The Personal Learning Device (PLD) Initiative

Briefing for Parents

A PRESENTATION BY
MINISTRY OF EDUCATION, SINGAPORE

The National Digital Literacy Programme and the PLD Initiative

An Overview

The National Digital Literacy Programme (NDLP)

1. The NDLP was launched in March 2020 to help students **strengthen their digital literacy and acquire digital skills** needed to navigate an increasingly digitalised world.

2. Under the NDLP, every secondary school student will **own a school-prescribed Personal Learning Device (PLD)**. Students may use funds from their Edusave Account to pay for the PLD.

Intended Outcomes of the PLD Initiative

The use of the PLD for teaching and learning aims to:

Support the Development of Digital Literacy

Support Self-Directed and Collaborative Learning

Enhance Teaching and Learning

Learning with a PLD
Meridian Secondary School

How will your child/ward use the PLD?

At Meridian Secondary School, your child will use their Chromebooks for

1. Active Learning in all subjects (SLS lessons and learning resources, Video conferencing lessons, online quizzes and submission of work)

2. Creation of digital products using ICT tools in co-curriculum areas such as Applied Learning Programme, VIA, Learn for Life Programme

3. Communication and collaboration with peers and the community (sharing of artefacts and online SLS discussions with guidance from teachers)

4. Independent and self-directed learning (Productivity Lesson in SLS, completing guided tasks and self-initiated tasks online)

Supporting Students in the Safe and Effective Use of the Devices

Cyber Wellness Concerns Identified by International Studies

Harmful Online Content

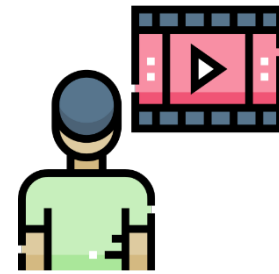50% of Singaporean teenagers are exposed to cyber threats and 28% of them are exposed to violent content.

(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)

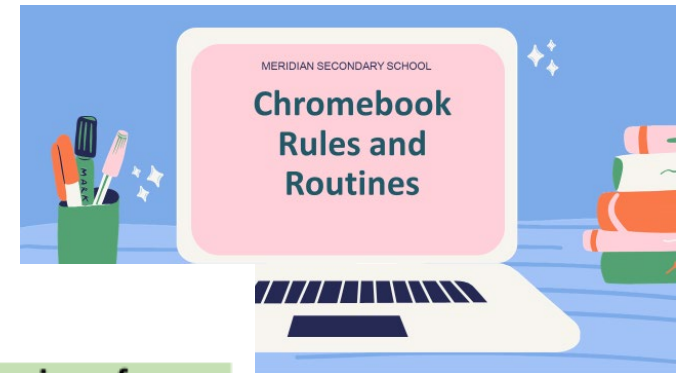*Refer to Slide 65 for the references of the research papers cited in this slide.*

Supporting Students in the Safe and Effective Use of the Devices

The school has measures in place to enable a safer digital environment for learning with the use of PLDs, e.g.

- Classroom management and routines

- Cyber Wellness Education in CCE

- Partnering parents/guardians to support students in their use of technology for learning

- Device Management Application (DMA) to support a safer digital environment for learning

Classroom Management and Routines

- To provide clarity for the use of the Chromebooks in and out of school.

Chromebook General Rules

Only for Learning Purposes	**Responsible Use**	**Charging of Chromebooks**
1) Chromebook is meant for Learning Purposes during curriculum hours or official school activities. 2) It should not be used for recreational, leisurely or personal use that does not aid in learning.	1) Do not leave Chromebook unattended at all times 2) Locked in lockers during Recess, PE or CCA 3) No Chromebooks allowed during Recess or in the canteen	1) Strictly no charging of Chromebooks in the school. If Chromebook runs out of battery, you may have to seek permission from Subject Teachers. Exceptions may be given on a case-by-case basis if there is a valid reason.

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Classroom Management and Routines

- To develop responsibility and good habits in the use of Chromebooks.
- To ensure that the Chromebooks are kept in good condition for subsequent use.

Chromebook Routines
- Daily Routine of Mary

Form Teacher time (before 1st period),

Mary will...

1) get Chromebook ready on table (do not switch on yet).
2) use her Chromebook after temp-taking, HP lock away and FTs daily instructions.
3) key in homework and school events in Google Calendar.

Chromebook Routines
- Daily Routine of Mary

Chromebook half-closed

During the lesson,

Mary will...

1) leave the Chromebook half-closed when not in use or as instructed by the teacher.
2) not open multiple tabs and/or be involved in other activities that distract her learning.
3) not chat online without permission
4) ask her teacher for permission to take notes

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Cyber Wellness Education in CCE

Educating students on Cyber Wellness

MOE has made significant changes to the Character and Citizenship Education (CCE) curriculum. Cyber Wellness lessons will feature significantly in these lessons.

