Personalised
Digital
Learning
Programme

FOUNDED 1963

PDLP @ Swiss Cottage
1) Device Management Application
2) Device Rollout

∘ Honour and Humility ∘

We Nurture Students To Become Reflective Thinkers and Caring Citizens who Lead to Serve the Nation and the World

QnA Time

(1) Go to Slido.com
(2) Key in event code 'E712'
(3) Type in your questions

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Role of DMA
In Supporting Student Learning

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Supporting Students in the Safe and Conducive Use of the Devices

The school has measures in place to enable <u>a safe and conducive learning environment for students in the use of PLDs for teaching and learning</u>:

- Educating students on Cyber Wellness
- Classroom management and routines
- Device Management Application (DMA)

We need to partner you in ensuring that your child is well supported both in and outside of school.

Cyber Wellness Concerns Identified by International Studies*

Harmful online content

50% of Singaporean teenagers are exposed to cyber threats & 28% of them are exposed to violent content.
(COSI, 2020)

Distraction from learning

72% of teens feel compelled to immediately respond to texts, social posts and notifications.
(Kimball & Cohen, 2019)

Excessive screen-time

Teens who don't sleep enough report higher levels of depressive symptoms than well-rested peers (31% vs 12%).
(Kimball & Cohen, 2019)

* Refer to Slide 22 for the references of the research papers cited in this slide.

Parents' Sentiments on DMA

Why parents are supportive of DMA

This is a positive direction from MOE to normalise the use of technology and **it will support and enable the teachers to be more effective on HBL.**

- Parent of 2 children in secondary school

I am of the view that DMA is a **compulsory tool** which will overall benefit all stakeholders. We like it or not, there are a lot of disinformation.

- Parent of a child in secondary school

Parents prefer to have such monitoring software all this while in order to **safeguard students' cyber wellness, and necessary/appropriate action can be taken if the device is not used for the intended purpose**. Some parents even request the school to extend the monitoring hours from during school hours to 24/7 365 days. However, we help to explain to parents that behaviour is considered as the tip of iceberg, parents need to find out the underlying causes. I have also noticed these parents feel relieved when they know that monitoring software will be installed for monitoring purpose.

- Parent of 2 children, who is a PSG leader in a secondary school which has implemented Mobile Device Management (MDM) in students' PLDs since 2015

Device Management Application

The Device Management Application (DMA) software will be installed* on all students' devices** to provide a safe learning experience for your child, and to prevent misuse of the device.

The DMA will be **funded by MOE** and will be **uninstalled** from the device **when your child graduates / leaves the school**.

*Installation of the DMA will be performed after the collection of the device.
  Students will be guided on the installation.
**Both devices purchased through the school and pre-existing student-owned devices.

Components of DMA

The Device Management Application (DMA) software consists of the following three components:

1. **Mobile Device Management Service**
2. **Classroom Management Service**
3. **Usage Management Service**

DMA Service Components and their Functions

1. Mobile Device Management Service (MDM)[1]

This facilitates the **updating and management of the Personal Learning Devices (PLDs), protects PLDs from malicious software**, and **protects students from objectionable internet content**.

- Automatic installation of apps required for teaching and learning
- Filtering of objectionable content (e.g. pornography, gambling, violence)
- Configure PLD security
- Capture and report hardware information (e.g. processor, RAM, storage space, serial number and mac address of the device) for registration and management of PLD

[1] MDM is **a core service** that is required to deliver Classroom Management Service and Usage Management Service (which includes the Parental Control app).

DMA Service Components and their Functions

2. Classroom Management Service (CMS)

This enables teachers to **manage the student's use of the PLD** during lesson time to improve classroom management and support effective teaching and learning

- Activated only during class time
- Monitoring of student use of PLDs in class – e.g. view students' screens
- Manage and control student PLDs in class – e.g. device lock-down
- Launching of specific applications and/or websites for teaching and learning
- Facilitate sharing of content

DMA Service Components and their Functions

3. Usage Management Service (UMS)

This enables the school and/or parents to **better supervise and set helpful limits for students' use of PLDs after school**.

