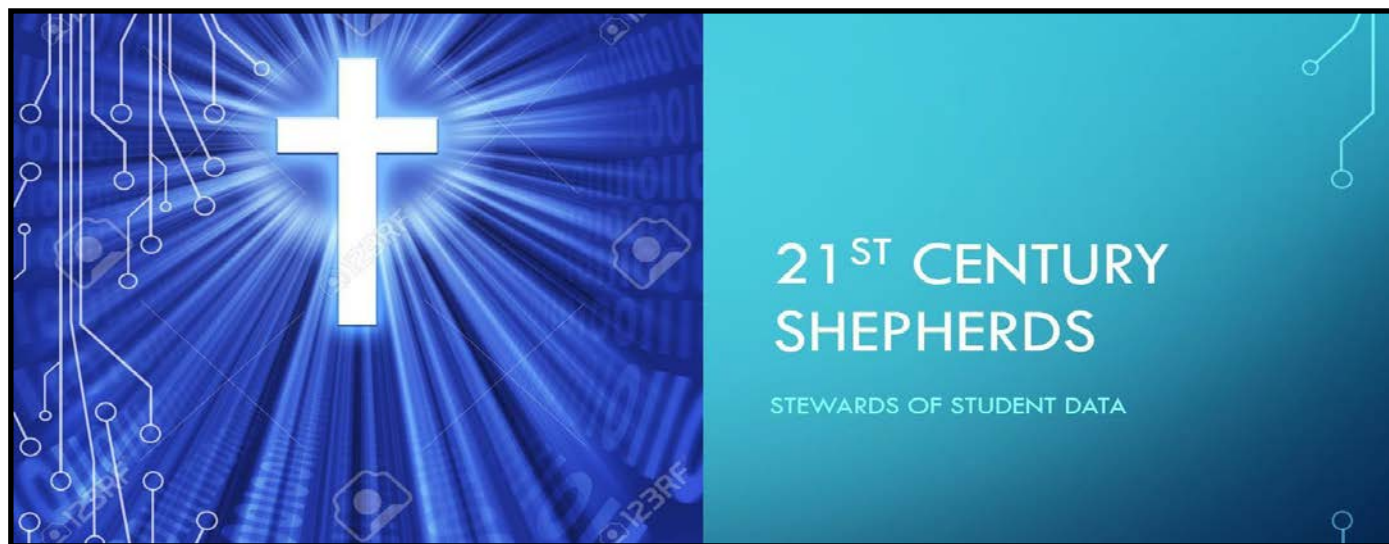




# *Catholic Curriculum Corporation Central and Western Region*

## **A RESOURCE TOOL FOR EDUCATORS WITH EDUCATORS K - 12**



*For the promise is for you, for your children, and for all who are far away, everyone  
whom the Lord our God calls for him:.. Acts 2:39*



## **Acknowledgements**

The Catholic Curriculum Corporation acknowledges with thanks the contributions of the following;

### **Project Lead:**

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## Forward

### Catholic Curriculum Corporation Opening Message

#### Our Purpose

The Catholic Curriculum Corporation is a consortium of seventeen Catholic school boards across central and western Ontario. As an important partner in Catholic education, we recognize that Catholic education exists to provide a holistic formation of people as living witnesses of faith. We demonstrate our mission when we engage with, and support, our member boards in sustained, substantive school improvement and student growth that is reflective of a Catholic professional learning community.

#### Our Mission

Our mission is to build and sustain the Catholic capacity of educators through the development and provision of high quality Catholic curriculum, resources, support and professional development.

#### Our Vision

*Faith Through Learning – A Distinctive Catholic Curriculum*

#### Message from the Executive Director

On behalf of the Catholic Curriculum Corporation, I would like to thank Anthony Parrotta, project lead, and the team of contributors from Toronto, York and London Catholic District School Boards for their expertise and dedicated efforts in producing this resource. Thanks are also extended to Grant McMurray for his guidance as Curriculum Manager.

Never before have new technologies entered the classroom at such a high rate. Never before have teachers and school boards been offered “free” resources that often come at the price of the data of the students with whom they are entrusted. Never before have teachers been more unsure as to whether or not websites and applications can be trusted and therefore promoted for classroom use. Upon examination of this resource, in addition to knowing and following their Board's policies, teachers will have a much better understanding of the role they play as stewards of student data and the steps they can take to protect both their students and themselves. Each topic in the resource is connected to both a parable and specific expectations in the **Ontario Catholic Graduate Expectations** and thus has a distinctly Catholic approach to the issues.

Once again, I offer sincere thanks to those who have supported our teachers with this resource. I wish continued success to all who use this resource while sharing and celebrating our Catholic mission in education.

Michael Bator,  
Executive Director



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## Introduction

### Setting the Context

The rate of technological change over the past 10 years has been staggering. Mobile technology, Web 2.0 tools, cloud computing, and social media are transforming the way we live, work, play and communicate.

Educators recognize that these powerful digital tools can increase student engagement and achievement when paired with proven pedagogical practices and have embraced iPads, Google Apps for education and countless apps and web-based resources.

However, the economics of Ed-Tech have changed; “free” has become the new standard. Educators, faced with little to no budget for digital technology tools, are increasingly turning to free applications. But a close look at the *terms of conditions* of many applications reveal that they are far from “free”. Often, the user’s personal data is the true cost of the application and in the case of education, that user is our students.

This raises many moral, ethical and professional questions. We, as Catholic teachers, are the guardians of student well-being and security and as such, are required to ensure that their vital personal data is not exposed.

### Purpose

**21<sup>st</sup> Century Shepherds** was created to address a very pressing need:

- To provide educators with both the knowledge of their moral, legal and ethical obligations around student data
- To provide a toolkit for evaluating the relative safety of the tool for student use.

Educators will not find a list of appropriate tools, rather they will gain an understanding of the “look-fors” when evaluating applications as well as a forum for dialoguing with other educators on various topics relating to ed-tech and privacy.



## Structure

**21<sup>st</sup> Century Shepherds** is available as an online digital resource and as a paper version with links to digital resources and tools. There are six easily digestible modules – each linked to a different parable:

1. Be Not Afraid ... of Technology (The Parable of the Talents)
2. Who Owns the Data? (The Cost of Discipleship)
3. Informed Consent (The Parable of the Shrewd Manager)
4. Reading Terms and Conditions and Terms of Agreement (The Parable of the Workers in the Vineyard)
5. Digital Privacy Incidents (The Parable of the Ten Bridesmaids)
6. What Can I Do? (The Parable of the Good Shepherd)

Each module follows a similar format:

1. Educators are encouraged to reflect on a Parable and how its lesson can be applied in the context of student data and privacy
2. The facts and issues specific to the module are presented
3. Educators reflect and communicate their thoughts with other educators
4. Educators again reflect on the Parable and their role as Catholic Educators

It is our sincere hope that this resource encourages teachers to use digital technology in the classroom, as it is a powerful tool for content creation and for connecting with the world outside of the classroom, while at the same time making educators aware of the very real issues around privacy. As Pope Benedict noted when speaking on social networks, privacy should always be a consideration:

*These spaces, when engaged in a wise and balanced way, help to foster forms of dialogue and debate, which, if conducted respectfully and with concern for privacy, responsibility and truthfulness, can reinforce the bonds of unity between individuals and effectively promote the harmony of the human family. The exchange of information can become true communication, links ripen into friendships, and connections facilitate communion. If the networks are called to realize this great potential, the people involved in them must make an effort to be authentic since, in these spaces, it is not only ideas and information that are shared, but ultimately our very selves. (2013)*





# Module 1: Be Not Afraid



## Be Not Afraid

### The Parable of the Talents (Matthew 25 14-30)



*Parable of the Talents. From Wikipedia, the free encyclopedia.*  
[https://en.wikipedia.org/wiki/Parable\\_of\\_the\\_talents\\_or\\_minas](https://en.wikipedia.org/wiki/Parable_of_the_talents_or_minas)



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## Reflection

This parable comes to us from the **Gospel of Matthew (Chapter 25: 14-30)**. The Parable of the Talents encourages us to use what we have – be it time, talent and/or treasure -- for the good of others. In this parable, a wealthy landowner entrusts his slaves with *Talents* (one talent was the equivalent of more than 15 years of wages for a labourer). These talents were not earned by the slaves. The master is pleased when the slaves put these gifts to good use. Similarly, our gifts are given to us from God and as such are to be used to serve the common good, not to be hidden or buried.