The broad topics covered in Cyber Wellness are:
Cyber Use
Cyber Identity
Cyber Relationships
Cyber Citizenship
Cyber Ethics

Cyber Wellness Education in CCE

Throughout their Secondary School education, students will learn about:

- Balanced use and self control
- Cyber bullying and Upstanding
- How to be a positive influence online
- How to handle online falsehoods
- How to manage social media (peer influence, emotions, echo chambers)
- Online relationship and Online safety (grooming, self disclosure)
- To respect intellectual property rights

Cyber Wellness Education

All students will be taught basic **peer-helping skills.** They will learn to look out for their peers.

Each class will also have four appointed Peer Student Leaders (PSL) to watch out for signs of distress in their peers. These PSL will be provided with more training to provide the support for their peers. They will work closely with their Form Teachers for further advice and support.

Parents'/Guardians' Role

- We would like to partner parents/guardians so that that students are well supported in their use of technology for learning.

- As parents/guardians, **you can help** in the following ways:
  - Model good digital habits for your child/ward e.g. parents/guardians not using devices during family meals.
  - Know your child/ward well, and have conversations with your child/ward about safe and responsible use of technology.
  - Set ground rules for internet/device usage.
  - Encourage your child/ward to use productivity tools using his/her PLD, to organise information and simplify tasks for efficiency.

Parent Handbook 1

Digital Parenting Tips: How can I help my child to navigate the digital environment?

As your child will be learning with a PLD, they might spend more time on digital devices, have more online interactions with friends, and show a desire to explore more online. Here are some examples on how you can complement the school's efforts to support your child in his/her learning:

Guide Your Child to Use Technology Effectively for Learning

Guide your child to search for credible information online

Mum, I am going to Pulau Ubin with my friends. I heard that there are a lot of mosquitoes there. Is it true that mosquitoes only bite at certain times of the day?

Let's do an online search together, using **key words** related to the topic. We can also use the **S.U.R.E framework.** First we check if the **source** of information is credible and **understand** the information by looking for facts not opinions. Next, **research** and compare multiple sources before **evaluating** the information from different angles.

Encourage your child to use SLS to search for learning resources

Dad, we are learning a new concept in class today. I'm having difficulties understanding it!

I recall your teacher sharing that you can explore topics and try the interactives in the **SLS MOE Library** at your own pace to support your learning? Why don't you give it a go, son?

Protect Your Child from Online Dangers and Teach Them to Respect Others Online

Guide your child to treat others with respect online

Dad, during the video conferencing lesson, my friend had a funny profile picture and we teased him in the chat!

We should always be **respectful when commenting online.** Remember the **T.H.I.N.K framework?** Let's ask ourselves these questions before posting: Is it True? Is it Helpful? Is it Inspiring? Is it Necessary? Is it Kind?

Click for more

Guide your child to practise safe and responsible online behaviour

Dad, I am going to meet this person whom I got to know online. She messaged me privately as she liked the photos that I had shared, especially those that I tagged to Sunrise beach.

It may not be safe to meet someone you k... online as we are **unsure of their actual ide...** should also be careful online and not res... messages from people you don't kn...

Be careful to not reveal too much per... information online, e.g. places you frequent regularly.

Click for more

Guide Your Child to Use the Device in a Balanced and Productive Manner

Guide your child to adopt a healthy balance of online and offline activities

Mum, I'm done with my homework for the day! After dinner, I'll have more than 2 hours to play my handphone games until bedtime!

I'm glad you found a way to relax but do you remember our **family contract**? No devices at least one hour before bedtime. Let's go for an after-dinner walk together instead!

Click for more

Guide your child to use productivity tools, to organise information and simplify tasks for efficiency.

Mum, I cannot remember the dates of my upcoming tests.

You can use your online calendar to **keep track of your learning schedule** and plan your revision. Shall we also key in the details of family events in our **online family calendar together** for future reference?

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Role of the DMA in Providing a Safer Digital Environment for Learning

Device Management Application Installation

- Your child's/ward's PLD will be installed with a DMA to provide a safer digital environment for learning.

- DMA will be installed after the collection of the device. Students will be guided on the installation.

- The installation of DMA applies to both devices purchased through the school and any student-owned devices that parents/guardians opt for the student to use in lieu of the school-prescribed PLD.

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

In-School DMA Settings (Default)

Schools will determine DMA settings for **in-school use**. As a default, these settings will continue to be in place after school as well:

- MOE and the school will set the level of web content filtering, including filtering out objectionable content or content that may not be conducive to teaching and learning (e.g. social media, pornography, gambling, or websites containing extremist content)

- Students will be able to use the device from 6 a.m. to 11 p.m. daily

- The school will determine the apps and programs to be installed to support teaching and learning

Providing Parents/Guardians with Greater Choice for After-School PLD Use

The following tables outline the different levels of restrictions, controls, and monitoring for the different DMA options after school hours.

