



POLYTECHNIC UNIVERSITY OF THE PHILIPPINES  
OFFICE OF THE VICE PRESIDENT FOR CAMPUSES  
PUP STO.TOMAS CAMPUS  
Information Technology Program



# MODULE IN COMP 023

## SOCIAL & PROFESSIONAL ISSUES IN COMPUTING

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By: Abegail A. Malabuyoc

# **Lesson I: Introduction to IT Ethics**

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# Definition of Terms

I. **Morality** refers to social conventions about right and wrong that are so widely shared they become the basis for an established consensus. However, individual view of what is moral may vary by age, cultural group, ethnic background, religion, life experiences, education and gender.

**Example: if you witness a friend copy someone else's answers while taking an exam, you be caught in a conflict between loyalty to your friend and the value of telling the truth.**

2. **Attitude** is "a relatively enduring organization of beliefs, feelings, and behavioural tendencies towards socially significant objects, groups, events or symbols" (Hogg & Vaughan). **Attitudes** are shaped by the interaction of situations, experiences and values. All attitudes are learned, and our attitudes vary based on our experiences and learning environment. One way in which our attitudes are formed is through social learning, which involves the influences of family, peers, colleagues, and institutions.

Attitudes can be described in terms of **three components**.

- \* **Affective** component: this involves a person's feelings / emotions about the attitude object. For example: "I am scared of spiders".
- \* **Behavioral** component: the way the attitude we have influences how we act or behave. For example: "I will avoid spiders and scream if I see one".
- \* **Cognitive** component: this involves a person's belief / knowledge about an attitude object. For example: "I believe spiders are dangerous".

## Examples of Attitudes

- a. What you think, what you do, and what you feel is what forms your attitude. For example, if a girl says, "I like dancing", it represents positive thinking towards dancing. This attitude is formed because she believes that she likes dancing, or feels happy while dancing.
- b. Another example, when someone says, "I hate working on project" represents a negative attitude of that person towards the project. He either thinks so, or he believes that doing this work is boring.

Question: What do you think will be the reason/s in the cases above for developing the attitudes?

**3. Values** which came from the Latin root “valere” means to be “strong and vigorous”. To be “valere” is to have vigor, the power to do a specific thing which gives rise to an urgent demand to have it or to realize it. **Values** are the enduring beliefs that a specific mode of conduct or end state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence. Values are more difficult to change or alter than are attitudes, although attitudes are based on values.

**Milton Rokeach** defines values as having to do with modes of conduct and end of existence.

Once a value is internalized, it becomes, consciously or unconsciously, a standard for:

1. Guiding action
2. Developing and maintaining attitudes toward relevant objects and situations
3. Justifying and judging the actions and attitudes of oneself and those of others
4. Comparing self with others.

## **Two Categories of Values**

Rokeach divides values into instrumental and terminal values.

- 1. Terminal values** are values that are likely to maintain a high priority throughout one's life. These often are goals that you want to accomplish during your lifetime.
  
- 2. Instrumental values** are based on the actions and attitudes you have. According to Milton Rokeach, instrumental values reflect the ways you prefer to behave.

Instrumental Values (ways to get there)	Terminal Values (Where you want to be)
<b>Ambitious</b> (hardworking, aspiring)	A comfortable life (a prosperous life)
<b>Broadminded</b> (open-minded)	An exciting life (a stimulating, active life)
<b>Capable</b> (competent, effective)	A sense of accomplishment (lasting contribution)
<b>Cheerful</b> (lighthearted, joyful)	A world of peace (free of war and conflict)
<b>Clean</b> (neat / tidy)	A world of beauty (nature and art)
<b>Courageous</b> (standing up for beliefs)	Equality (brotherhood, equal opportunity)
<b>Forgiving</b> (willing to pardon others)	Family security (taking care of loved ones)
<b>Helpful</b> (working for others)	Freedom (independence, free choice)
<b>Honest</b> (sincere, truthful)	Happiness (being content)
<b>Imaginative</b> (daring, creative)	Inner harmony (freedom from inner conflict)
<b>Independent</b> (self-reliant)	Mature love (sexual & spiritual intimacy)
<b>Intellectual</b> (intelligent, reflective)	National security (safety from attack)
<b>Logical</b> (affectionate, tender)	Pleasure (an enjoyable life)
<b>Obedient</b> (dutiful, respectful)	Salvation (save, eternal life)
<b>Polite</b> (courteous, well-mannered)	Self-respect (high self-esteem)
<b>Responsible</b> (dependable, reliable)	Social recognition (respect, admiration)
<b>Self-controlled</b> (restrained self-disciplined)	True friendship (close companionship)
<b>Self-directed</b> (self-governing)	Wisdom (understanding life)

