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NURTURE ADOLESCENTS' CYBERETHICS BY ENHANCING THEIR SELF-KNOWLEDGE AND SELF-AWARENESS USING A PRESSURE-FREE SELF-ASSESSMENT STRATEGY [ABSTRACT]

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ABSTRACT

Aim/Purpose	In adolescents' cyberethics education, case-based discussion, debate and role-playing are commonly used instructional strategies to engage students in critical dialogues in an open setting. However, the open setting is entirely different from the private and individual environment when adolescents go online. Teachers are in a position of higher power and peers' observation provokes certain level of peer pressure. Students may not truly express their attitudes in the process for self-reflection.
Background	This study elaborated an instructional strategy with a pressure-free self-assessment exercise that aimed to enhance adolescents' self-knowledge and self-awareness regarding their attitudes on cyberethics.
Methodology	The instructional strategy was divided into two phases. The purpose of the first phase was to enable students to obtain background knowledge on cyberethics. The second phase, with a pressure-free self-assessment element, aimed to enhance students' self-knowledge and self-awareness on cyberethics. The study was carried out in a subsidized secondary school in Hong Kong. A total of 28 students at secondary three level participated in this study.
Contribution	In theoretical perspective, the researcher suggested an adolescents' cyberethics framework with dimensions of information security, privacy, intellectual property and netiquette. To nurture adolescents' cyberethics, this study emphasized the importance of including theories of self-presentation, self-knowledge and self-awareness in the area of social psychology into cyberethics education.
Findings	Students considered that the self-assessment exercise enabled self-reflection and enhanced self-knowledge on their attitudes of cyberethics. They also found it more effective for self-reflection compared with commonly used strategies and they will be more aware of cyberethics in their future online activities.

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Recommendations for Practitioners	Education practitioners are recommended to include a pressure-free self-assessment exercise to enhance the teaching effectiveness of cyberethics education.
Recommendation for Researchers	This study opens avenues for further investigations of adolescents' cyberethics with consideration of adolescents' cognitive, psychological, social and emotional factors.
Impact on Society	It is expected that the attitudes and behaviors of digital citizens can be improved by using this instructional strategy in cyberethics education.
Future Research	Researcher could explore how different developmental factors affect adolescents' decision-making on various issues of cyberethics.
Keywords	cyberethics, adolescent, self-presentation, self-knowledge, self-awareness, self-assessment, pressure-free, information ethics, information security, privacy, intellectual property, netiquette

BIOGRAPHY



Wing Shui Ng has extensive involvement in computer education in Hong Kong. In addition to the experience to serve as the Panel Head of computer subjects and the person in charge of Information Technology in Education Committee in schools, he was seconded to Technology Education Section of Curriculum Development Institute of Education Bureau to develop New Senior Secondary Information and Communication Technology Curriculum, to participate in school-based curriculum development, to organize teacher training programmes and to serve as a speaker in educational seminars. He also contributed his expertise to serve as a reviewer of Computer Education Textbook Review Panel and as a setter as well as a marker of public examination papers for Hong Kong Examinations and Assessment Authority.

Moreover, he was appointed as the Subject Expert Adviser in an advisory study on computer curriculum in Hong Kong. Other than his involvement in computer education, he has substantial experience in school administration by the experiences of serving as the School Development Officer in Education Bureau and a member of School Administrative Council. Currently, Dr. Ng devotes his efforts for training pre-service and in-service teachers as well as conducting educational research in The Education University of Hong Kong. He also dedicates efforts to serve as a speaker and a committee member of international conferences, as well as to serve as a reviewer of international journals. His research areas include Information Technology in Education and Assessment for Learning.