Internet. 10 marks is the maximum and represents a high degree of alertness to one’s online behaviour.

- Ask students to spend 5 minutes to fill in the first part of the “Internet myths” worksheet ([Worksheet 4](#)).

- Ask students to count the number of answers with “agree”.

- Explain that the various types of behaviour listed on the worksheet are incorrect and they may cause risks for Internet security.

- Students review their own scores.

- Ask students to raise their hands if they have deducted their scores after the review. Teacher asks the following questions:

- Why did you deduct your score?
- What kinds of behaviour or attitude have you ignored in the past?
- What risks may result from such kinds of behaviour?

- Ask students to complete the second part of the “Internet myths” worksheet



([Worksheet 4](#)). Students need to list out 3 types of online behaviour that they need to correct and suggest ways for improvement.

- Teacher provides feedback and explains Internet security and proper online behaviour to students.

6 Personal commitment: “Be a good Internet user” (5 min)



- Distribute “Be a good Internet user” worksheet to students ([Worksheet 5](#)).
- Ask students to review their online misbehaviour and read the worksheet in silence.
- Students sign the pledge in front of teacher and classmates.
- Revisit the key learning points of this unit.



- SMART Internet Safety Guidelines
- The influence of the Internet on teenagers
- The COIAO

- Teacher then asks students to consider whether the Internet may benefit or affect adversely their personal development and why. Teacher finally reminds students to fill in the online evaluation form after the lesson.



PPT 1

Control of Obscene and Indecent Articles Ordinance and other laws of Hong Kong

1

Control of Obscene and Indecent Articles Ordinance (COIAO)

According to Control of Obscene and Indecent Articles Ordinance, the definition of “indecenty” and “obscenity” include “violence, depravity and repulsiveness”. Articles can be classified as follows:

- Class I: Neither obscene nor indecent**
- Class II: Indecent**
- Class III: Obscene**

2

Class I articles may be published without restrictions.

Class II articles must not be published or sold to persons under the age of 18.

Class III articles are prohibited from publication.



PPT 1

Control of Obscene and Indecent Articles Ordinance and other laws of Hong Kong

3

Packaging of Class II articles

Publication of Class II articles must comply with certain statutory requirements, including the sealing of such articles in wrappers (opaque wrappers if the covers are indecent) and the display of a warning notice on no less than 20% of the front and back covers of such articles.

4

Warning notice of Class II articles

This article contains material which may offend and may not be distributed, circulated, sold, hired, given, lent, shown, played or projected to a person under the age of 18 years.



PPT 1

Control of Obscene and Indecent Articles Ordinance and other laws of Hong Kong

5

Penalty

According to the COIAO anyone who fails to observe the restrictions on publishing Class II articles is liable to a maximum penalty of \$400,000 fine and imprisonment for 12 months on first conviction and \$800,000 fine and imprisonment for 12 months on a second or subsequent conviction.

Anyone who publishes a Class III article under any circumstances is liable to a maximum penalty of \$1 million fine and imprisonment for 3 years.

6

The Film Censorship Ordinance (FCO)

All films intended for public exhibition should be submitted to the Film Censorship Authority (FCA) for examination. The FCA would according to the law, consider, among others, whether the film portrays, depicts or treats cruelty, torture, violence, crime, horror, disability, sexuality or indecent or offensive language or behaviour or other matters for classification of films under the FCO.