‘For it is as if a man, going on a journey, summoned his slaves and entrusted his property to them; to one he gave five talents, to another two, to another one, to each according to his ability. Then he went away. The one who had received the five talents went off at once and traded with them, and made five more talents. In the same way, the one who had the two talents made two more talents. But the one who had received the one talent went off and dug a hole in the ground and hid his master’s money. After a long time the master of those slaves came and settled accounts with them. Then the one who had received the five talents came forward, bringing five more talents, saying, “Master, you handed over to me five talents; see, I have made five more talents.” His master said to him, “Well done, good and trustworthy slave; you have been trustworthy in a few things, I will put you in charge of many things; enter into the joy of your master.” And the one with the two talents also came forward, saying, “Master, you handed over to me two talents; see, I have made two more talents.” His master said to him, “Well done, good and trustworthy slave; you have been trustworthy in a few things, I will put you in charge of many things; enter into the joy of your master.” Then the one who had received the one talent also came forward, saying, “Master, I knew that you were a harsh man, reaping where you did not sow, and gathering where you did not scatter seed; so I was afraid, and I went and hid your talent in the ground. Here you have what is yours.” But his master replied, “You wicked and lazy slave! You knew, did you, that I reap where I did not sow, and gather where I did not scatter? Then you ought to have invested my money with the bankers, and on my return I would have received what was my own with interest. So take the talent from him, and give it to the one with the ten talents. For to all those who have, more will be given, and they will have an abundance; but from those who have nothing, even what they have will be taken away. As for this worthless slave, throw him into the outer darkness, where there will be weeping and gnashing of teeth.”



## THE PARABLE OF THE TALENTS



Watch the video and reflect on the gifts you have been given and how you use them.

<http://www.catholiccurriculumcorp.org/DigitalPrivacy/talents.mp4>

### Focus on the Issue



#### Catholic Graduate Expectation #4:

A Self-Directed, Responsible, Lifelong Learner Who:

- (a) Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.
- (b) Demonstrates flexibility and adaptability.
- (c) Takes initiative and demonstrates Christian leadership.
- (d) Responds to, manages and constructively influences change in a discerning manner



Scan the QR Code to view the presentation.

View using link below OR QR Code



<http://www.catholiccurriculumcorp.org/DigitalPrivacy/talent/story.html>



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## Share - Who Else Should Hear My Message?



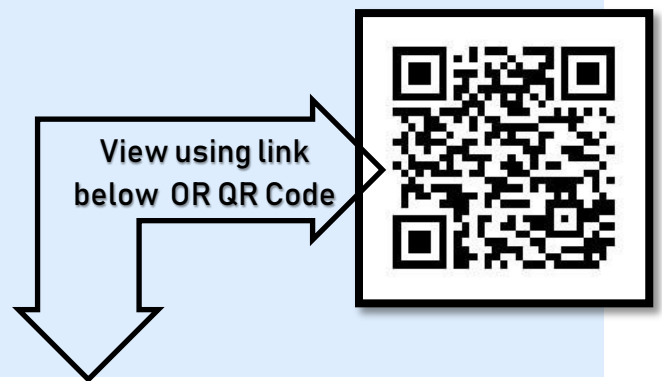
### Your Turn:

Collaborate with other teachers by sharing stories of prior technological learning.

Enter the discussion forum by participating in this VoiceThread:



Scan the QR Code to view the presentation.



<http://voicethread.com/share/8341569/>

(Please note Internet Explorer may not support this file but can be accessed through Google Chrome and/or Mozilla Firefox)

## Final Thoughts



Just like the slaves in this parable, we have all been entrusted with gifts. We are called upon to use these God-given gifts to serve others. Pope Francis has recently declared, “A charism is more than a talent or personal quality. It is a grace, a gift that God gives through the Holy Spirit. Not because some is better than the others, but rather so that he puts it at the service of others with the same gratitude and love with which he has received it.” (October 1<sup>st</sup>, 2014)

As teachers, we are called to use our gift of the ability to learn for the benefit of our students. The *Catholic Graduate Expectations* call us to be life-long learners, and in perhaps no area is the need for this commitment greater than it is in the rapidly changing world of technology.

We should not be afraid, like the servant in the parable who buried his talent, rather we should embrace the opportunity to learn more about digital technology so that we are able to help students use these tools for the common good.



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## Module 2: Who Owns the Data?



### Who Owns the Data?

#### The Cost of Discipleship (Luke 14 25-33)



German Late Medieval (c. 1370s) depiction of the construction of the tower. From Wikipedia, the free encyclopedia.

[https://en.wikipedia.org/wiki/Tower\\_of\\_Babel#/media/File:Meister\\_der\\_Weltenchronik\\_001.jpg](https://en.wikipedia.org/wiki/Tower_of_Babel#/media/File:Meister_der_Weltenchronik_001.jpg)



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## Reflection

This parable comes to us from the **Gospel of Luke (Chapter 14: 25-35)**. At this time, the crowds have been growing as people from all around follow Jesus to listen to Him teach and observe His actions. He now calls these people to discipleship, but wants them to understand what it is they will be undertaking.

Jesus wanted those who may have been following Him for the wrong reasons to be fully aware of what they were entering. His examples of the builder and King are rational illustrations of the importance of understanding the “terms and conditions” of Christianity.

Now large crowds were travelling with him; and he turned and said to them, ‘Whoever comes to me and does not hate father and mother, wife and children, brothers and sisters, yes, and even life itself, cannot be my disciple. Whoever does not carry the cross and follow me cannot be my disciple. For which of you, intending to build a tower, does not first sit down and estimate the cost, to see whether he has enough to complete it? Otherwise, when he has laid a foundation and is not able to finish, all who see it will begin to ridicule him, saying, “This fellow began to build and was not able to finish.” Or what king, going out to wage war against another king, will not sit down first and consider whether he is able with ten thousand to oppose the one who comes against him with twenty thousand? If he cannot, then, while the other is still far away, he sends a delegation and asks for the terms of peace. So therefore, none of you can become my disciple if you do not give up all your possessions.



**THE COST OF DISCIPLESHIP**

Watch the video and reflect on whether you have given due consideration to the true costs of “free” applications and services you use.

<http://www.catholiccurriculumcorp.org/DigitalPrivacy/discipleship.mp4>



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## Focus on the Issue



### Catholic Graduate Expectation #3:

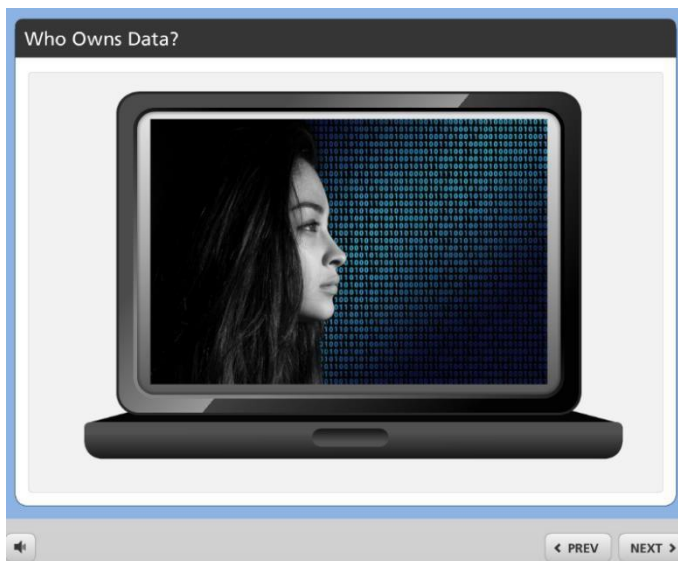
#### A Reflective, Creative and Holistic Thinker Who:

- (b) Creates, adapts, evaluates new ideas in light of the common good.
- (c) Thinks reflectively and creatively to evaluate situations and solve problems.
- (d) Makes decisions in light of gospel values with an informed moral conscience.