# **Learning Activity:**

1. List at least 10 principles/values you consider to be very important in your life – principles/values that are the most valuable to you. List them in any order, just as they pop into your mind. The list could start with family, success, improving the world, obedience to God.
2. When you have listed the 10 values, number them in their order of importance to you, with number one being the most important and so on.

# **What is Ethics?**

**Ethics** comes from the Greek word ethos, meaning character. The Greeks believed that developing character would lead one not only to knowing the right thing to do, but to actually doing the right things or living the right way of life.

**Ethics has been defined in various ways.**

- \* **Books define** it as the theory of right conduct or the Philosophy of Morals
- \* **Social implications of ethics**, defining it as the standard of character set by a particular society of men
- \* **Evaluation of moral judgment**, defining it as the study of moral judgments

**Ethical Behavior**, this refers to behavior that is accepted as morally “good” and “right” as opposed to “bad” and “wrong”

**Organizational Ethics**, these are moral principles that define right or wrong behavior in organization.

# Why do we need to study ethics?

According to **Harold Titus**, a well-known professor of Philosophy, we need to study ethics for four reasons:

1. We live in a world where we must not only make decisions, but where there are right ways and wrongs ways of doing things, and ethics should make it clear to us why one act is better than another;
2. In order to have an orderly social life, we must have agreements, understandings, principles, or rules of procedures;
3. Moral conduct and ethical system, both of the past and that of the present, must be intelligently appraised and criticized;
4. Ethics seeks to point out to men the true values of life. It attempts to stimulate moral sense, discover the true values of life, and inspire men to join in the quest for these values.

## **What are the beneficial effects of information technology in our society?**

We use information technology to solve human and social problems through societal solutions such as medical diagnosis, computer-assisted instruction, government program planning, environmental quality control, and law enforcement.

## **What is our ethical responsibility in using information technology?**

The statements of responsibilities contained in codes of professional conduct for IS professionals by following guidelines such as:

1. acting with integrity
2. increasing your professional competence
3. setting high standards of personal performance
4. accepting responsibility for your work
5. advancing the health, privacy, and general welfare of the public

# Computer Ethics

When computers first began to be used in society at large, the absence of ethical standards about their use and related issued cased some problems. However, as their use became widespread in every facet of our lives, discussion in computer ethics resulted in some kind of a consensus. Today, many of these rules have been formulated as laws, either national or international. Computer crimes and computer fraud are now common terms. There are laws against them, and everyone is responsible for knowing what constitutes computer crime and computer fraud.

# Ethical Principles

- I. Golden Rule** – “Do unto others as you would have them do unto you.”  
“Treat others as you would like to be treated.”
- 2. Immanuel Kant’s Categorical Imperative** – if an action is not right for everyone to take, it is not right for anyone. Kant’s categorical imperative states that you should act in such a way that you can will that your act should be a universal law”

Morality is not the doctrine of how we may make ourselves happy, but how we may make ourselves worthy of happiness.

*Immanuel Kant*

3. **Descartes'rule of change** (also called slippery slope)– if an action cannot be taken repeatedly, it is not right to take at all.
4. **Utilitarian principle** – take the action that achieves the higher or greater value. Take the action that achieves the most good. Put a value on outcomes and strive to achieve the best results.
5. **Risk Aversion principle** (also known the greatest good/least harm) – take the action that produces the least harm or the least potential cost. When choosing between actions, select the one that achieves the greatest good for the greatest number and that causes the least harm
6. **No free lunch rule** – if something someone else has created is useful to you, it has value, and you should assume the creator wants compensation for his work.

**Professional Code of conduct** is guidelines that outline the professional obligations and responsibilities of members to their employers, to the public, and to society as a whole. It promulgated by associations of professionals to regulate themselves in the general interest of society.

### **Code of Ethics of the Filipino IT Professionals**

I will promote public knowledge, understanding and appreciation of Information technology.

I will consider the general welfare and public welfare and public good in the performance of my work.