PPT 1

Control of Obscene and Indecent Articles Ordinance and other laws of Hong Kong

7

Classification under the Film Censorship Ordinance

- I** *Category I:* Suitable for all ages
- IIA** *Category IIA:* Not suitable for children
- IIB** *Category IIB:* Not suitable for young persons and children
- III** *Category III:* For persons aged 18 or above

8

SMART Internet Safety Guidelines

- S – Safety**
- M – Manners**
- A – Authenticity**
- R – Research**
- T – Technology**



PPT 2

SMART Internet Safety Guidelines

S

Safety

M

Manners

A

Authenticity

R

Research

T

Technology



PPT 3

Cyber Crime

The Number of Computer Crime Cases



Source: InfoSec Website (2013)

Percentage of Cases Involving Rape, Indecent Assault, Criminal Intimidation and Deception by Online Acquaintances between 2010 and 2012

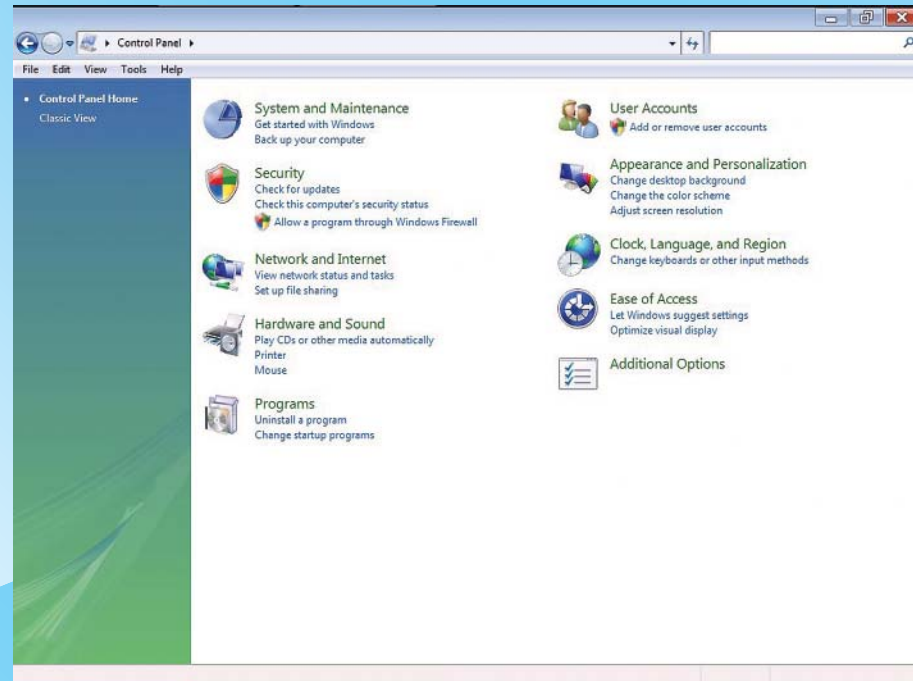


Source: Legislative Council (2012)



PPT 4

Internet Security

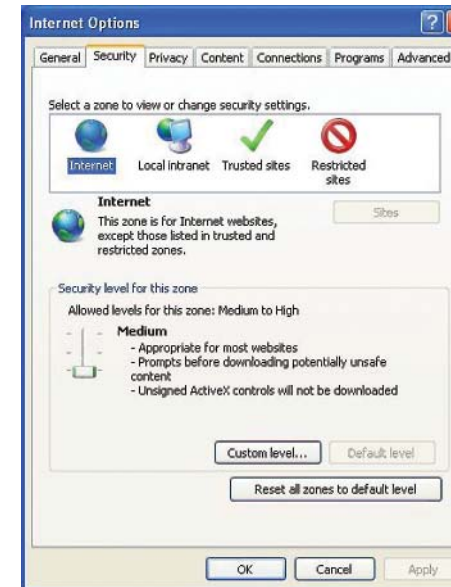


Where can you set the Internet security options?