### Catholic Graduate Expectation #7:

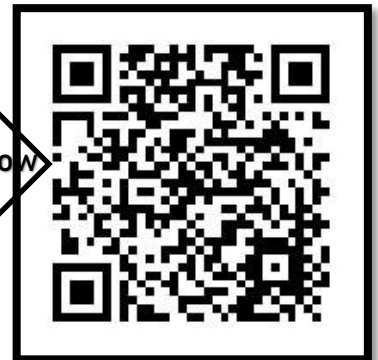
#### A Responsible Citizen Who:

- (a) Acts morally and legally as a person formed in Catholic traditions.
- (h) Exercises the rights and responsibilities of Canadian citizenship.
- (j) Contributes to the common good.



Scan the QR Code to view this presentation on student data.

View using link below  
OR QR Code



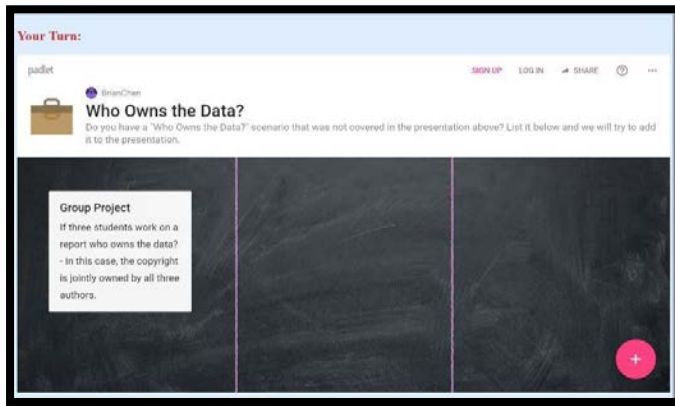
<http://www.catholiccurriculumcorp.org/DigitalPrivacy/data-ownership/story.html>



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## Share – What do you think?

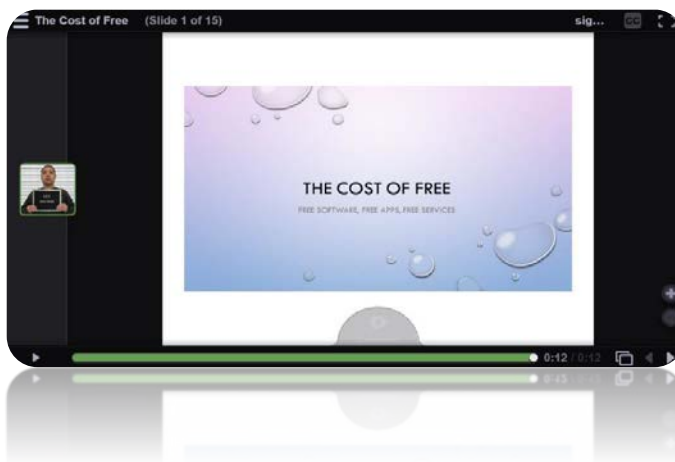


OR



<https://padlet.com/me105/dataprivacy>

Do you have a “Who Owns the Data?” scenario that was not covered in the presentation?  
Scan the QR Code and add your comment to this *Padlet*.



OR



<http://voicethread.com/share/8069054/>

(Please note Internet Explorer may not support this file but can be accessed through Google Chrome and/or Mozilla Firefox)

Scan to QR Code to view a presentation and participate in a discussion on true cost of popular “free” services such as *Khan Academy, Facebook* and *Blogger*.



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## Final Thoughts

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In the Cost of Discipleship, Jesus tells those following him that the decision to follow him is *free* and that our Salvation is a *gift* from God. However, once we decide to follow Him there is a cost – discipleship does not make life easy as there is work to do and we must be prepared to put God first. Jesus wanted those who may have been following Him for the wrong reasons to be fully aware of what they were entering. A parallel can be drawn to the world of digital technology. *Google, Facebook, and Khan Academy* are free, but what are their true costs? Everyone who uses free applications would be wise to carefully consider whether or not the free services they receive are worth what they are giving up. As teachers, we have an obligation to read these terms before we post or up load student data, for we are the stewards of this data and we are legally required to protect it.



## Module 3: Informed Consent?



## Informed Consent

### The Parable of the Shrewd Manager (Luke 16 1-13)



Jan Luyken etching of the parable, Bowyer Bible. From Wikipedia, the free encyclopedia.  
[https://en.wikipedia.org/wiki/Parable\\_of\\_the\\_Unjust\\_Steward#/media/File:Teachings\\_of\\_Jesus\\_31\\_of\\_40.\\_parable\\_of\\_the\\_unjust\\_steward.\\_Jan\\_Luyken\\_etching.\\_Bowyer\\_Bible.gif](https://en.wikipedia.org/wiki/Parable_of_the_Unjust_Steward#/media/File:Teachings_of_Jesus_31_of_40._parable_of_the_unjust_steward._Jan_Luyken_etching._Bowyer_Bible.gif)



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## Reflection

This parable comes to use from the **Gospel of Luke (Chapter 16: 1-13)**. At first glance, we may conclude that this parable promotes dishonesty, however, it is not dishonesty that is praised, but the way the manager astutely corrects the situation in which he finds himself. Also, from the *Jerome Biblical Commentary (1968)* we learn that “like the tax collector the manager must show profit for his master, but he could also procure personal benefits by means of adroit loans and extravagant interest.” (44:120) Therefore, it can be reasonably concluded “what the manager probably did was to cancel the excessive interest he required for his own personal profit.” (44:120)

Then Jesus said to the disciples, ‘There was a rich man who had a manager, and charges were brought to him that this man was squandering his property. So, he summoned him and said to him, “What is this that I hear about you? Give me an account of your management, because you cannot be my manager any longer.” Then the manager said to himself, “What will I do, now that my master is taking the position away from me? I am not strong enough to dig, and I am ashamed to beg. I have decided what to do so that, when I am dismissed as manager, people may welcome me into their homes.” So, summoning his master’s debtors one by one, he asked the first, “How much do you owe my master?” He answered, “A hundred jugs of olive oil.” He said to him, “Take your bill, sit down quickly, and make it fifty.” Then he asked another, “And how much do you owe?” He replied, “A hundred containers of wheat.” He said to him, “Take your bill and make it eighty.” And his master commended the dishonest manager because he had acted shrewdly; for the children of this age are more shrewd in dealing with their own generation than are the children of light. And I tell you, make friends for yourselves by means of dishonest wealth so that when it is gone, they may welcome you into the eternal homes. ‘Whoever is faithful in a very little is faithful also in much; and whoever is dishonest in a very little is dishonest also in much. If then you have not been faithful with the dishonest wealth,\* who will entrust to you the true riches? And if you have not been faithful with what belongs to another, who will give you what is your own? No slave can serve two masters; for a slave will either hate the one and love the other, or be devoted to the one and despise the other. You cannot serve God and wealth.’



## THE PARABLE OF THE SHREWD MANAGER

Watch the video below and reflect on whether or not you are shrewd or astute in the way in which you manage student data.



<http://www.catholiccurriculumcorp.org/DigitalPrivacy/manager.mp4>



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## Focus on the Issue



### Catholic Graduate Expectation #6:

#### A Caring Family Member Who:

- (a) Relates to family members in a loving, compassionate and respectful manner.
- (e) Ministers to the family, school, parish, and wider community through service.