I will advertise goods or professional services in a clear and truthful manner.

I will comply and strictly abide by the intellectual property laws, patent laws and other related laws in respect of Information Technology.

I will accept the full responsibility for the work undertaken and utilize my skills with competence and professionalism.

I will make truthful statements on my areas of competence as well as the capabilities and qualities of my product and services.

I will not disclose or use any confidential information obtained in course of professional duties without the consent of the parties concerned except when required by the laws.

I will strive to attain the highest quality in both the products and services that offer.

I will knowingly participate in the development of the Information Technology.

I will uphold and improve the IT professionals' standards through continuing profession in order to enhance the IT profession.

**Ethical choices are decisions made by individuals who are responsible for the consequence of their actions.**

**Responsibility** is a key element of ethical action. Responsibility means that you accept the potential costs, duties, and obligations for the decisions you make.

**Accountability** is a feature of systems and social institutions. It means that mechanisms are in place to determine who took responsible action, who is responsible.

**Liability** is a feature of political systems in which a body of laws is in place that permits individuals to recover the damages done to them by other actors, systems, or organizations.

**Due process** is a related feature of law-governed societies and is a process in which laws are known and understood and there is an ability to appeal to higher authorities to ensure that the laws are applied correctly.

## Assignment:

1. Explain an imagined scenario where the step you decide to take is considered unlawful, yet it can be viewed as morally right.
2. Explain an imagined scenario where the step you decide to take is permitted by law, yet it would be considered morally wrong.



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# **Lesson 2: Fundamentals of Privacy and Security**

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## **Learning Objectives**

By the end of this lesson, you should be able to:

1. Understand the fundamental concepts and principles of privacy and security, including confidentiality, integrity, availability, authentication, and authorization (CIA+AA).
2. Learn about data protection principles and practices that ensure responsible and safe handling of personal information.
3. Develop awareness of ethical and legal responsibilities in privacy and security practices.

## Introduction

Every time you log in to social media, shop online, or send an email, you are engaging with systems that rely on privacy and security principles. These systems protect not only your personal information but also the trust between users and service providers. However, without understanding the basic principles of privacy and security, it's easy to overlook the risks that come with digital life. This lesson introduces you to the core security principles (confidentiality, integrity, availability, authentication, and authorization), explores data protection practices, and highlights your ethical and legal responsibilities as a digital citizen. By the end of this lesson, you should feel more confident in recognizing why these principles matter and how they connect to your daily online activities..

# **Privacy**

Privacy is the claim of individual to be left alone, and to control the flow of information about him or herself.

# Fundamental Principles of Privacy and Security

The foundation of information security is often summarized as **CIA + AA**:

- 1. Confidentiality** – Ensuring that information is only accessible to those who are authorized. For example, only you (and not strangers) should see your bank balance. Encryption and passwords protect confidentiality.
- 2. Integrity** – Guaranteeing that data remains accurate and unchanged unless modified by authorized people. Imagine if your grades in the school portal were altered without permission—this would violate integrity.
- 3. Availability** – Making sure information and systems are accessible when needed. A website that is always down or a server hit by a denial-of-service attack fails in availability.
- 4. Authentication** – Verifying the identity of a user, device, or system. Login processes (username and password, biometrics, or two-factor authentication) ensure that you are who you say you are.
- 5. Authorization** – Determining what an authenticated user can do. For instance, a student can view grades but only an instructor can change them.

## **Data Protection Principles and Practices**

Protecting data means not just keeping it safe but also managing it responsibly. Common principles include:

- 1. Data Minimization** – Collect only what is necessary. If an app only needs your email, it should not ask for your birthday and address.
- 2. Purpose Limitation** – Data must be used only for the reason it was collected. For example, your contact info for class updates shouldn't be used for advertisements.
- 3. Storage Limitation** – Personal data should not be kept longer than needed.
- 4. Integrity and Confidentiality** – Data must be stored securely, using encryption, firewalls, and access controls.
- 5. Transparency and Accountability** – Organizations must inform users about how data is handled and take responsibility if something goes wrong.

## Practical steps for individuals:

- Use strong and unique passwords
- Keep backups of important files
- Avoid oversharing personal information online
- Be cautious when clicking links or downloading files.

## Ethical and Legal Responsibilities

Laws and ethical guidelines exist to balance the benefits of technology with the protection of human rights.