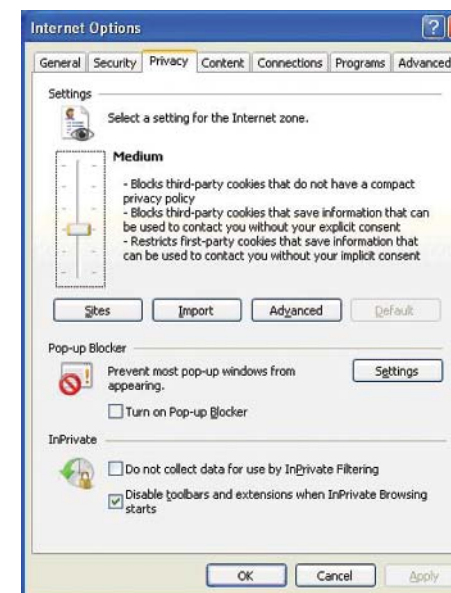


PPT 4

Internet Security



What are the functions of Internet security settings?



What are the functions of privacy settings?



Worksheet 1



Internet Risks

Part 1: Read the news article and answer the following questions.

Category of case:	_____
Crime(s) committed:	_____ _____ _____
The victim's loss	_____ _____ _____

Part 2:

Analyse the causes of the case based on the news report.

Predict how the Internet behaviour described in the case affects our personal development.



Worksheet 2

Filtering Software

Discuss the following questions with your group members. Please ✓ the appropriate box with the correct descriptions.

		True	False
1	Filtering software protects computer from virus infection.		
2	Filtering software allows parents to monitor and track youngsters' or children's Internet browsing records.		
3	Filtering software is able to block obscene and indecent information.		
4	Filtering software cannot be installed on smartphones or tablet PCs.		
5	Filtering software supports English websites only but not Chinese websites.		



Worksheet 3



The Wise Choice

Choose 5 moral concepts you consider most important from the following :

- | | | | |
|--------------------|-----------------|--------------|--------------------|
| Responsibility | Self-discipline | Independence | Perseverance |
| Respect for life | Empathy | Courage | Honesty |
| Self-reflection | Rationality | Trust | Integrity |
| Tolerance | Appreciation | Care | Critical thinking |
| Respect for others | Autonomy | Filial piety | Sense of belonging |

1. _____
2. _____
3. _____
4. _____
5. _____



" Internet myths "



Worksheet 4

Part 1: The following sentences describe some online behaviour. Please circle the answer "agree" or "disagree" to indicate your view.

1	I am willing to provide basic personal data in exchange for special offers on the Internet (e.g. free download, coupon, etc).	Agree / Disagree
2	There is no harm in disclosing personal data (e.g. photo, anecdote, etc) on the Internet.	Agree / Disagree
3	The information on the Internet is open to the public. It is not necessary to set up access rights.	Agree / Disagree
4	There is no real friendship on the Internet. Therefore, we don't need to be serious or respect our online friends.	Agree / Disagree
5	It is only a joke to edit others' photos; it will not bring any harm or loss to the people involved.	Agree / Disagree
6	The Internet has a characteristic of anonymity. It is difficult to discover your real identity. Therefore, we cannot be held responsible for our online behaviour.	Agree / Disagree
7	Attacking or ridiculing others on the Internet cannot be regarded as acts of cyber bullying because we have freedom of speech.	Agree / Disagree
8	I find the Internet both informative and entertaining and I have spent more time going online than I should.	Agree / Disagree
9	I will open the mail or hyperlink if I find the header interesting.	Agree / Disagree
10	Installing filtering software on personal computer cannot keep teenagers away from obscene or indecent information.	Agree / Disagree
11	There is no restriction on the spread of information on the Internet and it is not difficult for teenagers to access pornographic and violence information on the Internet.	Agree / Disagree
12	Publishing pornographic or violent images on the Internet is not a violation of the law.	Agree / Disagree

Part 2: List out 3 types of online behaviour you need to improve and suggest ways for improvement.

