Cyberethics, Cybersafety, and Cybersecurity (C3™): Implications for the Educational Community

NECC 2007  
Atlanta, GA  
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Educational Technology Policy, Research and Outreach
Maryland Teacher Technology Standards

and ISTE NETS*T

I. TECHNOLOGY OPERATIONS AND CONCEPTS.

Teachers demonstrate a sound understanding of technology operations and concepts.

A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students);

B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology.

A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners;

B. apply current research on teaching and learning with technology when planning learning environments and experiences;

C. identify and locate technology resources and evaluate them for accuracy and suitability.
IV. Social, Ethical, Legal and Human Issues

What is your Interpretation?

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

1. model and teach legal and ethical practice related to technology use
2. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities
3. identify and use technology resources that affirm diversity
4. promote safe and healthy use of technology resources
5. facilitate equitable access to technology resources for all students

ISTE NETS*T
The International Society for Technology in Education (ISTE) NETS for Teachers Project, developed through a US Department of Education, Preparing Tomorrow's Teachers to Use Technology grant
IV. Social, Ethical, Legal and Human Issues

What is your Interpretation?

- model and teach legal and ethical practice related to technology use

Establish classroom policies and procedures that ensure compliance with
- Copyright Law
- Fair Use Guidelines
- Security
- Privacy
- Student Online Protection
- Expectations and Procedures
- Disability Statement
- Proper Citation
- FERPA/ Teach Act
- Acceptable Use Policies
- Netiquette

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Promote safe and healthy use of technology resources

Use classroom procedures to manage an equitable, safe and healthy environment for students.

- Ergonomics
- Assistive Technology
- Equitable Access
- Cybersafety
- Filters

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Past Focus

- Copyright and Intellectual Property Issues in the Digital Environment (ethics)
- Fair Use Checklist (ethics)
- Online Safety for Kids (safety)
- Plagiarism in the 21st Century: Paper Mills, Cybercheating, and Internet Detectives in the Electronic Age (ethics)
### Performance Assessment Outline

**Technology Standard III:**
**Legal, Social and Ethical Issues**

<table>
<thead>
<tr>
<th>Technology Standard</th>
<th>In Technology Standard III, <em>Legal, Social and Ethical Issues,</em> each teacher candidate will demonstrate an understanding of the legal, social and ethical issues related to technology use.</th>
</tr>
</thead>
</table>
| Technology Indicators | The assessment task product will be examined in terms of four proficiency indicators. The teacher candidate will:  
1. Identify ethical and legal issues using technology.  
2. Analyze issues related to the uses of technology in educational settings.  
3. Establish classroom policies and procedures that ensure compliance with copyright law. *Fair Use guidelines, security, privacy and student online* |

See Handout
Case Study and Questions

Technology Standard III: Legal, Social and Ethical Issues

Case Study

You are a student teacher at Greater Maryland Middle School. Today you are observing Mrs. Jones teaching her social studies class in the computer lab. Her first period is her planning period. She has asked you to assist her with setting up the lab for her lesson plan. She is installing the school’s only copy of an atlas software program for a single user license on the 22 computers in the lab. She explains that her lesson will require students to download information about the country that they have been assigned from the atlas program and to also search the Internet for more information for a PowerPoint presentation. Mrs. Jones encourages students to freely use any information from the Internet for their presentation.

At the beginning of each class, the students enter and sit where they choose, occasionally arguing over seats. For the four classes with more than 22 students, Mrs. Jones pairs a boy and a girl, assigning the boy to operate the computer and the girl to take notes. Mrs. Jones starts the class by sharing a model of a final product, a PowerPoint presentation. Without guidance, she encourages the students to freely copy any graphics and text from the Internet to brighten up their slides. She explains that they will have one day in the computer lab to complete the assignment and that, if at home within two days. She directs them to use the country assigned to them. At the completion of class...
Answers