### ✓ Legal responsibilities:

- In the Philippines, the **Data Privacy Act of 2012 (RA 10173)** enforces rules on how personal data is collected and processed.
- Internationally, the **GDPR (General Data Protection Regulation)** gives citizens rights over their personal information.

✓ **Ethical responsibilities:**

- Respect people's consent when collecting data.
- Avoid surveillance or monitoring that invades privacy without valid reason.
- Think about fairness—just because something is legal does not always make it ethical. For instance, monitoring employees excessively might be legal but unfair.

## **Sample Scenario**

A university collects students' data for enrollment. Later, it decides to share this data with a marketing company without informing the students.

In the given principles of privacy and security what are the violations of the school?

## **Answer/s**

**Confidentiality** is broken because private student data was exposed.

**Integrity** may be at risk if the data is altered by outsiders.

**Authorization** is ignored—students did not permit this use.

**Ethical breach** exists since students' trust was violated, even if no technical law was broken yet.

# **Lesson 2: Intellectual Property and Copyright**

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## Learning Objectives

By the end of this lesson, you should be able to:

1. Explain the concepts of **copyright laws** and **fair use** in the digital age.
2. Differentiate between **patents, trademarks, and trade secrets** and understand their roles in protecting ideas and creations.
3. Recognize the importance and **ethical considerations of open-source software** in the digital world.

## Introduction

Every day, we use music, videos, images, and software created by others. These creations are called intellectual property (IP)—works that come from human creativity and intellect. To protect these creations, governments and organizations enforce laws like copyrights, patents, and trademarks. These ensure that creators receive credit and benefit from their work.

In this lesson, we'll explore how these rights function, what “fair use” means in our digital era, and why understanding them helps us act ethically online.

## Discussion

**Intellectual Property** is a term used to describe as the tangible and intangible works of human mind created by individual, group or corporations.

Intellectual property is any creation or product of the human mind and may be expressed in the form of original ideas, expressions, and processes.

**Intellectual property rights** are the rights given to person over their creation. They give the creator an exclusive right over the use of his or her creation for a certain period of time. According to the Intellectual Property Code of the Philippines (RA No. 8293 s. 1998), IPR consists of the following:

According to the Intellectual Property Code of the Philippines (RA No. 8293 s. 1998), IPR consists of the following:

- Copyright and related rights
- Trademarks and service marks
- Geographic indications
- Industrial design
- Patents
- Layout designs (topographies) of Integrated Circuits (ICs)
- Protection of undisclosed information

# I. Copyright Laws and Fair Use in the Digital Age

**Copyright** is a statutory grant that protects creators of intellectual property from having their work copied by others for any purpose. It is also the exclusive right to distribute, display, perform, or reproduce an original work in copies, prepare derivative works based on the work, and grant these exclusive rights to others..

Copyrighted materials in the Philippines are recorded and stored at the National Library or the Supreme Court Library (R.A. 10372, 2013)

**Eligible works** include architecture, art, audio-visual works, choreography, drama, graphics, literature, motion pictures, music, pantomimes, pictures, sculptures, sound recordings.

**Copyright infringement** is a violation of the rights secured by the owner of a copyright. Infringement occurs when someone copies a substantial and material part of another's copyrighted work without permission.

**Fair Use** allows limited use of copyrighted materials without permission, as long as it meets certain conditions such as:

- **Purpose and character:** For educational, research, or non-commercial use.
- **Nature of the work:** Whether the work is factual or creative.
- **Amount used:** Only a small or necessary portion is copied.
- **Effect on the market:** The use should not harm the creator's ability to profit from the work.

## **2. Patents, Trademarks, and Trade Secrets**

**2.1 Patent** – is a set exclusive rights granted by a state to an inventor for a limited period of time in exchange for the public disclosure of an invention.

*Example:* A new design for a water-saving showerhead or a bottle compactor machine can be patented so others can't copy it without permission.

For an invention to be eligible for a patent:

- I. it must fall into one of the five statutory classes of items that can be patented
  - a. process
  - b. machines
  - c. manufactures (such as made by humans or machine)
  - d. composition of matter (such as chemical compounds)
  - f. new uses in any of the previous four classes
2. must be useful
3. it must be novel
4. it must not be obvious to a person having ordinary skill in the same field

**Patent infringement** the violation of the rights secured by the owner of a patent, occurs when someone makes unauthorized use of another's patent.