1. _____
2. _____
3. _____



Worksheet 5

" Be a good Internet user " Pledge

I, _____ , promise to become a good Internet user. Starting from today, I will use the Internet in a safe and proper way and improve my following online behaviour:

1. _____
2. _____
3. _____

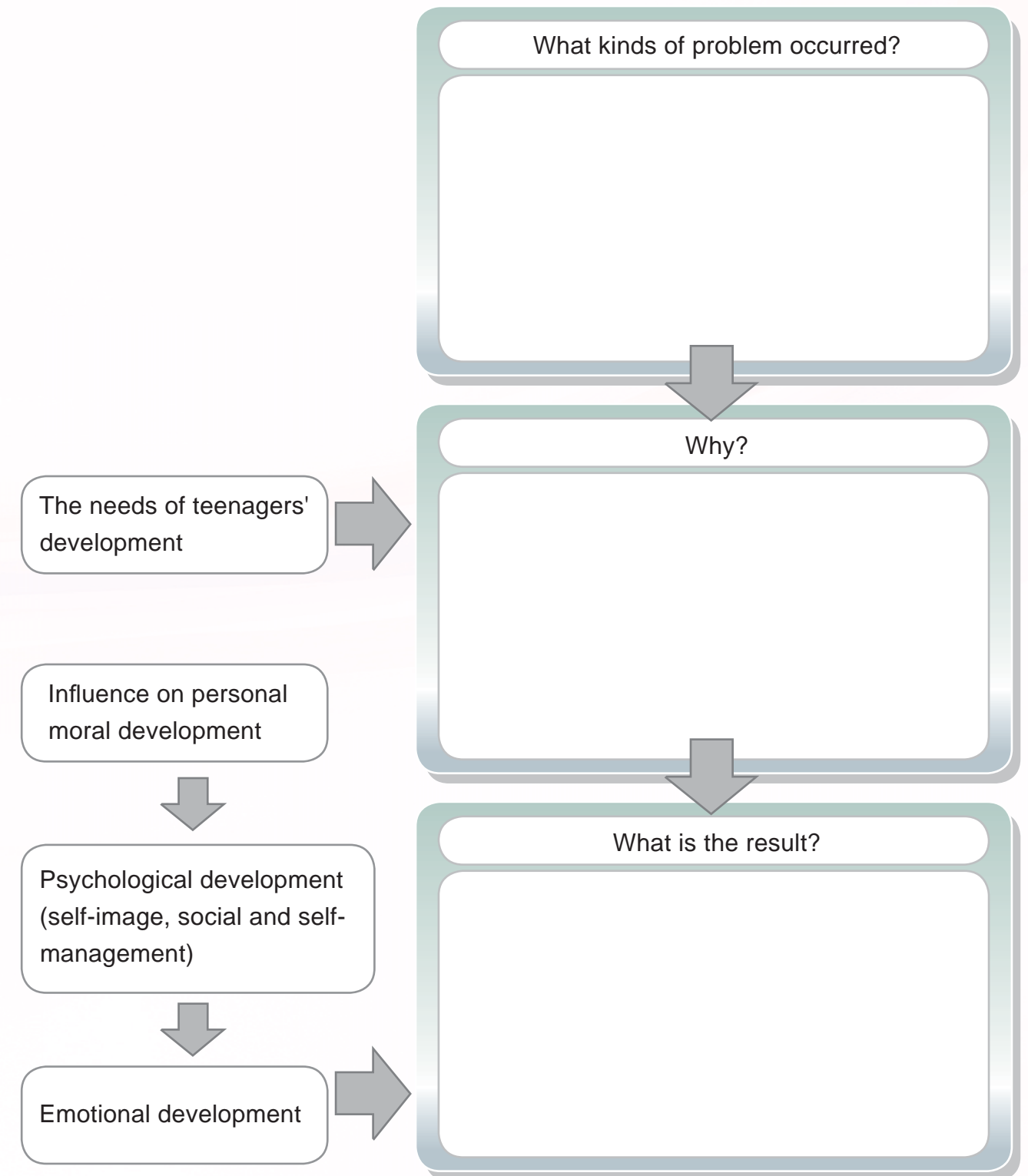
in order to enhance my information literacy and protect myself and others from Internet risks.