- Screen time control
- Control access to applications, and permission to install applications
- Safe search and additional web content filtering
- Monitoring of usage and activities by students

Types and Purpose of Data Collected by DMA

Data for DMA Administrative Purposes

Essential for DMA and lesson set up and management of devices through DMA

Examples:
- Students' and parents' information (Name, school name, email addresses, and class)
- Apps installed in your child's PLD
- Device and hardware information (e.g. device model, storage space)

Accessible by:
- Teachers
- Parents (for activities after school hours)
- DMA administrators in school and at MOE
- DMA contractors

Data for Web Content Filtering

Filtering of harmful content to ensure students' cyber safety

Examples:
- URLs accessed on the PLDs (*Activities on the websites are **NOT** captured*)
- Date and time of the access
- Student profile (Name, School name)

Accessible by:
- Teachers (for activities during lessons)
- Parents (for activities after school hours)
- DMA administrators in school and at MOE
- DMA contractors

Types and Purpose of Data Collected by DMA

Data for Application Management

To ensure that the installed apps are updated and functioning properly

Examples:
- Installed apps and programs
- Date and time that the apps and programs were last updated
- Application error data

Accessible by:
- Teachers (for activities during lessons)
- Parents (for activities after school hours)
- DMA administrators in school and at MOE,
  - DMA contractors

Data for Sharing Students' Screen

To allow teachers to check that students are on task, and address possible questions in class

Example:
- Only the streaming of 'live' screen view. *(The screen view will NOT be stored)*

Accessible by:
Teachers **during class only**

Data Collected and Access Rights

The DMA does **<u>NOT</u>** collect any of these data:

- Student login IDs and passwords
- Student's activities and data (e.g. posts, online comments, shopping cart, etc.) when they visit websites and use apps
- Documents and photos stored in the PLDs
- PLD location
- Webcam videos and microphone recordings

DMA Settings for In-school and After-school use of Devices

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In-School DMA Settings (Default)

Schools will determine DMA settings for in-school use that are designed to help **students focus on learning in a safe and conducive online environment.** As a default, these settings will continue to be in place after school as well.

1. MOE/school determines level of **web content filtering** including social media sites, pornography, gambling, extremist and violence-related sites
2. School will determine any restrictions to PLD **usage time**
3. School will determine the **apps and programs to be installed** for teaching and learning
4. **Parental controls** will be enabled to allow parents to monitor child's PLD activities and partner school to ensure child's cyber well-being

Providing parents with **greater choice** for after-school PLD use	**Default**	**Option A**	**Option B**
	MOE/school DMA settings will continue after school hours*	Parents can determine DMA settings after school hours*	Parents can choose to disable DMA after school hours*
More information on how parents can exercise your option will be provided soon.	For parents who want their child's use of the devices to be restricted only to teaching and learning, and prefer to leave it to the school/MOE to decide on DMA settings both during school and after school hours.	For parents who want more leeway over the use of the device, and to want to take charge of the level of restrictions for their child's use of the device after school hours.	For parents who do not want their child's use of the device to be regulated by DMA after school.

*School hours refer to the time within which students are involved in structured learning activities within the school, including time allocated for CCAs and enrichment programmes. The hours are defined by the school.

- **Having default school settings continue after school hours is the best option for parents who prefer not to, or do not feel ready to manage their child's device use on their own.**
- **Parents can request to change their choice of DMA settings at any time.**

DMA Settings For Option A

Under Option A, parents have control over the following functions in their child's PLD after school operating hours:

- Screen time control
- Application filtering
- Additional Web Content filtering
- Monitoring of usage and activities
- Installation of Apps

Schools will pre-set a specific time for the DMA to switch over to parent control settings as well as a time for the school's DMA settings to be re-enabled for use during school hours.

Option B – Disable DMA After School Hours

- Parents will not be able to disable the DMA on their own. This disabling will be centrally done by the schools.

- Schools will pre-set a specific time for the DMA to be turned off as well as a time for the school's DMA settings to be re-enabled for use during school hours.

Consider the following questions before deciding on opting out of the Default DMA settings

Child's current device usage habits
- How much time does my child spend on their device?
- How well is my child able to regulate their device usage on their own?
- Does my child get easily distracted while doing online learning?

Parental involvement
- How confident and familiar am I with managing my child's cyber wellness?
- Are there existing routines and open conversations on the use of the Internet at home?
- Am I aware of how to prevent different types of cyber threats that my child might face?

Have a conversation with your child to talk about which setting is best for your child's learning.

How to Activate the Options

- Default Option requires no action on the parents' part (opt-out scheme)
- To activate Option A and B, parents will write an email to the school via scss@moe.edu.sg
- School will contact parent to understand the situation and advise accordingly
- School will activate Option A/B once it is approved by the Year Heads.

Note: Activation request should preferably only be made either at the start of PDLP Programme OR the start of each term, unless in the event of contingencies.