• Can be found at Maryland PT3 Performance Task site

• http://www.smcm.edu/msde-pt3/TaskIII.htm
Top Ten Educator Awareness Problems

- Passwords (security)
- Backing Ups
  Files/Patches/Anti-Virus Protection (security)
- Copyright (ethics)
- Cyberbullying (safety/ethics)
- Issues w/ new technology (social networking/blogs/cell phones) (safety/ethics/security)
- Plagiarism/Modeling (correct citation) (ethics)
- Equity Issues –DD (ethics)
- Equity Issues –AT/508 knowledge (ethics)
- Internet Citizenship (security/ethics)
  - Hoaxes
  - Attachments
- Internet Citizenship (ethics/security)
  - Downloading
  - Identity theft
C3™: New Directions

- CyberSecurity
- CyberSafety
- CyberEthics
ETPRO Efforts

- C3™ Institute
- Electronic Portal
- Workshops
- PT3 pre-service module (part of undergraduate course)
- Online 3 credit graduate course
- April is Cyber-Awareness Month!
- October is Cyber Security Awareness Month!
- C3 Conference (October 4 & 5, 2007)
- NCSA-National Cyber Security Alliance National Campaign for C3 Awareness
- National Cyber Security Alliance's Cyber Security Assembly Toolkit
- National C3 Baseline Study
Cybersafety
Curricula

- iKeepSafe
- NetSmartZ
- iSAFE
- CyberSmart
- StaySafeOnline
- MANY others
- ToolKit

See Handouts
Blog Beware Quiz: NetSmartz

Social Networking Sites & Activities (Group Review)

- NetSmartZ [http://www.netsmartz.org/netteens.htm](http://www.netsmartz.org/netteens.htm)
- StaySafeOnline.org [http://www.staysafeonline.org/basics/family.html#](http://www.staysafeonline.org/basics/family.html#)
- Social Networking Sites [http://www.edtechoutreach.umd.edu/mindtools.html#networkingenvironment](http://www.edtechoutreach.umd.edu/mindtools.html#networkingenvironment)
What’s the difference between CIPA, COPPA, COPA, and CDA?

• **Children's Internet Protection Act (CIPA)**
  - Any school or library that receives discounted rates for telecommunications services under the E-Rate program, or receives funding through the Library Services & Technology Act or Title III, in order to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, must comply with federal mandate to filter or block (passed 2000).

• **Children's Online Privacy Protection Act (COPPA)**
  - Requires commercial Web sites oriented to minors to get parental permission to collect personally identifiable information from children under age 13 (passed 1998).
COPPA? CIPA?

- The **U.S. Federal Trade Commission** (FTC) has the responsibility for enforcing COPPA and the **Federal Communications Commission** (FCC) regulates CIPA.

- **CIPA** requires schools and libraries prove that Internet access to objectionable material is **not available** to any user under 17 years of age.

- **COPPA** requires U.S.-based Web-sites that **collect personal information** from people under the age of 13 to obtain permission from parents or guardians before asking for such **data**.
COPA & CDA

- **Children's Online Protection Act (COPA)**
  - Prohibited commercial Web sites from providing "harmful to minors" content to (passed 1997). Because of an odd legal twist, COPA has been bouncing around the legal system without a final resolution. The law already has been reviewed by the U.S. Supreme Court once—which agreed with a temporary ban on enforcement—but the justices said they wanted more information about the current state of filtering technology and stopped short of a definitive ruling on its constitutionality.**

- **Communications Decency Act (CDA)**
  - Passed as part of the 1996 Telecommunications Deregulation Act. The CDA prohibited "indecent" communication over the Internet. It was found unconstitutional by a unanimous Supreme Court decision in 1997.

**Source: http://news.zdnet.com/2100-9588_22-6169621.html**
Cyber bullying
(Group Review)

• Take the Cyber bullying Quiz @

• Cyber bullying Poll @
  http://www.internetsuperheroes.org/cyberbullying/

• Other savvy Resources
Cyberethics
Copyright and Intellectual Property Issues

Copyright and Intellectual Property Issues in the Digital Environment

University of Maryland
Guidelines for the Acceptable Use of Computing Resources
Copyright for Teachers & School Librarians

Will move to: http://www.aamprogram.org/resources/copyright.aspx
Copyright Quiz (Group Together)

The Educator's Guide to Copyright and Fair Use

The Copyright Quiz

Answer True or False to the following 20 questions.