Signature : _____

Date : _____

Worksheet 6

" Virtual power " organisation chart



What kinds of problem occurred?

Why?

What is the result?

The needs of teenagers' development

Influence on personal moral development

Psychological development (self-image, social and self-management)

Emotional development



The Design of the "Healthy Use of the Internet - Educational Kit for Secondary Schools"

The "Healthy Use of the Internet - Educational Kit for Secondary Schools" is designed by applying the concepts of value education, with an emphasis on students and the development of their values. Teachers play the role of a facilitator and select appropriate situations to stimulate students' thinking and discussion. With the aid of appropriate teaching strategies, teachers can guide students further to review their online attitude and help them use the Internet safely.

The instructional design incorporates the following strategies, the purposes of which are to facilitate students' analysis and exploration of the relevant subject matters from multiple perspectives:

● Value Analysis

"Value Judgement" is developed in accordance with the statement of facts and the analysis of the pros and cons of relevant information (Kniker, 1977). Value analysis is the process of guiding students to gather information, state their choices and the reasons from multiple perspectives, and analyse and discuss the consequences of their choices.

● Value Clarification

The "Value Development" process comprises three parts, namely choosing, prizing and acting. Through reviewing, comparing, evaluating and observing others' values, students can develop a better personal value framework for themselves in the learning process (Rath, 1966). In clarifying values, the emphasis is put on reflection and implementation and students are expected to apply these values in their daily lives.

● Moral situation

The concept of "Moral Situation" is developed on the basis of Kohlberg's "Moral Cognitive Development" theory. The development of moral cognition is a gradual process and the occurrence of cognitive conflicts can stimulate reflection and development (Guo, Benyu 郭本禹, 1999). In the inquiry process, teachers propose a situation with conflicting moral imperatives for students to discuss and consider, and students then need to make their choices, review their rationales, and enhance their value cognition through discussion.

Collaborative learning

Collaborative learning is an instructional method which establishes an interactive learning environment through small group activities. Students consider an issue, share their views and support each other to achieve the learning objective (Parker, 1985). The learning activities can take the forms of Student Teams-Achievement Divisions (STAD), Group Investigation, Jigsaw or Cooperative Learning and the process can enhance the co-operation and communication skills of students (Huang, Zhengjie and Wu Junxian 黃政傑、吳俊憲, 2006).

Cooperative learning is a simple and basic way for grouping, which has been proven to be effective for conducting many types of activity. Students typically work in teams of four or five, share resources and support each other in learning to accomplish the learning goals (Huang, Zhengjie and Wu Junxian 黃政傑、吳俊憲, 2006).

For controversial issues, teachers should pay attention to the following points to enhance the effectiveness in teaching:

1. Neutrality: students should be encouraged to explore and consider the questions or situations by themselves and make their own choices;
2. Creating an open learning environment: teachers need to create an open learning environment for students to express their views freely. (Huang, Jianyi 黃建一, 1989); and
3. Focus on multiple perspectives: in the course of discussion, students should be encouraged to consider issues from multiple perspectives to enhance their ability in problem-solving (Spiro, Feltovich, Jacobson & Coulson, 1992). Cognitive flexibility would facilitate the transfer of knowledge (Jacobson & Spiro, 1995).



Part 1 – The Internet

The Internet plays an important role in human interaction and the spread of information. It provides a virtual environment for people to interact and communicate with each other and its fundamental characteristics can affect the users' behaviour (Wallace, 1999).