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Device Management Application (DMA)

mobile guardian

App Icons

Dark app icon   Light app icon

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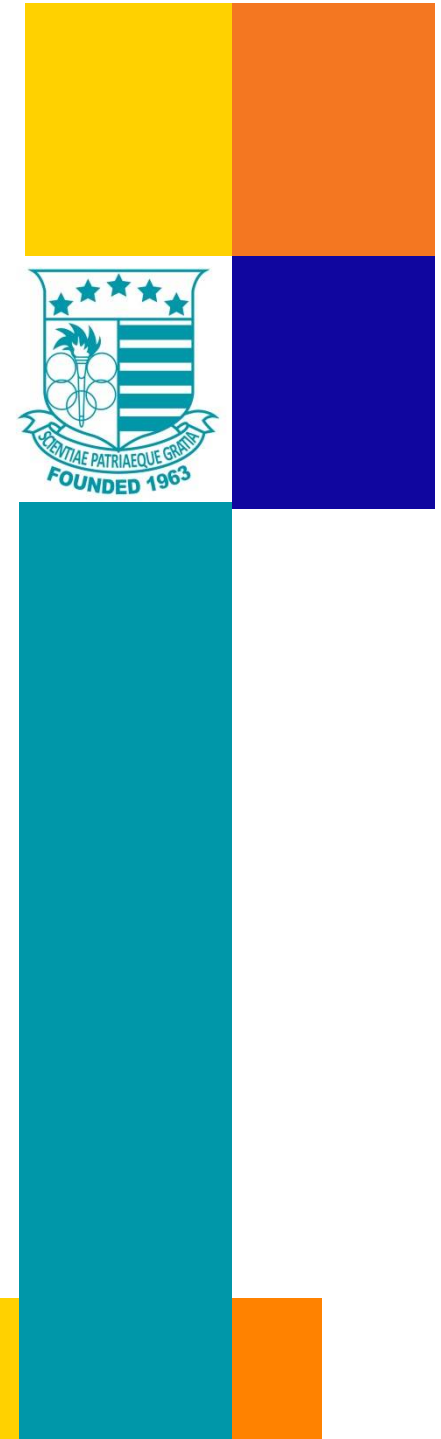
Notes

- Adjustments to usage time will be made during school holidays, public holidays, term breaks and MY/EOY holidays

- Parent User Guide for MG will be made available at school website

- Parents may also refer to MG website, their Helpdesk telephone line and their tutorial videos on YouTube for assistance

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Additional Resources for Parents

To support you in keeping your child safe online, you may refer to these additional resources:

- Parent Handbook (I) on Learning with a Personal Learning Device (shared by the school)
- Parent Kit on Cyber Wellness for Your Child (https://go.gov.sg/moe-cyber-wellness)

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References

Statistics cited on Slide 6 are obtained from:

1. DQ Institute. (2020). 2020 Child Online Safety Index (COSI): World-first real-time measure for online child safety. Retrieved 22 February 2021 from www.dqinstitute.org/child-online-safety-index

2. Kimball, H. & Cohen, Y. (2019). Children's Mental Health Report: Social Media, Gaming and Mental Health. New York: Child Mind Institute

Device Collection and DMA Enrolment
a) Students
b) Parents

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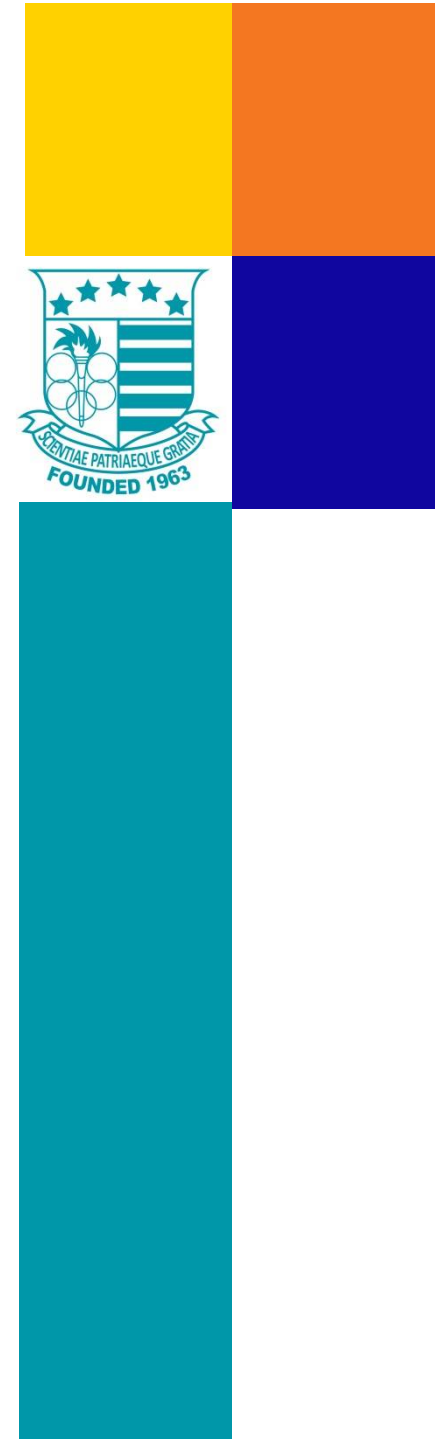
Contents

