



Education in Information and Communication Technologies

## Session 14

# Security, ethics, and aesthetics in the use of technology

Máster Universitario en Formación del Profesorado de Educación Secundaria  
Obligatoria, Bachillerato y Formación Profesional

**Facultad de Formación del Profesorado y Educación**

## Security, ethics, and aesthetics in the use of technology

### 1. Theoretical Foundations

- Security habits and ethics in the use of software and data
  - Risks in the access to the machine, and protection measures against malware and social engineering
  - Software licenses, and free software licenses.
- Security habits and ethics in the sharing and exchange of information
  - Ethical aspects of file sharing
  - Creative Commons licenses
- Security habits and ethics in network communications
  - Risks in publication of images, and measures to adopt
  - Fraud, theft, bullying, addiction, etc.

### 2. Activity Design

- Using Creative Commons repositories (license search) activity
- Creating a license for own materials activity
- Awareness about the importance of good habits activity

## **Contents of the document**

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7. *Appendix I. Concept Map*
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## Theoretical Foundations

- Develop a “Theoretical Foundations” section, with the subsections you deem necessary. The sections should develop the module bearing into mind:

*1- Include conceptual and procedural aspects as well, and relevant tools for the module*

*2- Develop a section listing (without elaboration) the primarily attitudinal aspects for the module*

This is a group work. It is important to perform a joint review of the document in order to homogenize the writing style.

Phases for the Theoretical foundations part:

- Search and analysis of information
- Content selection
- Section development
- Global review
- Concept maps developing
- Compilation of bibliography and other resources
- Compilation of the glossary of terms

## Activities

Include here a set of activities developed to help achieve the needed abilities to use the related technologies  
Suggest different types of activities

- 1. **Guide to follow the “theory” class.** Set of questions that are being discovered in the presentation, and should be answered by following the presentation. This helps the student attention to be focused on the presentation.*
- 2. **Questionnaire** with short questions, fill-in-the-gaps concept map, etc. that spans the contents of the topic, in order to strengthen the knowledge (to be done as an out-of-class activity).*
- 3. **Practical Activities** using a relevant tool (in-class and out-of-class). Include here a script or guidelines for the task.*

Using the activities proposed, select some of them for:

### **In-class work (50 minutes):**

The rest of your class mates will play the role of students of your class. You should develop a detailed **work script** for the activities you consider appropriate.

### **Out-of-class work (2 hours)**

- Select some **practical activity** for the rest of your classmates (to be done out-of-class)

## **Bibliography and other resources**

Include here all the resources used. If they are web pages include a title and a short description of the contents

## **Appendix 1. Concept map**

Develop some (one or more) concept maps summarising the main aspects of the topic

## **Appendix 2. Glossary of terms**

Glossary of relevant terms for the module. This includes concepts, tools, and computing technologies. Use some ordering criteria, such as alphabetical, subject matter, etc.

## **Presenting the work**

Each group will have 2 hours

1. *First part (30-45 minutes) for the oral presentation about the Theoretical foundations*
  - *Every group member should present some part of the module*
2. *Second part (60-75 minutes) for a practical workshop of activities for the module*
  - *The other groups will play the role of students and will develop the in-class activities.*
  - *Every group member should take active part in the activity.*

## **Assessing the activities and grading**

*Each group should manage the delivery of activities, and perform the assessment according to the developed criteria. Results should be notified to the teacher (with a breakdown explanation if possible)*