### Catholic Graduate Expectation #7:

#### A Responsible Citizen Who:

- (a) Acts morally and legally as a person formed in Catholic traditions.



## What is informed consent?

"Informed consent" is a term mostly used in the medical field and in areas involving research subjects. An example of informed consent is when physicians need to get permission from a patient in order to begin a treatment. However, informed consent is also important in our relations and decisions in education as we seek permission from students (and parents) to use digital technologies in the classroom.

What we discuss below are general ideas and guidelines for informed consent.

**Your school board will have many documents, procedures and policies around gathering consent from parents and it is important that you read and follow your school board's guidelines, policies and procedures first and foremost.**

Generally, when getting informed consent in education, teachers and schools should consider the following guiding questions. Is the parent informed regarding the following considerations:

- ☐ Which technology (the name and type) is being used
- ☐ What the technology does and does not do?
- ☐ The terms of service?
- ☐ The privacy policy?
- ☐ The potential problems associated with using the technology?
- ☐ The potential consequences of not using the technology?
- ☐ Alternatives that may exist?



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**Share – What Have I Learned?****Your Turn:**

Read the permission form below that a teacher wants to send home to parents. Apply some of the guiding questions and consider the changes you would make to this form.

**Cowblister School for Magicians**

123 Sesame St.  
Wawa, Ontario  
W4W 4W4

June 21, 2016

Dear parents and guardians,

In completing our study of the, “Things you can pull out of a hat” unit, your child will be travelling to the Wawa zoo on Wednesday, July 13, 2016. The bus will leave the school at 8:00 am and return at 5pm.

Please pack your child a lunch so that they will have enough strength to outrun the lions should their magic trick not work.

We will be taking pictures and uploading them to [amaturemagicians.com](http://amaturemagicians.com) throughout the day so that you can virtually go on the field trip with us.

The cost of the trip is \$25.00. Please return a cheque payable to the school with the bottom portion of this permission form before July 8th, 2016.

Thank you,

Mr. Abe Cadabra  
Mrs. Elle Looshun

I give permission for my son/daughter/ward \_\_\_\_\_

to participate in the trip to the zoo.

Parent/Guardian Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

One of the things that makes *Padlet's* terms of service clear is the use of examples. In the terms of service, *Padlet* highlights specific examples using a red font. They also try to make it clear exactly how they will use data in order to help the user make informed decisions.



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## From Padlet's Terms and Conditions:

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*When you upload your creations to Padlet, you grant us a license to make that content available in the ways you'd expect from using our services (for example, via your blog, RSS, the Padlets Dashboard, etc.). We never want to do anything with your content that surprises you.*

*Something else worth noting: We're thrilled to offer our support as a platform for our creators, and we'd never claim to be entitled to royalties or reimbursement for the success of what you've created. It's your work, and we're proud to be a part (however small) of what you accomplish.*

Before using a tablet app, website, or new technology with your students, it is important to reflect on whether or not your school board needs informed consent. In order to properly demonstrate to our students how to use technology properly (and become 21st Century Learners), we need to ensure that we are doing our due diligence when it comes to getting proper permission and informing ourselves and others.

## Final Thoughts



In the parable of the Shrewd Manager, Jesus reminds us that our money and gifts aren't really ours – we simply manage them for their real owner – God. In this same way, we don't own our students' data – we are simply managing it for them as well.

Further, in the parable, the Manager is praised for his astuteness – not his dishonesty, and the way in which he is able to correct the situation. We, as teachers, must also be astute and make good decisions when using technology for educational purposes.



# Module 4: Reading Terms & Conditions



## Reading Terms and Conditions

The Parable of the Workers in the Vineyard (Matthew 20 1-16)



Painting of the parable, by [Jacob Willemszoon de Wet](#), mid 17th century. *From Wikipedia, the free encyclopedia.*

[https://en.wikipedia.org/wiki/Parable\\_of\\_the\\_Workers\\_in\\_the\\_Vineyard](https://en.wikipedia.org/wiki/Parable_of_the_Workers_in_the_Vineyard)



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## Reflection

This parable comes to us from the **Gospel of Matthew (Chapter 20: 1-16)**. From it, we learn of God's generosity toward those who labour for God's Kingdom.

'For the kingdom of heaven is like a landowner who went out early in the morning to hire labourers for his vineyard. After agreeing with the labourers for the usual daily wage, he sent them into his vineyard. When he went out about nine o'clock, he saw others standing idle in the market-place; and he said to them, "You also go into the vineyard, and I will pay you whatever is right." So they went. When he went out again about noon and about three o'clock, he did the same. And about five o'clock he went out and found others standing around; and he said to them, "Why are you standing here idle all day?" They said to him, "Because no one has hired us." He said to them, "You also go into the vineyard." When evening came, the owner of the vineyard said to his manager, "Call the labourers and give them their pay, beginning with the last and then going to the first." When those hired about five o'clock came, each of them received the usual daily wage. Now when the first came, they thought they would receive more; but each of them also received the usual daily wage. And when they received it, they grumbled against the landowner, saying, "These last worked only one hour, and you have made them equal to us who have borne the burden of the day and the scorching heat." But he replied to one of them, "Friend, I am doing you no wrong; did you not agree with me for the usual daily wage? Take what belongs to you and go; I choose to give to this last the same as I give to you. Am I not allowed to do what I choose with what belongs to me? Or are you envious because I am generous?" So the last will be first, and the first will be last.'





## THE PARABLE OF THE WORKERS IN THE VINEYARD



Watch this video and reflect on the importance of understanding the terms of an agreement.

<http://www.catholiccurriculumcorp.org/DigitalPrivacy/vineyard.mp4>

Focus on the Issue

### Catholic Graduate Expectation #4:

A Reflective, Creative and Holistic Thinker Who:

- (b) Creates, adapts, evaluates new ideas in light of the common good.
- (c) Thinks reflectively and creatively to evaluate situations and solve problems.
- (d) Makes decisions in light of gospel values with an informed moral conscience.



## What Should I Look for When Reading Terms of Service and Privacy Policies?

Just like the workers in the field, it is important for us to know, understand, and follow the Terms and Privacy Policy that we agree to before we begin using an application, website or service - lest we become discouraged later.

It is important to read both the "Terms" (Terms and Conditions, Terms and Agreements, Terms of Agreement, Terms of Service, Terms of Use, etc.) and the "Privacy Policy" (Privacy, Privacy Details, Digital Privacy, Data Policies, etc.) when using a new technology application, website or service.

### "Terms"

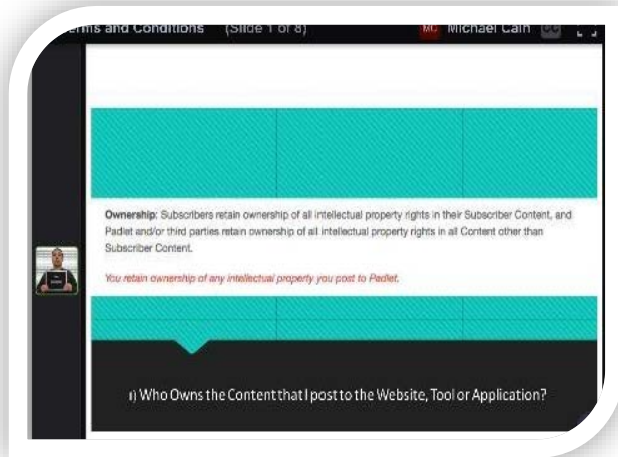
These usually outline your responsibilities and the website's/application's/business'/service's responsibilities regarding the use of the application/website/service.



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**"Privacy Policy"**

This usually outline how confidential personal information will be kept as well as the ways that the business/service will collect, store and use the personal and non-personal data that they gather from the client.

**OR**

**Scan the QR Code to  
view the presentation.**

<http://voicethread.com/share/8354091/>

**(Please note Internet Explorer may not support this file but  
can be accessed through Google Chrome and/or Mozilla Firefox)**



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## Share – What Have I Learned?