- Roll-out to Students on 15/4 Thursday in School

- MG Enrolment for Parents thereafter

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Student Rollout Day – Process (1 hour)

(1) Identity verification → (2) Match iPad serial number with student identity → (3) Unboxing → (4) Check iPad physical health

(8) Keep iPad in locker. To bring home after school ← (7) Teacher to check and confirm MG enrolment status ← (6) Step-by-Step enrolment ← (5) Fit iPad to casing

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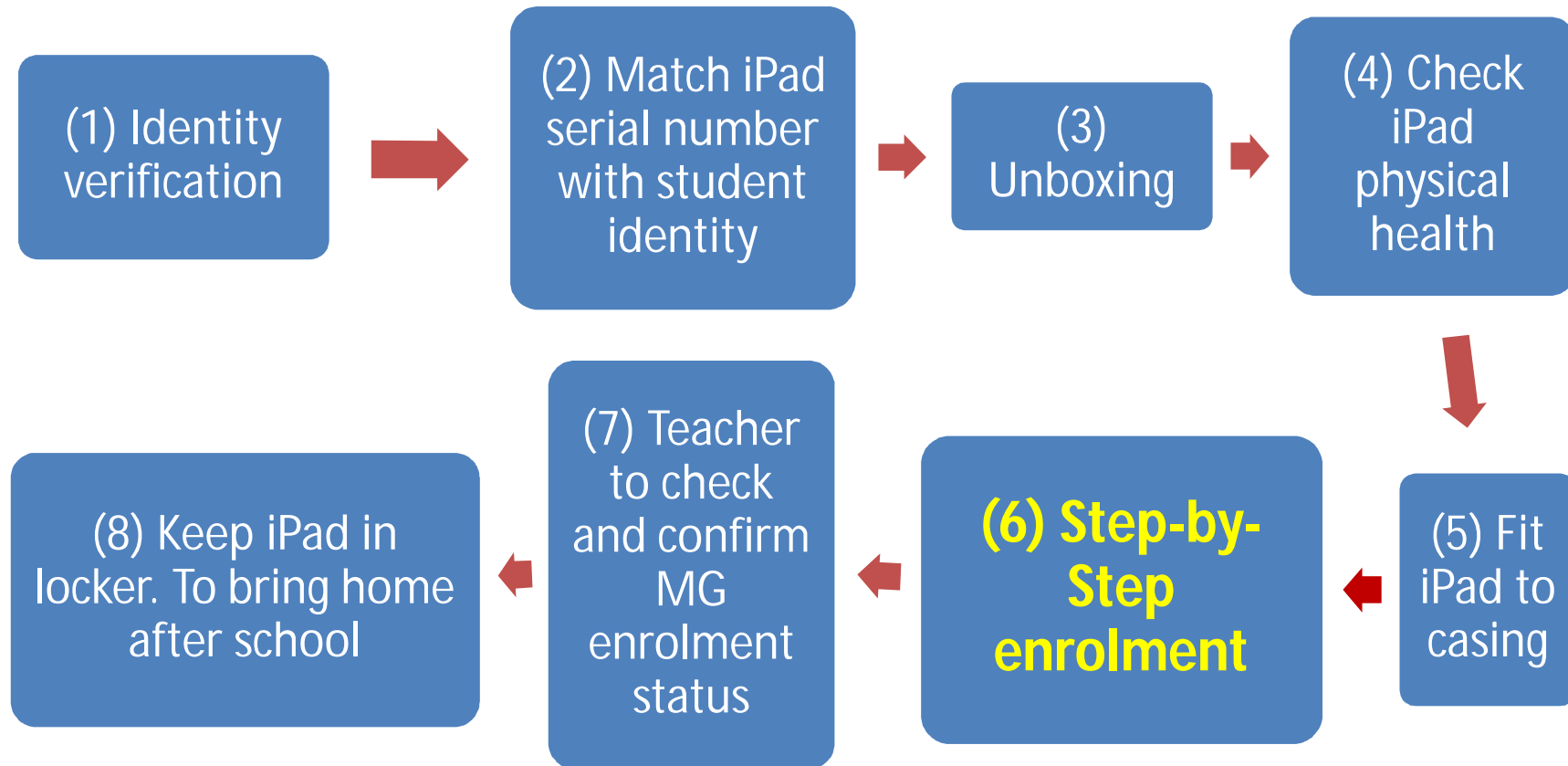
Roll-Out to Students

- Students briefing prior to D-Day
- Parent Gateway notification prior to D-Day
- Roll-out does not apply to:
  - Student-owned iPads to be used for the PDLP programme
  - parents who want to collect the new iPad on their own i.e. did not authorise their child to collect in school
- Roll-out will be scheduled separately for these two categories of students.