Part 1: Computers and Software

1. A student snaps in half a CD-ROM the teacher really needed for her next class. The teacher decides to make a back-up copy of all her crucial discs so it never happens again. This is permissible.

2. A technology proc owns a central 4 classroom workstation.

3. A school has a sit teacher buys five of them to five workstations. The computer (running Windows 98) is permissible to install software on all machines.

Hall Davidson's

The Educator's Guide to Copyright and Fair Use
Copyright Primer

Copyright Primer
Fair Use Copyright Quiz

by Hal Davidson

1. Basically, copyright law was created in this country to protect individuals and companies from having their work ripped off. True/False

2. The owner of the local Blockbuster Video store supports the school by donating one videotape rental-free to the school every Friday. The video is shown in the multi-purpose room to reward students with perfect attendance that week. It does improve attendance. This falls under "fair use." True/False

3. (a) A teacher buys a single-user program with department money and puts it on the Local Area Network (LAN). It is frequently used by several teachers at the same time. This is done in violation of a written district policy against using single-user programs on the LAN. After two years, the software company takes action against the individual teacher. The district is also liable. True/False
   (b) The Adobe user license allows ten versions of PageMaker to be spread across twenty-five machines as long as no more than ten users ever use the program simultaneously. True/False
   (c) This and similar licenses, once agreed to, are binding in court. True/False

4. On her home VCR, a history teacher taped the original ABC news report of Nixon leaving the White House after resigning. She uses the entire news program every year in her classroom. This is fair use. True/False

http://www.halldavidson.net/quiz1.pdf
Maryland Technology Performance Task

III. Legal, Social and Ethical Issues

A. Detailed Task Information

In Technology Standard III, Legal, Social, and Ethical Issues, each teacher candidate will demonstrate an understanding of the legal, social, and ethical issues related to technology use.

Download MS-Word

B. Scoring Tool

It is recommended that the teacher candidate use the scoring tool as a self-assessment before submitting the final product to the instructor. Score only the numbered elements by considering descriptors under that heading.

Download MS-Word

Technology Standard III: Legal, Social and Ethical Issues

Case Study and Questions

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Source: http://www.smcm.edu/msde-pt3/TaskSummaries.htm
Tutorials
10 Big Myths About Copyright Explained

An attempt to answer common myths about copyright seen on the net and cover issues related to copyright and USENET/Internet publication.

by Brad Templeton

Note that this is an essay about copyright myths. It assumes you know at least some copyright law. Generally the legal exclusive right of the author of a creative work to control the copying of that work. If you didn’t know that, check out my own brief introduction to copyright for more information. Feel free to link to this document, no need to ask me. Really, NO need to ask.

1) "If it doesn’t have a copyright notice, it’s not copyrighted."

This was true in the past, but today almost all major nations follow the Berne copyright convention. For example, in the USA, almost everything created privately and originally after April 1, 1990 is copyrighted and protected whether it has a notice or not. The default you should assume for other people’s work is that they are copyrighted and may not be copied unless you know otherwise. There are some old works that lost protection without notice, but frankly you should not risk it unless you know for sure.

It is true that a notice strengthens the protection, by warning people, and by allowing one to get more and different damages, but it is not necessary. If it looks copyrighted, you should assume it is. This applies to pictures, too. You may not scan pictures from magazines and post them to the net, and if you come upon something unknown, you shouldn’t post that either.

The correct form for a notice is:

"Copyright [dates] by [author/owner]"

Brad Templeton
http://www.templetons.com/brad/copmyth.html
Welcome to The ©Primer

The ©Primer is an introduction to issues concerning copyright ownership and use of information. The interactive tutorial overviews the underlying principles behind copyright in the United States, outlines the requirements for copyright protection as well as discusses the parameters of use and access of copyrighted material.

The ©Primer is intended to introduce both creators and users of information to the nuts and bolts of copyright law. Consisting of twenty-one questions and answers, the ©Primer includes illustrative scenarios and resources for further information and study.