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### Your Turn:

Take a look at Padlet's "[Terms](#)" and "[Privacy Policy](#)". Apply some of the questions to the policy and determine if Padlet is an application that you would be able to use. Remember, your board policies must be read and adhered to first and foremost. So if your school board does not approve the use of Padlet, then regardless of your interpretation of the terms/privacy policy, you would not be able to use it in your teaching practice.

We have chosen to use Padlet in this course for teachers in order to help connect teachers province wide. In this type of activity, We have looked at the terms and conditions and Padlet seems like a good choice for this type of activity. While Padlet has access to the data, one does not need to input any personal information. Furthermore, you do not need to leave any personal information - and the information you provide here (your opinion) does not need to be kept confidential. It is just a brainstorming activity.

Terms:

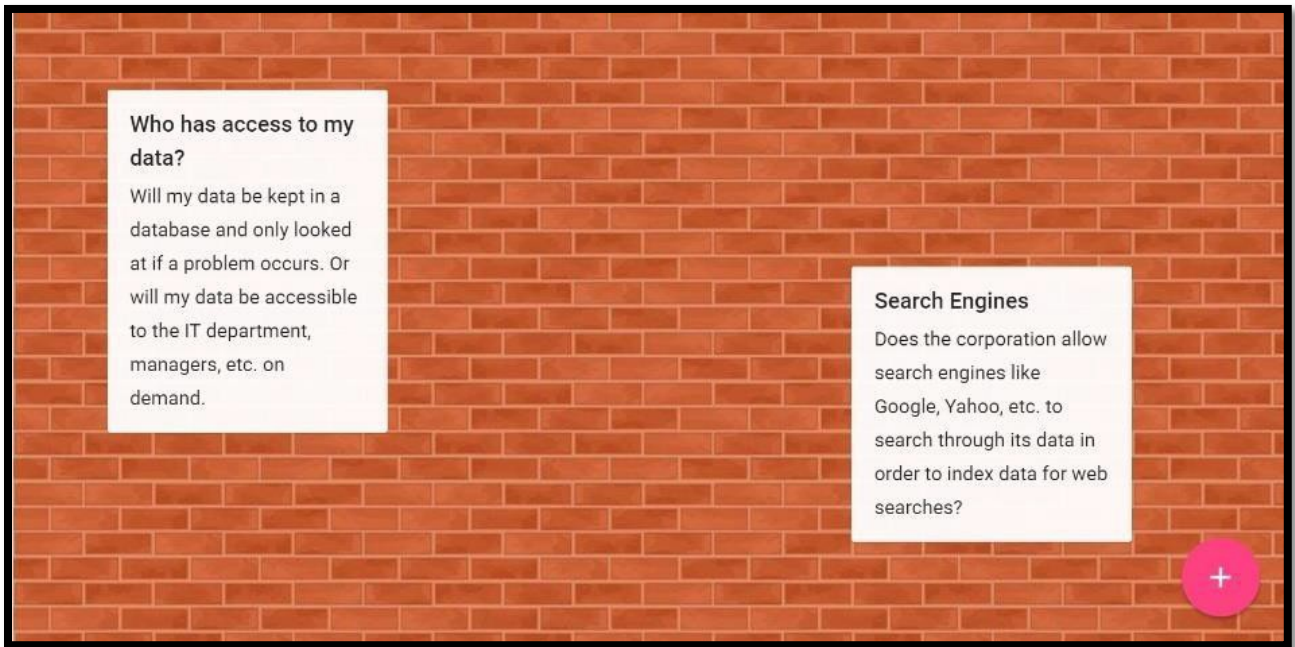


Privacy Policy:



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## What else should we consider when reading Terms or Privacy Policies?



<https://padlet.com/me105/termsandprivacy>

**What other questions would you want answered as your read through the terms?  
Scan the QR Code and post your questions.**



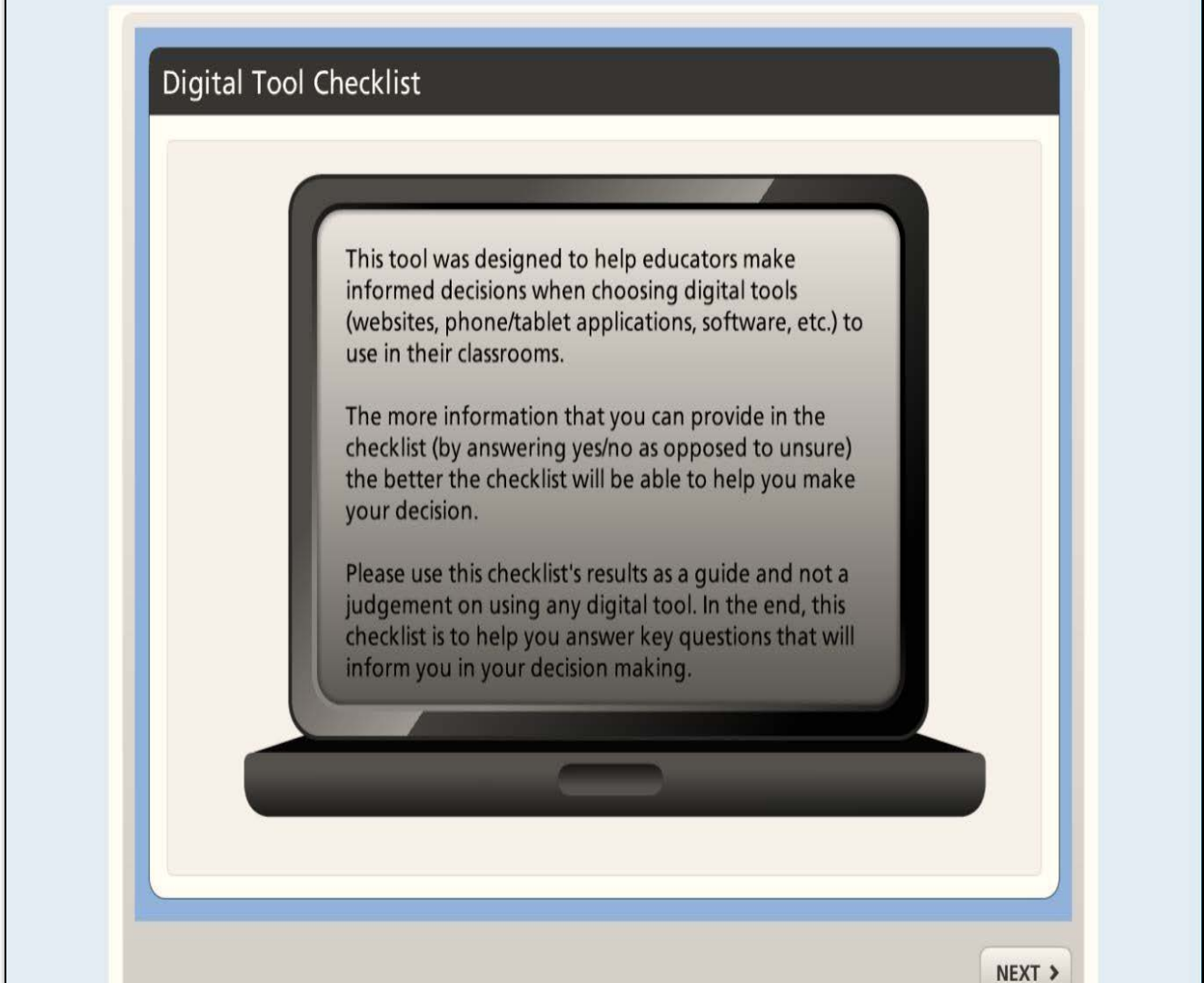
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### Digital Tool, Application, or Website Checklist

Use the checklist below to see how your digital tools, applications or websites stack up in terms of risk of use. This checklist is only a reminder of questions to ask and does not provide a definitive statement about the safety of your tool, app or website. It is only a resource that you can use to help you in your inquiry into a tool's usability and value to your students' learning.