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Roll-out Day – Things to Bring

- Ezlink card or NRIC (for photo identification)
- Think of a secure 6-digit passcode
- Paper and Pen (to record the Passcode)
- Student iCON user ID and password
- A medium-sized bag to bring iPad, accessories and packaging home

Post Roll-Out Instructions

- Get a suitable iPad screen protector
- Charge iPad to 100%
- Charge Apple Pencil to 100%
- Orientate yourself to the features and functions of the iPad
- Keep Collection Note in a place where it can be easily located
- Keep packaging for 1-to-1 exchange within 7 days
- Bring iPad, casing with keyboard, Apple Pencil and ear phone to school everyday starting 19/4 Monday

Parent Enrolment into MG

- MG accounts will be created for parents to facilitate the deployment of the Parental Controls

- More information on the controls, schedule and activation procedures to be advised.

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Thank you and we look forward to partnering you in our students' digital literacy journey!

PDLP
Students' Digital Literacy
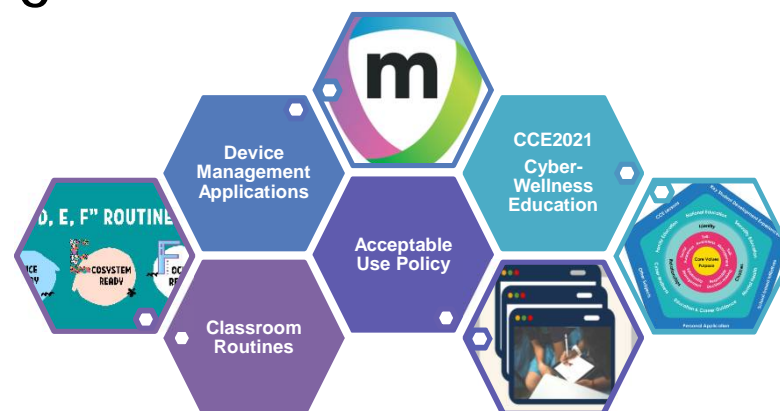
Digital Security and Safety Management

Parent Engagement Session
Friday 26 Mar 2021

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Contents

Device Management Applications

CCE2021 Cyber-Wellness Education

Acceptable Use Policy

Classroom Routines
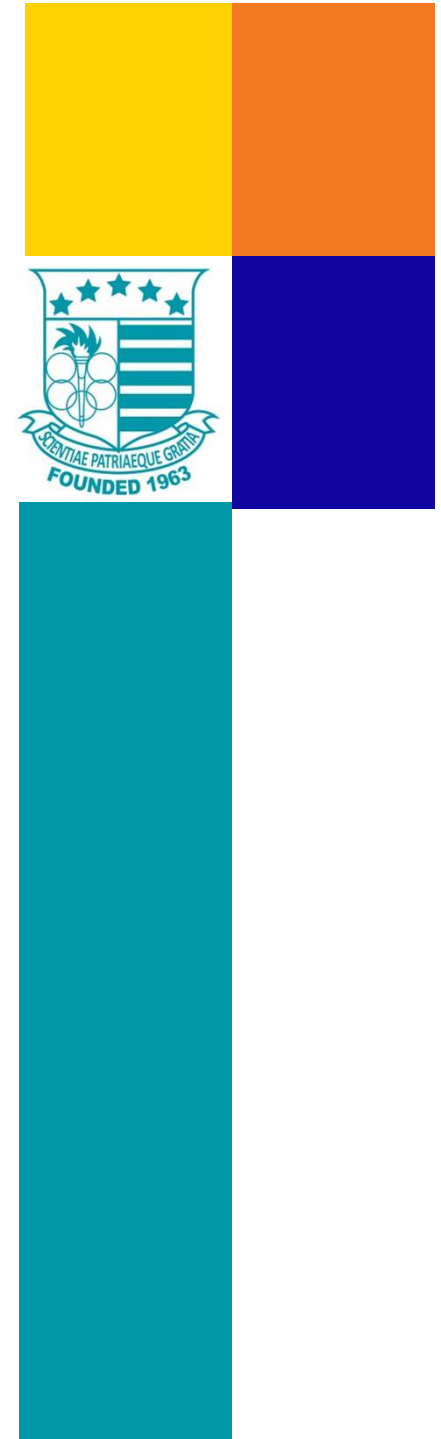
Objectives

Create a **safe** digital environment for students.