To enter the ©Primer select the ENTER link or view the FAQ, for tips on navigation and explanations of ©Primer functions. You will need a Javascript enabled browser and the Flash Player utility to view the primer.

©Primer was prepared in part with a grant from the Alfred P. Sloan Foundation.

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UMUC http://www-apps.umuc.edu/primer/enter.php
Getting Started

The Copyright Crash Course Online Tutorial will help you learn about how ownership of copyrighted materials works, what is fair use and when and how to get permission to use someone else’s materials. The Tutorial pages include links to pages in the Copyright Crash Course and to copyright law. Please read these materials to get the information you will need to correctly answer the 12 questions at the end of the Tutorial. In order to earn a Crash Course Certificate, you must answer all 12 Test questions correctly.

While we would encourage you to go through the Tutorial in its entirety before taking the Test, you may take or retake the Test at any time. The Test Results will tell you what you need to review if you miss a question, so you do not have to take the entire Tutorial over if you just miss a few questions. You will, however, have to take the Test over each time you fail to answer all questions correctly.

Please choose a version from the options below:

High Bandwidth Version (flash - audio)
a few notes about what you will need to have installed to run this version

University of Texas
http://www.lib.utsystem.edu/copyright/
Copyright Tutorial cont.

The four fair use factors:

1. What is the character of the use?
2. What is the nature of the work to be used?
3. How much of the work will you use?
4. What effect would this use have on the market for the original or for permissions if the use were widespread?

FACTOR 1: What is the character of the use?

- Nonprofit
- Educational
- Personal
- Criticism
- Commentary
- News reporting
- Parody
- Otherwise
- "transformative" use

Uses on the left tend to tip the balance in favor of fair use. The use on the right tends to tip the balance in favor of the copyright owner. In favor of seeking permission. The uses in

Source: deep link-
http://www.utsystem.edu/ogc/IntellectualProperty/copypol2.htm#test
Bruin Success with Less Stress

Meet Carla and her pal Eddie. With school, part-time jobs, and a band, these two UCLA students lead very busy lives. See how they keep on top of things and avoid getting in trouble both in and out of school.

INTELLECTUAL PROPERTY
Heard of “Intellectual property” but not sure what it means? Learn the basics here.

NEED A FILE, SHARE A FILE
Use Kazaa or other file sharing programs to download music and other files? Not sure why people are getting sued and what the big deal is?

CITING AND DOCUMENTING SOURCES
Not sure how to cite your sources and want to avoid accidentally plagiarizing? Learn the basics here.

AVOIDING DISSASTER
Overwhelmed by the very short and very busy quarter? Learn basic tips on how to keep on top of things.

UCLA
http://www.library.ucla.edu/bruinsuccess/
A Visit to Copyright Bay: Fair Use Harbor

http://www.stfrancis.edu/cid/copyrightbay/fairuse.htm

Laura Gasaway, University of St. Francis
The Educator's Guide to Copyright and Fair Use: A five-part series

The Educator's Guide to Copyright and Fair Use

When it comes to copyright law and the application of fair use exceptions, ignorance is definitely not bliss! Learn how to educate yourselves and your students and avoid making a costly mistake.

You really did plan to find time over the summer to familiarize yourself with the latest information on copyright law. You absolutely intended to look up the fair use guidelines for using technology resources. You truly meant to create a classroom copyright policy, locate agencies that grant permissions to use copyrighted materials, write a template for a permission request form, and locate sites to teach students about the value of original work and the societal benefits of obeying copyright laws. You just had a few other things to do.

http://www.educationworld.com/a_curr/curr280.shtml
http://www.educationworld.com/a_curr/curr280b.shtml
Copyright Snippets: Warm-ups

- Article in an Internet-only newsletter (1998, July).
- Place in Order

Monitor/oct00

http://www.telehealth.net/subscribe/newslettr4a.html

Retrieved from


Telehealth News,

Videocounseling for families of rural teens with epilepsy -- Project update.