## **2. Patents, Trademarks, and Trade Secrets**

**2.2 Trademark** – is a sign capable of distinguishing the goods or services of one enterprise from those of other enterprises. Examples logo, package design, phrase, sound or words that enables a consumer to differentiate one company's products from another.

*Example:* The “Nike swoosh” or “Jollibee” logo are trademarks.

\* **Industrial design** constitutes the ornamental or aesthetic aspect of an article.



\* **Geographical indications and appellations of origin** are signs used on goods that have a specific geographical origin and possess qualities, a reputation or characteristics that are essentially attributable to that place of origin. Example Feta Cheese of Greece, Angus beef of Australia, etc.

## **2. Patents, Trademarks, and Trade Secrets**

**2.3 Trade Secret** – Protects confidential business information that gives a company a competitive edge.

*Example:* The Coca-Cola formula or a restaurant's secret sauce recipe.

## IPR TERMS OF PROTECTION AND PENALTIES AS STATED IN R.A. 8293

	Terms of protection	Penalty
<b>Copyright</b>	Generally, throughout the life of the author plus 50 years after his or her death	1 <sup>st</sup> offense: Php50,000 to 150,000 and/or 1-3 years imprisonment 2 <sup>nd</sup> offense: Php150,000 to 500,000 and/or 3-6 years imprisonment 3 <sup>rd</sup> and subsequent offenses: Php500,00 to 1.5M and/or 6-9 years imprisonment
<b>Patent</b>	20 years (time bound)	Not less than Php100,000 to not more than 300,000 and/or not less than 6 months to not more than 3 years imprisonment
<b>Trademark</b>	10 years from the date of filling of the application	Php50,00 to 200,000 and 2 to 5 years imprisonment

### 3. Open-Source Software and Ethical Implications

**Open-source software** refers to programs whose source code is freely available for anyone to view, modify, or share. Examples include Linux, Python, etc.

Advantages:	Ethical Considerations:
Promotes collaboration and innovation.	Respect the license terms (some require giving credit or sharing modifications).
Encourages learning through shared code.	Do not claim open-source work as your own.
Reduces software costs.	Contribute responsibly to the community.

## **Existing Laws that will protect Intellectual Property**

1. The **Prioritizing Resources and Organization for Intellectual Property (PRO-IP) Act of 2008** increased trademark and copyright enforcement, it also substantially increased penalties for infringement.
2. The original **General Agreement on Tariffs and Trade (GATT)** was signed in 1947 by 150 countries. It created the World Trade Organization (WTO) in Geneva, Switzerland, to enforce compliance with the agreement. GATT includes a section covering copyrights called the Agreement on Trade-Related Aspects of Intellectual Property Rights (TRIPS).
3. The **World Intellectual Property Organization (WIPO)** is an agency of the UN dedicated to developing “a balanced and accessible international intellectual property system, which rewards creativity, stimulates innovation and contributes to economic development while safeguarding the public interest.
4. The **Digital Millennium Copyright Act (DMCA)** implements two WIPO treaties in the US. It also makes it illegal to circumvent a technical protection or develop and provide tools that allow others to access a technologically protected work. It also limits the liability of online service providers for copyrights infringement by their subscribers or customers.

## **Key Intellectual Property Issues**

**Plagiarism** is the act of stealing someone's ideas or words and passing them off as one's own. Plagiarism detection systems enable people to check the originality of documents and manuscripts.

**Reverse engineering** is the process of taking something apart in order to understand it, build a copy of it, or improve it. Reverse engineering was originally applied to computer hardware but is now commonly applied to software as well.

**Cybersquatters** register domain names for famous trademarks or company names to which they have no connection, with the hope that the trademark's owner will eventually buy the domain name for a large sum of money.

## **Sample Case**

A student downloads a copyrighted movie, edits it, and uploads it to YouTube with new background music without crediting the creators.

## **Violations:**

1. Breach of copyright (unauthorized reproduction and distribution)
2. Unfair use, since it is for entertainment, not education
3. Ethical use, because the original creators are not acknowledged.