As usual, the CCC and authors of this course are not liable for any decisions that you make and you should always use common sense and your school board's policies when making decisions about the tools, applications and websites you use in your course.



The screenshot shows a digital interface for a 'Digital Tool Checklist'. At the top, a dark blue header contains the title 'Digital Tool Checklist' in white. Below this is a light blue rectangular area containing a dark grey laptop icon. The laptop screen displays three paragraphs of text: 'This tool was designed to help educators make informed decisions when choosing digital tools (websites, phone/tablet applications, software, etc.) to use in their classrooms.', 'The more information that you can provide in the checklist (by answering yes/no as opposed to unsure) the better the checklist will be able to help you make your decision.', and 'Please use this checklist's results as a guide and not a judgement on using any digital tool. In the end, this checklist is to help you answer key questions that will inform you in your decision making.' In the bottom right corner of the interface, there is a small grey button with the text 'NEXT >'.

<http://www.catholiccurriculumcorp.org/DigitalPrivacy/checklist/story.html>



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## Guiding Questions Regarding Terms and Privacy

### 1) Who owns the content that I post to the website?

It is important that you do not give away ownership/copyright rights to the content that you create and post to an application, website or service.

**Ownership:** Subscribers retain ownership of all intellectual property rights in their Subscriber Content, and Padlet and/or third parties retain ownership of all intellectual property rights in all Content other than Subscriber Content.

*You retain ownership of any intellectual property you post to Padlet.*

Not only should you ensure that your content remains yours, but you should also find out if the business (vendor/service provider) can take your content and license or transfer it to a third party or use your content for its own business purposes.

**Facebook** makes it clear that they can use your image and content to create Facebook content - like their own marketing and advertising images.

### 2. Sharing Your Content and Information

You own all of the content and information you post on Facebook, and you can control how it is shared through your [privacy](#) and [application settings](#). In addition:

1. For content that is covered by intellectual property rights, like photos and videos (IP content), you specifically give us the following permission, subject to your [privacy](#) and [application settings](#): you grant us a non-exclusive, transferable, sub-licensable, royalty-free, worldwide license to use any IP content that you post on or in connection with Facebook (IP License). This IP License ends when you delete your IP content or your account unless your content has been shared with others, and they have not deleted it.

It is also important to ask whether or not the company can use your content *in perpetuity* or if their right to use your content ends when you delete the content or delete your account with the business (vendor/service provider).



## 1) Where is my data stored?

Is your data stored in a secure location in a country that has copyright laws? This is an important question to answer because if your data is stored in a country that does not have or does not enforce copyright laws, then your data (intellectual property) could be compromised. For example, the company below processes and stores all data in Canada. This means that you know the intellectual property (copyright) laws that the data will be subjected to.

If required by applicable law in the jurisdiction where you are located or by agreement with us, we will not store or permit access to your personal information outside of the jurisdiction where you are located, except with your consent and then only to the extent permitted by that applicable law. Except as aforesaid, your personally identifiable information will be stored and processed in Canada, in full compliance with the British Columbia Personal Information Protection Act (PIPA), the Canada Personal Information Protection and Electronic Documents Act (PIPEDA) and, where applicable, the British Columbia Freedom of Information and Protection of Privacy Act (FOIPPA) and the U.S. Family Educational Rights and Privacy Act (FERPA).

## 2) What data does the business collect?

What personal data does the business (vendor/service provider) collect?

Does the business collect other information that is not vital to the operation of the application, website or service?

### ◦ Log information

When you use our services or view content provided by Google, we automatically collect and store certain information in [server logs](#). This includes:

- details of how you used our service, such as your search queries.
- telephony log information like your phone number, calling-party number, forwarding numbers, time and date of calls, duration of calls, SMS routing information and types of calls.
- [Internet protocol address](#).
- device event information such as crashes, system activity, hardware settings, browser type, browser language, the date and time of your request and referral URL.
- cookies that may uniquely identify your browser or your Google Account.



For example, does the business collect information off my cell phone like what numbers I have called or software/file names?

The company below will collect log information from your device - things like phone numbers you called, dates and times of calls, etc. are all information that is collected, but may not be needed for the use of the service.

### 3) What does the business do with my data?

How a business intends to use your data can say a lot about it. **Padlet** makes it clear that they only want to use your data to enhance the services that they offer while **Facebook** states that they can use your data for one of their goals which is marketing/advertising.

#### 9. About Advertisements and Other Commercial Content Served or Enhanced by Facebook

Our goal is to deliver advertising and other commercial or sponsored content that is valuable to our users and advertisers. In order to help us do that, you agree to the following:

1. You give us permission to use your name, profile picture, content, and information in connection with commercial, sponsored, or related content (such as a brand you like) served or enhanced by us. This means, for example, that you permit a business or other entity to pay us to display your name and/or profile picture with your content or information, without any compensation to you. If you have selected a specific audience for your content or information, we will respect your choice when we use it.
2. We do not give your content or information to advertisers without your consent.
3. You understand that we may not always identify paid services and communications as such.



#### **4) What does the business do to keep my data confidential and safe?**

Because you are entrusting a business with your data, you should know what the company does to protect your data and keep it confidential. You should also understand the steps the company will take should there be a data breach.

### **8. Confidentiality and Security**

We use physical, electronic, and procedural safeguards to protect personal information about you.

Data transmissions over the Internet are not 100% secure. Consequently, we cannot guarantee or warrant the security of any information you transmit to us and you do so at your own risk. Once we receive your transmission, we use reasonable efforts to ensure security on our systems.

Your account information is password-protected. Additionally, your account's password is stored using a salted, variable work factor, one-way hash algorithm.

In certain areas, Weebly uses industry-standard SSL-encryption to protect data transmissions (such as when entering credit card details). However, this is not a guarantee that such information may not be accessed, disclosed, altered, or destroyed by breach of a firewall or secure server software.

If Weebly learns of a security systems breach we may attempt to notify you electronically so that you can take appropriate protective steps. By using the Service or providing personal information to us, you are consenting to Weebly communicating with you electronically regarding security, privacy, and administrative issues related to your use of the Service. We may post a notice on our applicable web sites if a security breach occurs. If this happens, you will need a web browser enabling you to view the applicable web sites. In these circumstances, we may also send an email to you at the email address you have provided to us. Depending on where you live, you may have a legal right to receive notice of a security breach in writing. To receive free written notice of a security breach (or to withdraw your consent from receiving electronic notice) submit a request through our [help center](#).

If you post any comments or content on our Service, any personally identifiable information you choose to provide there may be read, collected, or used by other users of the Service, as well as other parties. Weebly is not responsible for any information you choose to submit in these forums and we cannot guarantee that other users have not made any copies of and/or will not use such information outside of the Service.





## **2) What responsibilities does the company have to its users (and vice versa) when the "Terms" or "Privacy Policy" are updated?**

- Will the company make an active attempt to contact its users about the policy changes?
- Does continued use of the service by the user give the business tacit consent to the new changes?
- Does the business keep an updated log of changes to the "Terms" or "Privacy Policy" changes?
- If the business does not make an active attempt (phone call, email, etc.) to contact you regarding changes and/or uses continued use of service as a means of consent, then it is important to be diligent and check for changes to the business' "Terms" and "Privacy Policy" frequently.

## **3) Businesses change their "Terms" or "Privacy Policies" from time to time. When this occurs, you need to have answers to some very important questions:**

### **Our Privacy Policy Will Change Over Time**

Because we continue to develop the FreshGrade Service and take advantage of technologies to improve the services we provide, our policies will change over time. We will attempt to notify registered users of any material changes in the Privacy Policy by sending an email to the user's registered email address and posting a notice on our website homepage and login page; it is your responsibility to check for updates to the Privacy Policy and any such update shall be effective even if you do not receive notice of such update. If you do not consent to the updated Privacy Policy, you can discontinue use of the FreshGrade Service. Your continued access and use of the FreshGrade Service will constitute your acceptance of any changes or revisions to our Privacy Policy.