http://www.apa.org/

APA style format
Components of URL

**Protocol**  **Host name**  **Path to document**

http://www.apa.org/monitor/oct00/workplace.html

**File name of specific document**
Internet Citizenship

Presentation by Karen Reuter

- http://www.edtechoutr each.umd.edu/cyberet hicsseminar.html
Other Netiquette Snippets: Warm-ups

• Take the Core Rules Netiquette Quiz
Emoticons and Jargon

- Go to http://www.computeruser.com/resources/dictionary/emoticons.html
- Online Lingo http://www.netlingo.com/emailsh.cfm
- Which ones are you familiar with?
  - Which ones have you used?
  - Reflect on why it is important to understand the jargon (or at least where to go to find out) as a parent?
  - As an educator?
Online Translator

- Using an online slang translator http://www.noslang.com/about.php (talks about what it is) http://www.noslang.com/
  translate the following message
  - John: gg.wth were they thinking?
  - Steve: Tnx. imho we pwned them.
  - Steve: They need to rtfm.
  - John: ttyl

- What was the message? Was this online slang translator helpful? Why or why not?
Plagiarism in the 21st Century: Paper Mills, Cyber-cheating, and Internet Detectives in the Electronic Age

• [http://www.edtechoutreach.umd.edu/cyberethicsseminar.html](http://www.edtechoutreach.umd.edu/cyberethicsseminar.html)
Plagiarism Snippets: Warm-ups

• Examine paper-mill sites - some of them are listed below (you do not have to look at them all)
  – Academic Term papers - http://www.academictermpapers.com/
  – Top 100 Essay sites - http://www.freeessay.com/top100/
  – Cheat House - http://www.cheathouse.com/

• Discuss the quality of a few of the sites above and the materials gained. How easy were the sites to navigate? What levels were the sites targeting? Were you able to find papers/materials that met your specific needs? Rate the quality of the materials located. How easy would it be for a student to access the materials?
Plagiarism Snippets: Warm-ups

You may know lithium-ion batteries from your cellular phone and laptop computer applications. Experts say these applications will continue to drive large sales gains, but technical limitations may make new applications elusive for the rechargeable batteries.

Chemistry is the key to lithium-ion batteries. Lithium-ion batteries work using simple reversible electrochemical reactions. While the battery is charging, positive lithium ions from a lithium metal oxide cathode—usually lithium cobalt oxide—migrate through a barrier to a graphite anode. While the battery is being discharged, the ions flow back to the cathode.

Though much of its technology was developed in the U.S., the lithium-ion battery industry’s center of mass quickly crossed the Pacific to Japan. Major battery makers include Sony, Panasonic, Sanyo, and Toshiba.

The electrolyte in lithium-ion batteries serve as an example of why suppliers need specialized chemistry expertise. The major electrolyte in use is LiPF6. To make this, producers must handle hydrofluoric acid. FMU uses to produce electrolyte but withdrew because of environmental concerns.

Another concern with lithium-ion batteries, as in the methanol reactions they produce can evolve in high temperatures, causing a positive-feedback effect called thermal runaway. Because lithium batteries use an organic solvent with a relatively low Flash point, thermal runaway is a serious safety concern for users. This led to some

See Handouts
Cybersecurity
Phishing For Worms!

Just What Are Worms, Adware, Spyware, and Phishing Expeditions?
Definitions

- **Worm**: a self-replicating computer program, similar to a computer virus. It is self-contained and does not need to be part of another program to propagate itself.
  - Example: Sobig and Mydoom.

- **Virus**: attaches itself to, and becomes part of, another executable program;
  - Macro viruses are written in the scripting languages for Microsoft programs such as Word and Excel.

- In general, a virus cannot propagate by itself whereas worms can. A worm uses a network to send copies of itself to other systems and it does so without any intervention. In general, worms harm the network and consume bandwidth, whereas viruses infect or corrupt files on a targeted computer. Viruses generally do not affect network performance, as their malicious activities are mostly confined within the target computer itself.