Develop **responsible** digital learners.

Digital Security and Safety Management
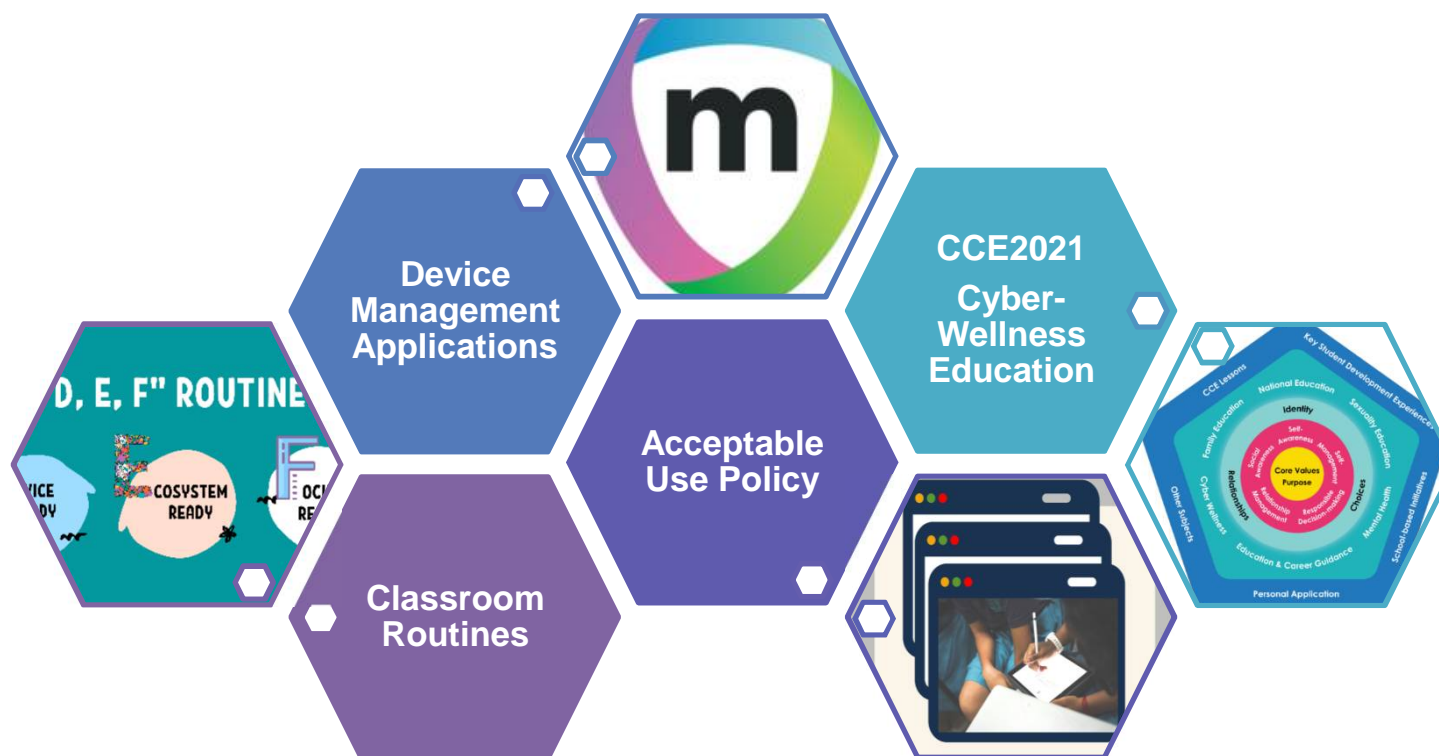Establishing Structures and Processes for Safe use of PLDs

Components to Ensure Safe and Responsible Use of Technology

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Components to Ensure Safe and Responsible Use of Technology

Device Management Applications

CCE2021 Cyber-Wellness Education

Acceptable Use Policy

Classroom Routines

"D, E, F" ROUTINE

Classroom Routines

Classroom Routines

Device Ready

1. Ensure your device is sufficiently charged before lessons
2. Ensure you have a stable connection to the School's WiFi Network
3. Device should be in the Device State according to Teachers' instructions (refer to Device States below)

Ecosystem Ready

1. Ensure that Apple TV is powered on and Connected
2. Ensure that accessories (e.g. Apple Pencil and Keyboard) are paired and accessible
3. Ensure that you have joined the Apple Classroom when instructed

Focus Ready

1. Device silenced and Notifications Managed (schedule Do Not Disturb)
2. Non-essential Apps closed
3. Ensure sufficient space for all lesson material on your desk

"D, E, F" ROUTINE!