## **4) To whom is the business accountable?**

If you have a complaint (personal or legal) about the business that the business cannot resolve, is there an entity that you can take your complaint to? Does the business offer information about who or what entity it is accountable to?

This Acceptable Use Policy shall be interpreted, construed and enforced in all respects in accordance with the laws of the Province of Ontario and the Copyright Act. Each party irrevocably consents to the jurisdiction of the courts of the Province of Ontario in connection with any action to enforce the provisions of the Conditions of Use policy, to recover damages or other relief for breach or default under the Conditions of Use policy, or otherwise arising under or by reason of the Conditions of Use policy.



## Final Thoughts

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In the parable of The Workers in the Vineyard, Jesus reminds us that God offers us salvation as a reward for our life in service of Him. This salvation is the same for all those who agree to the terms that were offered.

As the owner of the vineyard, God sets the terms and we are free to accept them or not. Once we have accepted these terms, we lose our right to grumble about their fairness for we accepted them freely, and of our own accord.

The same is true of the terms and conditions of websites and applications. When we accept the terms of Facebook or Khan Academy, we forfeit our right to claim we have been treated unjustly. For this reason, we need to take a good look at the terms before we agree to them – especially if we plan to use data that belongs to our students.





## Module 5: Digital Privacy Incidents



### Digital Privacy Incidents

#### The Parable of the Ten Bridesmaids (Matthew 25 1-13)



Phoebe Traquair, Mansfield Traquair Church, Edinburgh. *From Wikipedia, the free encyclopedia.* (Note: this parable is also known as the Parable of the Ten Bridesmaids.)  
[https://en.wikipedia.org/wiki/Parable\\_of\\_the\\_Ten\\_Virgins](https://en.wikipedia.org/wiki/Parable_of_the_Ten_Virgins)



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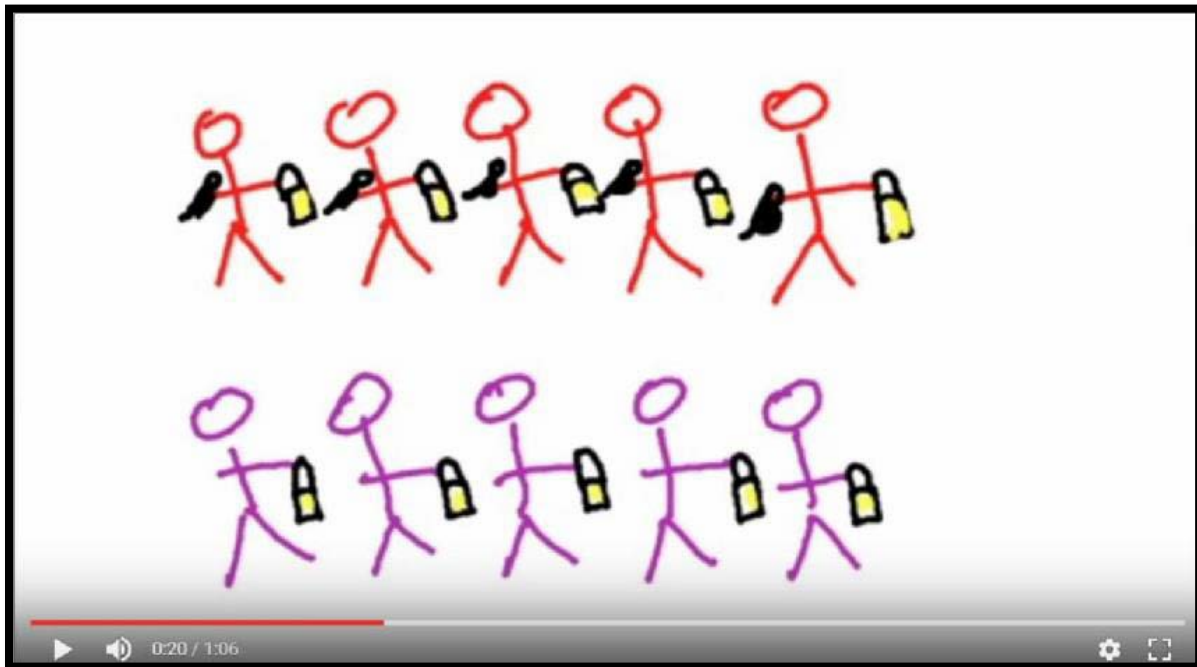
## Reflection

This parable comes to us from the **Gospel of Matthew (Chapter 25: 1-13)**. In this parable, Jesus stresses preparation and foresight. Note, however, how it goes one step further. *Each of us needs to be responsible for our preparation... it cannot be borrowed.*

‘Then the kingdom of heaven will be like this. Ten bridesmaids took their lamps and went to meet the bridegroom. Five of them were foolish, and five were wise. When the foolish took their lamps, they took no oil with them; but the wise took flasks of oil with their lamps. As the bridegroom was delayed, all of them became drowsy and slept. But at midnight there was a shout, “Look! Here is the bridegroom! Come out to meet him.” Then all those bridesmaids got up and trimmed their lamps. The foolish said to the wise, “Give us some of your oil, for our lamps are going out.” But the wise replied, “No! there will not be enough for you and for us; you had better go to the dealers and buy some for yourselves.” And while they went to buy it, the bridegroom came, and those who were ready went with him into the wedding banquet; and the door was shut. Later the other bridesmaid came also, saying, “Lord, lord, open to us.” But he replied, “Truly I tell you, I do not know you.” Keep awake therefore, for you know neither the day nor the hour.

## THE PARABLE OF THE TEN BRIDESMAIDS

Watch the video below and reflect on if you have done the preparation necessary to use an application with your students.



<http://www.catholiccurriculumcorp.org/DigitalPrivacy/bridesmaids.mp4>



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## Focus on the Issue

**Catholic Graduate Expectation #4:****A Self-Directed, Responsible, Lifelong Learner Who:**

- (c) Takes initiative and demonstrates Christian leadership.
- (d) Responds to, manages and constructively influences change in a discerning manner

In this module, we will look at some of the past incidents involving digital privacy and the improper use of user data. Just like the parable of the Ten Bridesmaids, it is important to always be prepared and vigilant. We can somewhat prepare ourselves for future privacy situations by studying and learning about what has happened in the past. Below, are just a few stories relating to users' data and privacy in the past ten years.

**Facebook:** In 2011, the social media website was sued and had to pay \$20 million in damages for using users' profile pictures in advertising "Sponsored Stories". Facebook was creating advertising stories and comments based on "likes" that people clicked on. For example, if a user liked the Pepsi Facebook page, then a featured story containing the user's name could be created and sent to his/her friends telling them to buy Pepsi. Facebook has since updated their "Terms of Service" to include automatic consent for the business to use user content as they wish. Read more about the lawsuit by clicking on the QR Code below.



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**Google:** In late 2015, many media outlets wrote about Google and its violation of the **Student Privacy Pledge**. In the pledge, Google agrees not to track student data; however, in early 2016, Google admitted to collecting student data through its Google Apps for Education (GAPE) services. Google did state that the data collection was not for marketing purposes; rather it was for the improvement of Google services.

**By clicking on the following link you will be directed to a main page that has several articles around the Student Privacy Pledge along with the pros and cons of the pledge:**

[https://www.google.ca/search?q=google+student+privacy+pledge&rls=com.microsoft:en-US&ie=UTF-8&oe=UTF-8&startIndex=&startPage=1&gws\\_rd=ssl](https://www.google.ca/search?q=google+student+privacy+pledge&rls=com.microsoft:en-US&ie=UTF-8&oe=UTF-8&startIndex=&startPage=1&gws_rd=ssl)

**CelebGate:** In 2014, it was discovered that over 600 people's iCloud accounts had been hacked and personal photos (of many famous people in Hollywood) were released on to an image posting forum. The hackers used the "recover password" feature and answered security questions in order to gain access to many famous people's accounts. This is another lesson in personal privacy - try not to use the same security questions for multiple websites and whenever possible create your own security password recovery questions. For many famous people, the name of the street they grew up on and their first pet are probably public knowledge. So make those security questions specific everyone - "The name you and your best friend gave to the knickknack you bought on vacation when you were 11."