## **Correct Practice:**

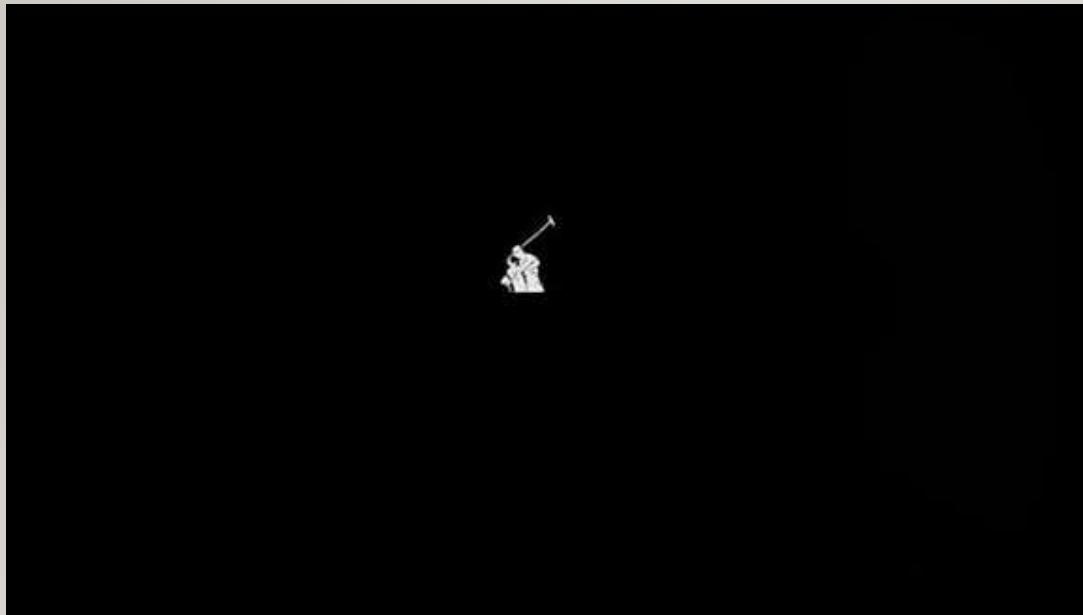
If the student used short clips for commentary or educational critique, properly cited the sources, and avoided monetization, that could fall under **fair use**.



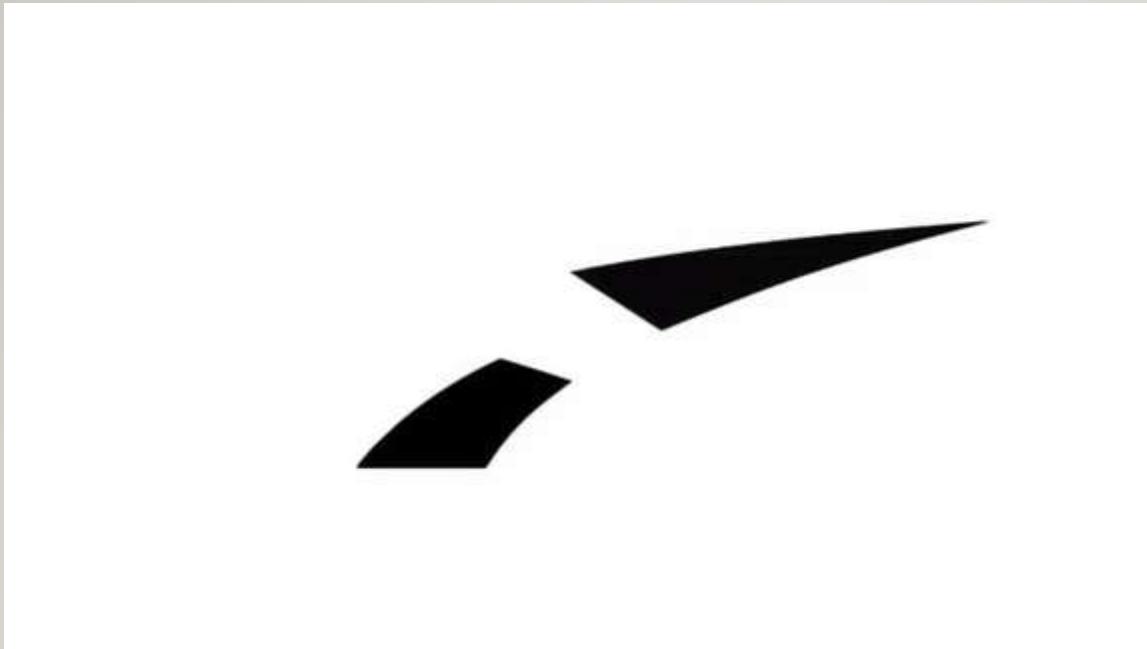
# Guess the LOGO Design







RALPH LAUREN



Reebok



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# **Lesson 3: Social and Cultural Impact of Information Technology**