Application of the Internet in Daily Life

The Internet has now become an indispensable part of our lives. The uses of the Internet can be subsumed under the following four major areas (Yuan, Mengyao and Huang, Shaohua 袁夢遙、黃少華, 2010):

- a) Searching information: People can use search engines to search for information that they need easily on the Internet.
- b) Communication: Using online communication tools like email, social websites and instant messages, people can keep in touch with their friends who live in other territories very conveniently (Wellman et al. 2001).
- c) Provision of entertainment: The Internet can provide information in multimedia formats. According to a survey conducted by the Census and Statistics Department in 2009, 63.3% of the respondents had used the Internet to listen to the music or radio programmes, 62.6% had watched online videos, and 60% had played online games in the 12 months before enumeration. The results of the survey show that the Internet is playing a very important role in the provision of entertainment services.
- d) Handling personal business: Many people now go online to handle their personal business, like shopping, banking and learning, etc.

Characteristics of the Internet

● Anonymity

In the online world, individuals can re-name themselves to create new accounts easily and hide their real identities (Teng, Tianwu 藤田悟, 2004). Besides, people can choose what image to use in interacting with others on the Internet.

● Convenience

People can now use mobile devices like smartphones or tablet PCs to go online anytime and anywhere conveniently (Wang, Zhihong 王智弘, 2005). The Internet provides a great variety of information that can be easily searched to satisfy our day-to-day needs in work, learning, living and entertainment.

● No Borders

The Internet world transcends geographical borders. Internet users can easily access websites operating in foreign countries (Xiang, Qianyi 向倩儀, 2006).

● Autonomy

People have a high degree of autonomy in using the Internet. They can decide when to receive information, what information to receive and when to make a response (Chen, Yianhe and Chen, Yulin 陳怡安、陳俞霖, 2013).

● Interaction

The Internet allows people to communicate or express their views and there are no time or space restraints.

Part 2 – Causes of Internet Risks

The Internet is a prominent source of rich information and entertainment, but the lack of transparency and its speed of transmission have posed new risks, such as Internet frauds, Internet pornography, Internet addiction and Internet violent games.

- (a) Inappropriate attitude in using the Internet
 - (i) Not alert to the need to protect personal information.
 - (ii) Underestimate the influence of Internet communication.
 - (iii) Pressure other people through peer groups.
- (b) Teenagers' development needs
 - (i) Due to the anonymous nature of the Internet, it is easier for youngsters to develop intimate relationships with other people on the Internet (Hu, Yuzhen 胡玉珍, 2010).



- (ii) Some youngsters may attempt to make friends on the Internet by sharing sex information.
- (iii) Faced with a lot of changes in growth, some teenagers may feel lost and try to win their peers' recognition and support on the Internet.
- (iv) Some online games provide very strong sensory stimulations and attract a lot of teenagers to indulge in playing them (Wang, Zhihong 王智弘, 2005).

Internet risks

It is more difficult to regulate people's behaviour in the online world than in reality. The common problems on the Internet are set out below:

- (a) Internet fraud: It is not difficult for swindlers to carry out fraudulent activities on the Internet as the Internet is anonymous and it is connected to almost anywhere in the world. Major Internet frauds include selling fake, inferior or pirated products and cheating money on social forums.
- (b) Internet pornography: It is not difficult to access pornographic materials like obscene or indecent texts, images, sounds, animations and sexual solicitations on the Internet (Whitaker & Bushman, 2009). Although the Internet is regulated under the COIAO there are no national boundaries on the Internet and foreign websites are not subject to the jurisdiction of the laws of Hong Kong.
- (c) Internet addiction: Excessive use of the Internet can affect one's studies, work or social life. People who are addicted to the Internet may feel anxious, uneasy or depressed if they are forbidden to go online (Whitaker & Bushman, 2009).
- (d) Violent online games: Some online games have a lot of violent contents. The teenagers who play violent online games for a long period of time may imitate the violent acts of the games (Anderson & Bushman, 2001).

Internet's impact on youngsters' development

● Self-image

Some research reveals that the proper use of the Internet can help youngsters obtain "psychological feedback" and enhance their self-image (Huang, Houming 黃厚銘, 2000). However, if people indulge themselves too much in the virtual world, they may become self-centred (Liu, Guiping 劉貴萍, 2002).