**Internet Privacy Scandals:** Read about the 15 worst internet privacy scandals using this link:

[https://www.pcworld.com/article/248811/15\\_worst\\_internet\\_privacy\\_scandals\\_of\\_all\\_time.html](https://www.pcworld.com/article/248811/15_worst_internet_privacy_scandals_of_all_time.html)





Are Canadians willing to give up personal information for money? Watch the video.

<http://www.cbc.ca/news/canada/personal-data-privacy-1.2517899>

## Final Thoughts

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### Final Thoughts:

In this parable Jesus tells us that we need to be prepared for His return. In the parable, five were prepared for the arrival of the bridegroom, and five were not.

The five that were prepared were granted entrance to the wedding feast while the unprepared, or foolish, were not despite their pleading.

As teachers, we need to be prepared as well. If we follow the news and pay attention to trends in the world of digital technology, it becomes obvious that data is what is being used to pay for what is being offered as “free”. We can be like the five foolish bridesmaids and do nothing to prepare ourselves and students for this reality or we can be like the five wise virgins and be prepared and vigilant.





# Module 6: Be Not Afraid



## What Can I Do?

### The Parable of the Lost Sheep (Luke 15 3-7)



James Tissot: *The Good Shepherd* (Le bon pasteur)-Brooklyn Museum *From Wikipedia, the free encyclopedia.*

[https://en.wikipedia.org/wiki/Parable\\_of\\_the\\_Lost\\_Sheep](https://en.wikipedia.org/wiki/Parable_of_the_Lost_Sheep)



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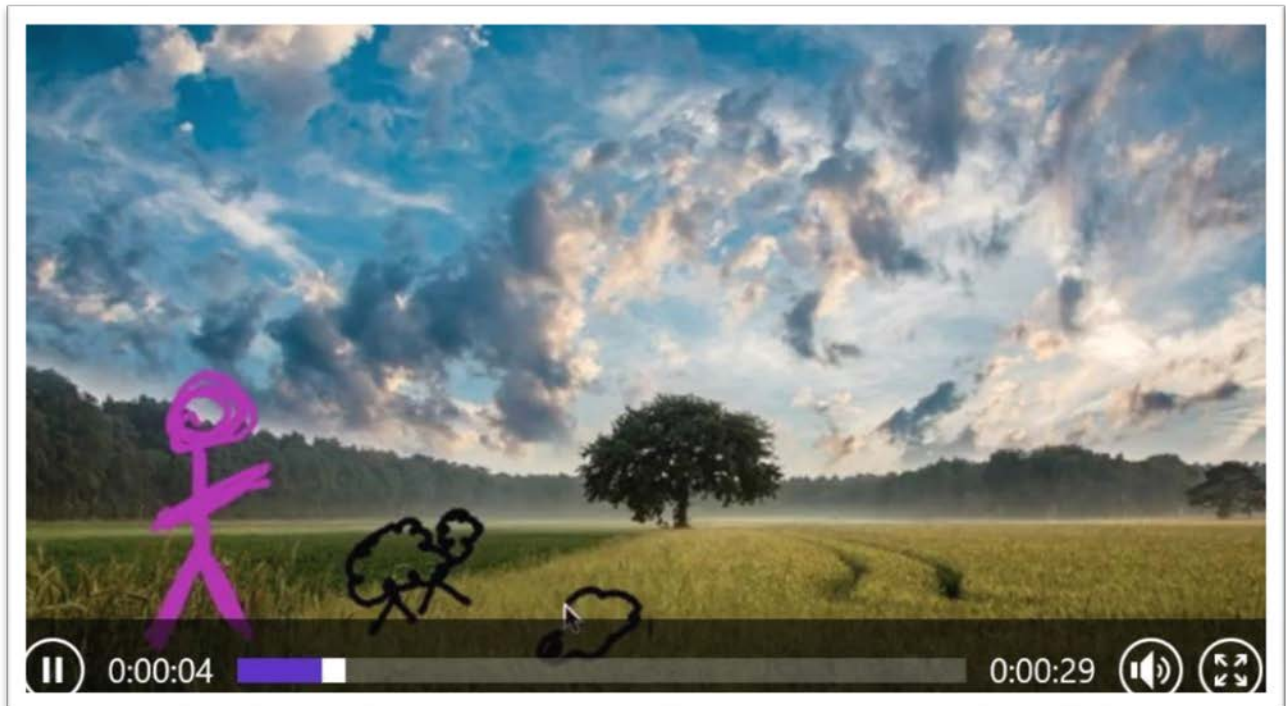
## Reflection

This parable comes to us from the **Gospel of Luke (Chapter 15: 3-7)**. This parable illustrates God's mercy and forgiveness and how God seeks us out in love.

So he told them this parable: 'Which one of you, having a hundred sheep and losing one of them, does not leave the ninety-nine in the wilderness and go after the one that is lost until he finds it? When he has found it, he lays it on his shoulders and rejoices. And when he comes home, he calls together his friends and neighbours, saying to them, "Rejoice with me, for I have found my sheep that was lost."

## THE PARABLE OF THE LOST SHEEP

*Watch the video below and reflect on your duty to your students.*



<http://www.catholiccurriculumcorp.org/DigitalPrivacy/sheep.mp4>



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## Focus on the Issue

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### Catholic Graduate Expectation #4:

#### A Self-Directed, Responsible, Lifelong Learner Who:

- a) Demonstrates flexibility and adaptability.
- b) Takes initiative and demonstrates Christian leadership.
- c) Responds to, manages and constructively influences change in a discerning manner



### Catholic Graduate Expectation #5:

#### A Collaborative Contributor Who:

- (a) Works effectively as an interdependent team member.
- (b) Thinks critically about the meaning and purpose of work.
- (c) Develops one's God-given potential and makes a meaningful contribution to society.
- (d) Finds meaning, dignity, fulfilment and vocation in work which contributes to the common good.
- (e) Respects the rights, responsibilities and contributions of self and others.



## What Can I Do?

Some actions that you may want to consider include:

- Reading your school board's policy on protecting student data (or equivalent document).
- Reading your school board's policy on the proper use of technology and applications (or equivalent document).
- Creating a team that will read and review "Terms of Service" and "Privacy Policies" to assist teachers in choosing the safest applications, websites and/or services to use with students.
- Talking with your TELTC or other school board consultant about digital privacy and student data.
- Contacting other school boards to see what policies they have in place for digital privacy and student data (e.g., the York Region District School Board uses a Green Light, Yellow Light, and Red Light assessment tool for apps so that teachers can quickly assess and use board approved apps.



## Share - Who Else Should Hear My Message?



### **Your Turn:**

Collaborate with other teachers by sharing stories of prior technological learning. Enter the discussion forum by clicking on the QR Code.



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## Final Thoughts

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### Final Thoughts:

The parable of the lost sheep is one of redemption. Jesus speaks of the rejoicing that occurs when one who has gone astray returns to the flock and the lengths the shepherd goes to in order to find that lost ward.

As Catholic teachers, there are many ways for us to connect to this parable. Like Jesus, we are also Shepherds and we too have our flock. As shepherds, we have a duty to protect and guide those we have been entrusted to nurture and lead.

In order to do so, we must be informed about potential dangers, for indeed there are many wolves and constant vigilance is necessary.

This course endeavoured to do just that – provide the necessary information needed to help teachers protect their flock as they travel in the exciting, but sometimes confusing world of digital technology. With the proper information and some thought you need not be afraid ...