DEVICE READY **E**COSYSTEM READY **F**OCUS READY
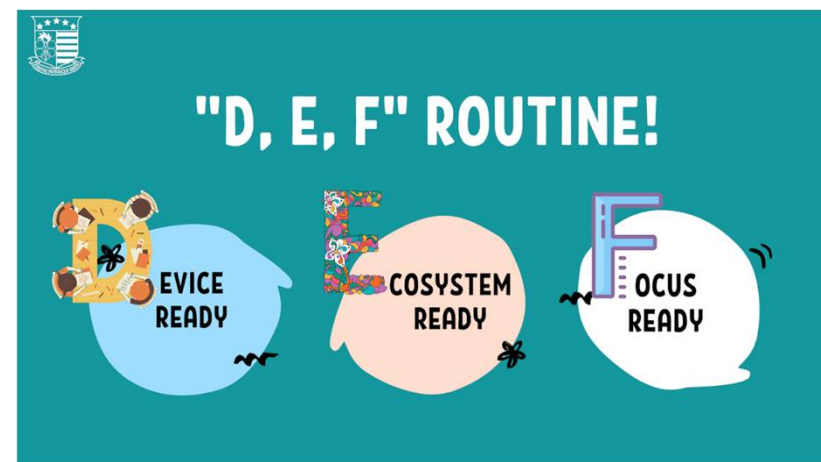
Device States

All Teachers in Swiss will use the following Device States to indicate how they would like you to prepare your devices in the classroom. Familiarise yourself with these Devices States to ensure you are able to respond appropriately to instructions so that lessons can go on smoothly and without interruption.

DEVICE STATES				
180	45	Eyes Up	Standby	Stored (in Classroom Lockers)
Device flattened to facilitate handwriting	Device upright to facilitate typing	Device closed but can remain on table	Device closed and kept inside school bag	Device locked away when not used for lesson

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CCE 2021: Cyber Wellness

a Embrace the affordances of technology while maintaining a balanced lifestyle between offline and online activities

b Be a safe and responsible user of technology and maintain a positive online presence

c Be responsible for personal well-being in the cyberspace

SENSE

ACT — THINK

CYBER WELLNESS PRINCIPLES

Respect for Self & Others
Safe & Responsible Use
Positive Peer Influence

Sense – Think – Act Process

Sense: Identify the possible risks of harmful behaviours online and learn how to protect oneself

Think: Analyse, evaluate and reflect on the online situation based on the three CW principles

Act: Translate understanding into actions so as to be safe and have a positive presence online

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Digital Security and Safety Management
Establishing Structures and Processes for Safe use of PLDs

What is the Acceptable Use Policy?

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What is the AUP?

- **Manage and guides** students' use of their Personal Learning Devices (PLDs)

- Provide Guidance for **Safe and Responsible** usage

- Frame students understanding of the **purpose of their PLDs** and how they should be used.

- Used to link appropriate behaviour to **School Values**.

- Incorporates **Cyber Wellness Principles**

Overarching Themes

Honouring Self and Others	Safe and Responsible Use	Positive Peer Influence
Swiss Thoughtful Leaders demonstrate Honour and Humility by being **respectful and gracious in their interactions** with others and **respecting the rights of others.**	Swiss Thoughtful Leaders demonstrate care for their devices by being **responsible for their actions** and showing **consistency in word and deed.**	Swiss Thoughtful Leaders demonstrate leadership by **inspiring others to effect change by positive example** and using technology to advocate for causes efficaciously.

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What is the AUP for?

- To establish a **common understanding** of acceptable and appropriate use
- Ensure **expectations are consistent** across stakeholders

School

- Provide Teachers with guidance on expected behaviours to model and reinforce in School.
- Demonstrate the school's commitment to creating a safe learning environment for all staff and students.