Definitions

• **Trojan Horse**: A malicious program that is disguised as legitimate software
  – These are often those attachments to email that entice you to open them

• **Malware**: Software designed to infiltrate or damage a computer system, without the owner's consent
  – Includes computer *viruses, Trojan horses, spyware and adware*
What to do

• **Signs of infection**
  - May seem sluggish or slow down significantly
  - Might ‘lock up’ more often than usual
  - Browser program may not work correctly
  - Pop-up ads
  - Unusual hard drive activity

• **Ways to get rid of**
  - Use your anti-virus software (you have one right!!!)
    • Scan all your drives
  - Use Microsoft Malicious Software Removal Tool
  - McAfee: [http://ts.mcafeehelp.com/?siteID=1&resolution=1280x1024&rurl=vrContactOptions.asp](http://ts.mcafeehelp.com/?siteID=1&resolution=1280x1024&rurl=vrContactOptions.asp)
Chain Letter Hoax

• **Definition**: An email which urges the recipient to forward the email to other people

• **DEAR SIR,**

_URGENT AND CONFIDENTIAL BUSINESS PROPOSAL_

_I AM MARIAM ABACHA, WIDOW OF THE LATE NIGERIAN HEAD OF STATE, GEN. SANI ABACHA. AFTER HE DEATH OF MY HUSBAND WHO DIED MYSTERIOUSLY AS A RESULT OF CARDIAC ARREST, I WAS INFORMED BY OUR LAWYER, BELLO GAMBARI THAT, MY HUSBAND WHO AT THAT TIME WAS THE PRESIDENT OF NIGERIA, CALLED HIM AND CONDUCTED HIM ROUND HIS APARTMENT AND SHOWED HIM FOUR METAL BOXES CONTAINING MONEY ALL IN FOREIGN EXCHANGE AND HE EQUALLY MADE HIM BELIEVE THAT THOSE BOXES ARE FOR ONWARD TRANSFER TO HIS OVERSEAS COUNTERPART FOR PERSONAL INVESTMENT._

_ALONG THE LINE, MY HUSBAND DIED AND SINCE THEN THE NIGERIAN GOVERNMENT HAS BEEN AFTER US, MOLESTING, POLICING AND FREEZING OUR BANK ACCOUNTS AND EVEN MY ELDEST SON RIGHT NOW IS IN DETENTION. MY FAMILY ACCOUNT IN SWITZERLAND WORTH US$22,000,000.00 AND 120,000,000.00 DUTCH MARK HAS BEEN CONFISCATED BY THE GOVERNMENT. THE GOVERNMENT IS INTERROGATING HIM (MY SON MOHAMMED) ABOUT OUR ASSET AND SOME VITAL DOCUMENTS. IT WAS IN THE COURSE OF THESE, AFTER THE BURIAL RITE AND CUSTOMS, THAT OUR LAWYER SAW YOUR NAME AND ADDRESS FROM THE PUBLICATION OF THE NIGERIAN BUSINESS PROMOTION AGENCY. THIS IS WHY I AM USING THIS OPPORTUNITY TO SOLICIT FOR YOUR CO-OPERATION AND ASSISTANCE TO HELP ME AS A VERY SINCERE RESPONSIBLE PERSON. I HAVE ALL THE TRUST IN YOU AND I KNOW THAT YOU WILL NOT SIT ON THIS MONEY._
More Definitions

• **Adware**: Software package which automatically plays, displays, or downloads advertising material to a computer after the software is installed on it or while the application is being used.

• **Spyware**: designed to intercept or take partial control of a computer's operation without the informed consent of that machine's owner or legitimate user.
What to do

• Signs of infection
  – An affected computer can rapidly become infected with large numbers of spyware components.
  – Pop-up advertisements
  – Unwanted behavior and degradation of system performance.
  – Significant unwanted CPU activity, disk usage, and network traffic
    • Slows down other programs
    • Stability issues—application or system

• Ways to get rid of or protect
  – Anti-spyware programs
    • OptOut
    • Ad-Aware SE
    • Spybot - Search & Destroy
Definitions

• Spamming
  – Sending of unsolicited bulk unsolicited e-mail and received by multiple recipients