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## **Learning Objectives**

By the end of this lesson, you should be able to:

- 1.Explain the concept of the digital divide and its social implications.
- 2.Discuss the relationship between Information Technology (IT) and cultural diversity.
- 3.Analyze the impact of social media on society and the individual.
- 4.Reflect on how IT shapes human interaction, culture, and social behavior.

## Introduction

Information Technology (IT) has transformed how people live, learn, and connect. It bridges distances and enables instant communication—but it can also widen inequalities and reshape cultures. In this lesson, we'll explore how technology affects society from both positive and negative perspectives, focusing on the digital divide, cultural diversity, and the influence of social media.

Think about it: How has technology changed your daily life, your relationships, or even the way you see the world?

## Introduction

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## EXAMPLES OF HOW INFORMATION TECHNOLOGY TRANSFORMING LIVES

- By way of communication
- The way to do work.
- New products designed with the help of a supercomputer.
- How to learn?
- How to play?
- The way we travel.
- What we can do by ourselves?
- Our ability to move around
- Our ability to predict the world around us
- Information technology new jobs and careers

## **Discussion**

### **I. Digital Divide and Its Social Implications**

The **digital divide** refers to the gap between people who have access to modern information and communication technology and those who do not. This divide can exist between countries, communities, or even families.

#### **Causes:**

- Unequal access to internet connectivity and devices
- Differences in income, education, or geographic location
- Lack of digital literacy and training

## **Social Implications:**

- **Education gap:** Students without access to the internet struggle in online learning.
- **Employment inequality:** Many jobs require digital skills, leaving others behind.
- **Social isolation:** Those without connectivity may feel excluded from modern society.

## **2. IT and Cultural Diversity**

IT allows us to share our cultures globally—music, art, language, and traditions are now accessible online. However, it also creates new challenges.

### **Positive effects:**

- Promotes cultural exchange and understanding.
- Preserves local traditions through digital archives and social media.
- Encourages creative collaboration across countries.

## **Negative effects:**

- Cultural homogenization—smaller cultures risk being overshadowed by dominant ones.
- Misrepresentation or cultural appropriation online.
- Loss of face-to-face traditions and local community interaction.

### **3. Impact of Social Media on Society and the Individual**

Social media has become a central part of modern life, influencing how we communicate, learn, and perceive ourselves.

#### **Positive impacts:**

- Connects families and friends across distances.
- Serves as a platform for advocacy, awareness, and education.
- Encourages creativity and collaboration.

## **Negative impacts:**

- **Addiction and mental health issues:** Constant scrolling and comparison can cause anxiety or low self-esteem.
- **Misinformation:** Fake news spreads faster than truth.
- **Privacy concerns:** Oversharing puts users at risk.
- **Cultural polarization:** Online debates can deepen divisions rather than promote understanding.

## **Negative impacts:**

- **Addiction and mental health issues:** Constant scrolling and comparison can cause anxiety or low self-esteem.
- **Misinformation:** Fake news spreads faster than truth.
- **Privacy concerns:** Oversharing puts users at risk.
- **Cultural polarization:** Online debates can deepen divisions rather than promote understanding.

## **Sample Case**

A rural public school received new tablets and internet access through a government program. While some students quickly adapted, others lacked basic digital literacy and depended heavily on tech-savvy classmates.

## **Analysis:**

- **Digital Divide:** Unequal skills and experience created learning inequality.
- **Cultural Impact:** Students gained exposure to global content but struggled to value local traditions.
- **Social Media Influence:** Many students spent more time on entertainment apps than educational materials.

## References

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World Bank. (2021). *The Global Digital Divide Report*. <https://www.worldbank.org>

## **Assignment:**

### **Instructions:**

1. Draw or create a digital map showing how technology influences different aspects of your life (education, communication, family, culture, beliefs, etc.).
2. Identify both **positive** and **negative** impacts.
3. In a short paragraph, reflect on how you can use technology responsibly to promote equality and cultural respect.

**Output:** One-page visual map and reflection paragraph.