Students

- Provide clear descriptions of behaviour and practices expected of all students as responsible users of technology
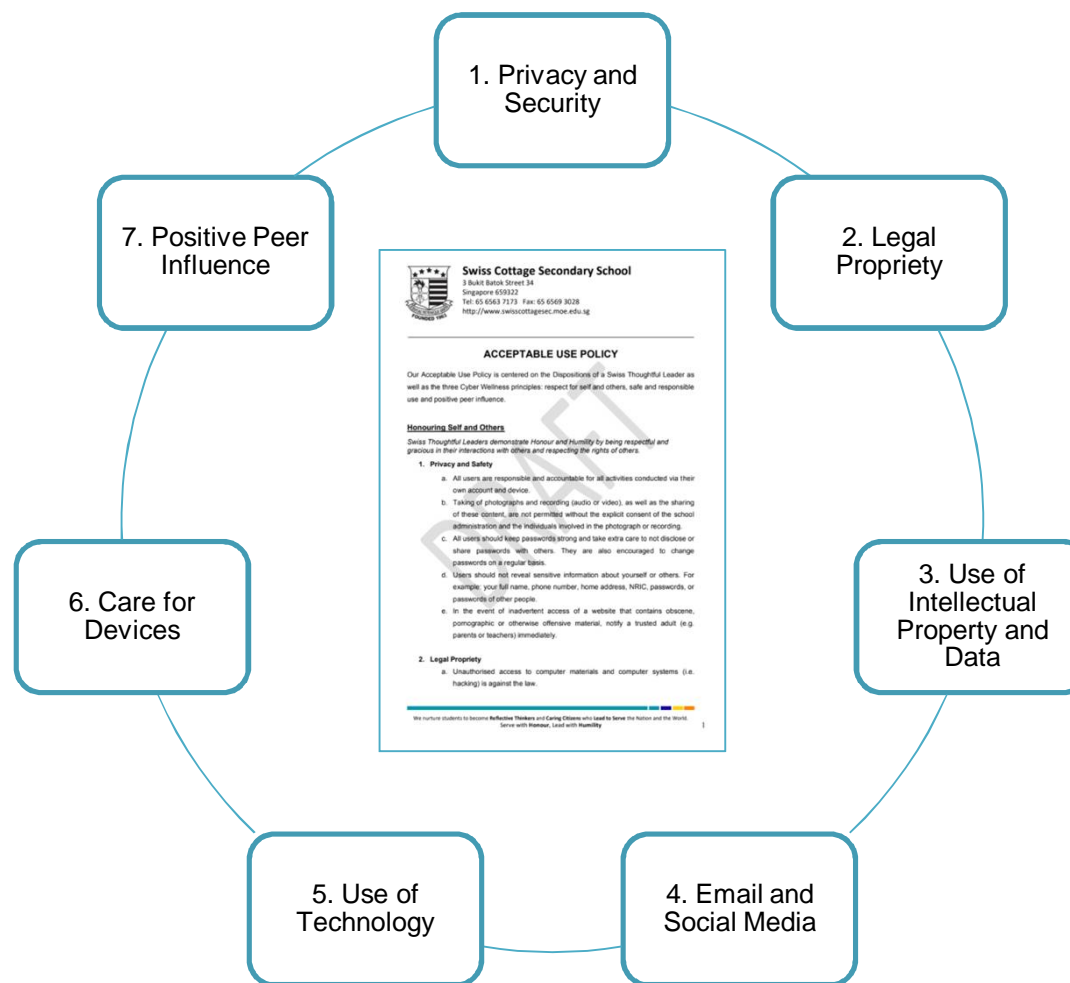
Parents

- Provide guidance on best practices to model and reinforce at home
- Accountability and Partnership

Sections in the AUP

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Digital Security and Safety Management
Establishing Structures and Processes for Safe use of PLDs

Consequences of Breaching the Acceptable Use Policy

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Consequences

Minor Offences

Cases will be managed on an individual basis and teachers will take appropriate corrective measures to help students adopt appropriate behaviour. Parents will also be informed and may be engaged to help the student correct their behaviour. Repeated or recalcitrant cases may be referred to Level Discipline Masters if further assistance is required.

Major Offences

Cases should be referred to the Student Discipline and Recognition Committee for follow-up action. Students may receive demerit points and/or other appropriate consequences depending on the severity of the offence.

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Confiscation of PLDs

Confiscation of Devices

Personal Learning Devices may be confiscated in cases where **investigation** is required.

Teachers may confiscate students' PLDs and refer the matter to Level Discipline Masters. Parents will be notified, and devices should only be searched after seeking the approval of School Leaders.
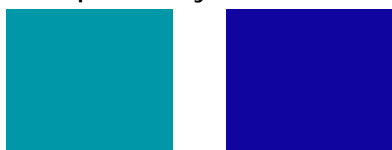
Thank you!

We look forward to partnering you to ensure Safe and Responsible learning here in Swiss.

Prepared by the PDLP Student Digital Literacy Team

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