● Peers' recognition

Online communities have their common interests and people can easily win their peers' support and recognition. Peer recognition is beneficial to the development of self-esteem (Chen, Yulin 陳俞霖, 2002).

● Social development

Youngsters can get social experience by interacting with other people on the Internet. However, indulgence in the Internet may lead to the neglect of real social life and cause people to develop a solitary personality (Xiang, Wei 向巍, 2007). On the Internet, one may choose to communicate with one's friends only, but human relationship in real life is much more complicated.

● Violent and aggressive behavior

Violent online games may affect the emotional development of teenagers. Some research shows that those teenagers who indulge themselves in playing violent online games for a long period of time may become more aggressive (Xiang, Wei 向巍, 2007).

● Emotional development

Experiencing different emotions (e.g. joy, anger, sadness, happiness) is beneficial to youngsters' growth. However, indulging in the Internet and dissociating from the real life too much may cause one to become more apathetic (Liu, Guiping 劉貴萍, 2002).

● Sexual attitude

Most teenagers do not have direct experience in sex and some may wish to know more about sex by viewing pornographic materials (Luo, Wenhui, et al. 羅文輝、吳筱玫、向倩儀和劉惠苓, 2006). However, the sex information published on the Internet may be inappropriate or unreasonable in nature. Exposure to inappropriate sex information for a long period of time may affect teenagers' behaviour and attitude towards sex.



● Social responsibilities

Excessive use of the Internet may distort youngsters' cognitive development and they may mistake the virtual world for the real world (Liu, Guiping 劉貴萍, 2002).

Part 3 - Moral Issues on the Internet

How to help teenagers to deal with the temptations posed by the Internet? To help solve teenagers' behavioural problems on the Internet, the most effective way is to enhance their information literacy and cyber ethics.

Information Literacy

There are a broad and a narrow definition of information literacy. The broad definition of information literacy includes traditional literacy, computer literacy, media literacy and network literacy. The narrow definition of information literacy, on the other hand, refers to the ability to make use of the computer and the Internet to solve particular problems (Chen, Mingyue 陳明月, 2008).

Cyber Ethics

The study of cyber ethics is purported to develop a set of standards for guiding online behaviour (Huang, Zhikun 黃誌坤, 2006).

Part 4 - Measures to enhance Internet safety

Internet risks should not be overlooked. People who are not alert to such risks may fall into Internet traps easily. The following are some measures that may be adopted to enhance Internet safety:

- (a) Some websites provide rewards (e.g. free download or discount coupons etc.) in order to collect personal data from the users. We should carefully evaluate the risks and verify the authenticity of the websites before providing personal information.
- (b) We can restrict the access rights of the social networking platforms (e.g. Facebook, blogs) to allow access to our personal information for designated persons only or decide the manner in which our personal information is published. This can prevent the leakage or fraudulent use of our personal data.

- (c) We should comply with the law. According to the COIAO, any person who publishes violent, depraved or repulsive information on the Internet (e.g. posting pornographic videos on a discussion forum) may be prosecuted.
- (d) Refrain from spreading rumors or ridiculing others as such acts of cyber bullying may deeply disturb or even cause psychological harm to the victims, particularly when information can spread widely and quickly on the Internet.
- (e) Most anti-virus software contains firewall programmes, which can be used to protect computers from cyber attacks and damages.
- (f) Regular exposure to pornographic or violent materials can affect a person's psychological development. To protect teenagers, parents may consider installing suitable filtering software to block out objectionable contents like those on pornography, violence, crimes, gambling and drugs on the Internet.

SMART (Cybersmart!Education, 2013 & Chen, 2007)

Please remember the "SMART" acronym while you use the Internet to ensure safety.

● S – Safety

Pay attention to Internet security. Protect your personal privacy to prevent other people from impersonating you; use filtering and anti-virus software to block harmful information or programmes; and refrain from accessing pornographic or unknown websites.