Default	Option A	Option B
In-school DMA settings will continue after school hours	**Parents/Guardians can modify the DMA settings after school hours**	**Parents/Guardians can choose to disable DMA after school hours**
For parents/guardians who want their child's/ward's use of the device to be restricted only to teaching and learning, and prefer to leave it to the school to decide on DMA settings after school hours.	For parents/guardians who want more leeway over the use of the device, and prefer to take charge of the level of restrictions for their child's/ward's use of the device after school hours.	For parents/guardians who do not want their child's/ward's use of the device to be regulated by DMA after school.

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

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Providing Parents/Guardians with Greater Choice for After-School PLD Use

	Default	Option A	Option B
Protecting students from objectionable content	MOE/school sets level of web content filtering	Parents/Guardians can apply additional content filtering	No content filtering
Reduce distractions from learning through control of applications	Parents/Guardians and students are **unable** to install additional applications	Parents/Guardians and/or students can install additional applications after school hours, but these applications are disabled during school hours	
Limit screen time	School sets hours during which students are able to use the device online	Parents/Guardians can modify the amount of screen time	No control over screen time

*Screen time limits set by the school will override parents'/guardians' settings during school hours.

Providing Parents/Guardians with Greater Choice for After-School PLD Use

	Default	**Option A**	**Option B**
Parent/guardian account	Provided to allow monitoring of PLD activities after school hours		Not provided
Monitor students' cyber activities	Parents/Guardians can track their child's/ward's browser history after school hours		Parents/Guardians will **not** be able to monitor or control their child's/ward's use of the device through the DMA after school hours No data* will be collected during use of PLD after school hours

Deciding on the Choice of After-School DMA Option

Parents/guardians may wish to consider the following questions before deciding on which After-School DMA Parent Option is best for your child/ward.

1. **Child's/ward's current device usage habits**

   - How much time does my child/ward spend on their device?
   - How well is my child/ward able to regulate their device usage on their own?
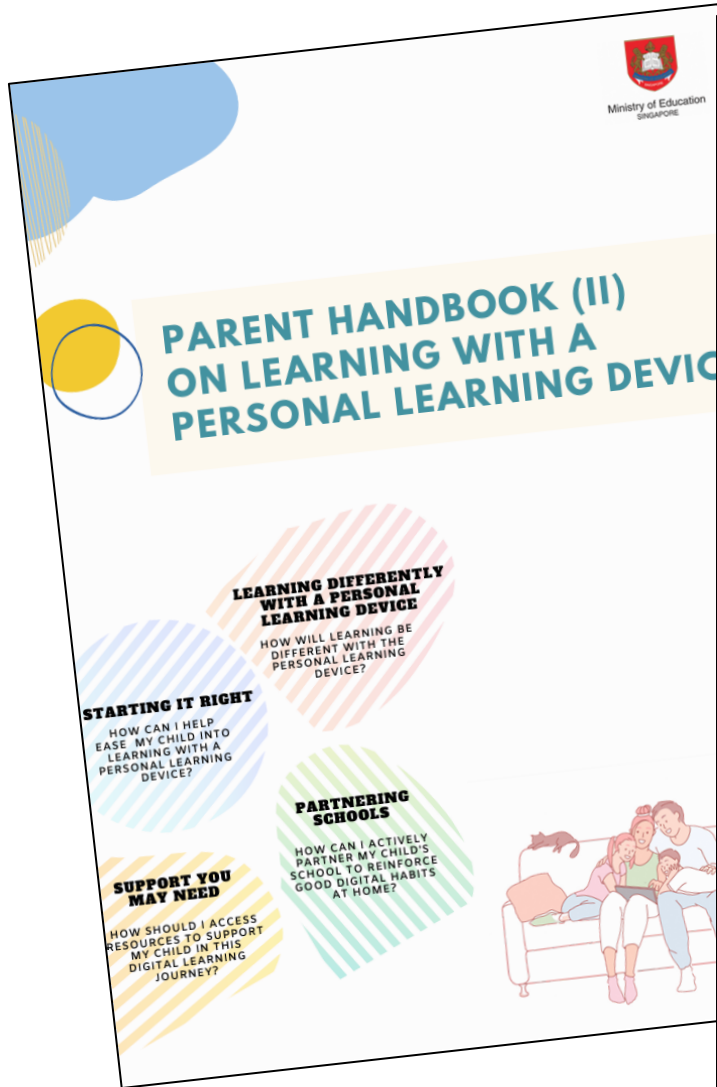   - Does my child/ward get easily distracted while doing online learning?

2. **Parents'/Guardians' involvement**

   - How confident and familiar am I with managing my child's/ward'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/ward might face?