• Solutions
  – Source-based blocking solutions prevent receipt of spam
  – Content filtering solutions identify spam after it’s been received
  – Disposable identities

• Spoofing
  – one person or program successfully pretends to be another by falsifying data and thereby gains an illegitimate advantage
  – “Webpage spoofing,” : a legitimate web page such as a bank’s site is reproduced in "look and feel" on another server under control of the attacker. They fool users into thinking they are connected to a trusted site, to gather user names and passwords.
Identity Theft

• **Phishing**
  - Phishing is a popular and growing method of identity theft, typically performed either through email or through the creation of a Web site that appears to represent a legitimate company. Victims are asked to provide personal information such as passwords and credit card numbers in a reply email or at the bogus Web site.

• **“Spear phishing”** the practice of targeting an attack to a specific group is gaining in sophistication and frequency.

• **Pharming**
  - A scamming practice in which malicious code is installed on a personal computer or server, misdirecting users to fraudulent Web sites without their knowledge or consent. Pharming has been called "phishing without a lure."
Identity Theft

http://www.ftc.gov/

On Guard http://onguardonline.gov/phishing.html

• The Federal Trade Commission reports that identity theft now affects more than 10 million people every year representing an annual cost to the economy of $50 billion
Activities

• NCSA StaySafeOnline [http://staysafeonline.org/basics/quiz.html]
• James Mason's Computer Security Awareness tutorial page  
  – [http://www.jmu.edu/computing/security/]
• George Mason University's IT Security Quiz  
  – [http://itu.gmu.edu/security/quiz/]
• STAYSAVEONLINE.org  
  – [http://staysafeonline.org/basics/quiz.html]
• Carnegie Mellon's Home Computer Security tutorial site
• Microsoft Spyware Quiz part 1 and part 2  
Activities

• Humorous video on Passwords at George Mason’s Security Website http://itu.gmu.edu/security/practices/.

• The University of Arizona’s Security Awareness Posters http://security.arizona.edu/posters.html and the http://www.itd.umich.edu/posters/ University of Michigan’s posters (my favorite).
C3™ Institute

http://www.edtechoutreach.umd.edu/C3Institute/index.html
Electronic Portal

Cyberethics, Cybersafety, and Cybersecurity (C3)

- [http://www.edtechoutreach.umd.edu/C3Istitute/c3resources.html](http://www.edtechoutreach.umd.edu/C3Institute/c3resources.html)
April/October Cyber-Awareness Month!

April is Cyberawareness Month!

Setting your clocks forward or back for Daylight Saving Time and replacing the batteries in smoke detectors are rituals repeated every spring and fall. Similarly, the National Cyber Security Alliance established April 4, 2004, as Cyber Security Day to raise awareness about Internet safety and computer security issues (EDUCAUSE, 2004). While colleges and universities across the country planned security education and awareness events to help promote Cyber Security Day, Educational Technology Outreach planned a month’s worth of activities to help the K-20 community’s awareness of cybersecurity issues and promote safe online practices.

- Rutgers University is encouraging its students, faculty, and staff to “Spring Ahead to Security!” on a Web site devoted to National Cyber Security Day.
- University of Maryland’s Project Netcops and OTI promoted “Spring Cleaning: Computers Need It Too!” through print and web-based resources and a student awareness event.
- The George Mason University IT Security Office featured a week-long lineup of lunchtime presentations promoting cyber security awareness.
- The University of Arizona developed a series of humorous posters to reinforce messages that are designed to prevent identity theft and other consequences of improperly secured computers.
- The Office of Information Technologies at the University of Virginia has published an article on the topic of developing campus-wide security education and awareness in EDUCAUSE Quarterly [PDF - 57KB] and serves as part of the Virginia Alliance for Secure Computing and Networking (VASCAN) that has compiled a collection of security tools and best practices from Virginia universities.

First held in 2002, the semi-annual National Cyber Security Days are coordinated with daylight savings in April and October in the U.S. and are intended to raise the public’s awareness of cybersecurity issues and promote safe online practices. Read on to find out more about National Cyber Security Day.
Questions

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