● M – Manners

Develop a proper attitude in using the Internet: be responsible; respect intellectual property rights; do not plagiarise other people's works; respect and never abuse other people.

● A – Authenticity

Some of the information published on the Internet may not be genuine. We should critically evaluate the accuracy, objectivity and safety of the information obtained from the Internet.



R – Research

Learn to use Internet search engines to search for information.

T – Technology

Use appropriate information technology tools to help us learn.

Part 5 - Control of Obscene and Indecent Articles Ordinance

The COIAO aims to regulate objectionable materials to protect young people. The Internet is also subject to the jurisdiction of the COIAO.

Definition of articles

According to the COIAO, the definitions of “indecency” and “obscenity” include violence, depravity and repulsiveness; “article” means anything consisting of or containing material to be read or looked at or both read and looked at, any sound recording, and any film, video-tape, disc or other record of a picture or pictures. In general, the publication of newspapers, magazines, books, comics, VCD, DVD, computer games, texts, images transmitted electronically and information on the Internet are subject to regulation under the COIAO. Films for public exhibition are regulated by the Film Censorship Ordinance (FCO).

Classification of articles

The Obscene Articles Tribunal (OAT), established under the COIAO, is responsible for classification of articles according to the following categories:

- Class I: Neither obscene nor indecent
- Class II: Indecent
- Class III: Obscene

The OAT is a judicial body that has an exclusive jurisdiction to determine the classification of articles. It comprises a presiding magistrate and at least two adjudicators who are members of the public.

There is no restriction on the publication of Class I articles.

Class II articles must not be published or sold to persons under the age of 18 years. Any person who publishes a Class II indecent article must comply with certain statutory requirements, such as sealing the article in a wrapper and attaching a warning notice¹ on both the front and back covers of the articles.

Class III articles are prohibited from publication.

It is not necessary to submit articles to the OAT for classification before publication. The author, printer, manufacturer, publisher, importer, distributor or owner of the copyright of any article or any person who commissions the design, production or publication of any article may, however, submit that article to the OAT for classification. In addition, the Secretary for Justice and any authorised public officers (viz. authorised officers of Office for Film, Newspaper and Article Administration, Hong Kong Police Force and Hong Kong Customs and Excise Department) may submit an article to the OAT for classification.

Factors to consider in classification of articles

In determining whether an article is obscene or indecent, the OAT shall have regard to-

- standards of morality generally accepted by reasonable members of the community;
- the dominant effect of the article as a whole;
- the class or age of the likely recipients;
- the location at which the article is displayed; and
- whether the article has an honest purpose.

Penalty

According to the COIAO, any person who publishes Class II (Indecent) articles not in compliance with the restrictions of the COIAO is liable to a maximum penalty of \$400,000 fine and imprisonment for 12 months on his first conviction, and \$800,000 fine and imprisonment for 12 months on a second or subsequent conviction. Any person who

¹ According to the COIAO, the warning notice shall adopt the wording below:-
WARNING: This article contains material which may offend and may not be distributed, circulated, sold, hired, given, lent, shown, played or projected to a person under the age of 18 years.



publishes Class III (Obscene) articles under any circumstances is liable to a maximum penalty of \$1,000,000 fine and imprisonment for 3 years.

Film Censorship Ordinance

Under the FCO, all films intended for public exhibition in Hong Kong shall be submitted to the Film Censorship Authority (FCA) for examination. In deciding the classification of a film, the FCA shall, according to the law, consider, among others, whether the film portrays, depicts or treats cruelty, torture, violence, crime, horror, disability, sexuality or indecent or offensive language or behaviour and other relevant considerations. Unlike the COIAO, films are classified into the following four categories:

- Class I : Suitable for all ages
- Class IIA : Not suitable for children
- Class IIB : Not suitable for young persons and children
- Class III : Persons aged 18 and above only

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