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

Parent Handbook 2

PARENT HANDBOOK (II) ON LEARNING WITH A PERSONAL LEARNING DEVICE

LEARNING DIFFERENTLY WITH A PERSONAL LEARNING DEVICE
HOW WILL LEARNING BE DIFFERENT WITH THE PERSONAL LEARNING DEVICE?

STARTING IT RIGHT
HOW CAN I HELP EASE MY CHILD INTO LEARNING WITH A PERSONAL LEARNING DEVICE?

PARTNERING SCHOOLS
HOW CAN I ACTIVELY PARTNER MY CHILD'S SCHOOL TO REINFORCE GOOD DIGITAL HABITS AT HOME?

SUPPORT YOU MAY NEED
HOW SHOULD I ACCESS RESOURCES TO SUPPORT MY CHILD IN THIS DIGITAL LEARNING JOURNEY?

How can I help my child ease into learning with a Personal Learning Device?

START IT RIGHT!

It is never too late to establish norms and routines for device use. Establish clear expectations about the use of devices, and help your child to develop good digital habits at the onset. Try these strategies:

1 — TALK ABOUT LEARNING ONLINE

Talk with your child about your thoughts and concerns about learning with the PLD, and ask your child how they might want to use it for learning.

You might also want to ask your child to share with you some tips they have learnt in school about keeping safe online and have a conversation about that!

2 — SET EXPECTATIONS AND ROUTINES TOGETHER

It is important to set common expectations from the onset. Establish common routines as a family to ensure a healthy balance of online and offline activities, e.g. no use of devices during mealtimes, stop using devices at least 1h before bedtime.

3 — PROVIDE A LEARNING SPACE FOR YOUR CHILD

Provide a quiet and conducive environment for your child to use their PLD.

Discourage your child from eating or drinking in their learning space to minimise the possibility of spillage of food and water on the PLD.

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Data Collected by the DMA

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

- Login IDs and passwords entered into websites or into any applications

- Actions performed (e.g. posts, online comments, items added to a shopping cart, etc.) when visiting websites and using apps

- Documents and photos stored in the PLDs

- PLD location

- Webcam videos and microphone recordings

Data Security

- All user data collected through the DMA will be stored in secure servers managed by appointed DMA Vendors with stringent access controls and audit trials implemented. The DMA solutions used are cloud-based Software-as-a-Service (SaaS) solutions and are trusted solutions that have been operating for many years. They have also been subject to regular security review and assessment by independent reviewers.

Data Security

- DMA solutions have sufficient security robustness to ensure data collected are properly stored and protected. MOE will also subject the DMA Vendors to regular audit on the security of the system based on tender requirements.

- To prevent unauthorised access, DMA Administrators and DMA Vendors will be required to access their accounts using 2-factor authentication or the equivalent to ensure proper accountability for information access and other activities performed. There will be regular account reviews and audits for DMA Administrators' and DMA Vendors' accounts.

Additional Resources for Parents

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

- Parent Handbooks (I) and (II) on Learning with a Personal Learning Device (school website)

- Parent Kit on Cyber Wellness for Your Child (https://go.gov.sg/moe-cyber-wellness)

- Parent Kit on Raising a Digitally Smart Child (https://go.gov.sg/moe-raising-a-digitally-smart-child)

- Parenting with MOE: Instagram Live session on Raising Digitally Smart Kids (https://go.gov.sg/iglive-raising-digitally-smart-kids)

- Schoolbag article 'Keeping our teens safe online' (https://www.schoolbag.edu.sg/story/keeping-our-teens-safe-online)

- MOE Cyber Wellness Programme (https://www.moe.gov.sg/education-in-sg/our-programmes/cyber-wellness)

- Media Literacy Council's Resources for Parents (https://go.gov.sg/better-internet-sg)

- National Library's Learning & Information Literacy Resources (https://sure.nlb.gov.sg/)

- TOUCH Community Services (https://help123.sg)

Device and Funding Information

Meridian Secondary School's PLD

The school will be using the **Acer R756TN** for teaching and larning.

Total cost with GST: **$553.70**

(Enhanced bundle 3 years warranty plus upgrade of RAM)

Intel N100 processor, 8GB RAM, 64GB Storage, 11.6" Screen Size

Meridian Secondary School's PLD

Acer R756TN

The school chose the device because of:

- 360 degree flip

- Durability

- T&L affordances such as Touch Screen, Stylus, Dual cameras

- Up to 12 hours of battery life for all-day learning

PLD Bundle

Device Bundle includes
• Mouse, Stylus and Carrier bag • Insurance and Warranty

Your child's/ward's PLD will come with the **Enhanced Device Bundle** which includes:

- 3-year warranty and 3-year insurance
- 2 repairs or 1 replacement claim

*The price of the PLD Bundle may appear to be higher than similar models on the retail market as the price of those devices usually does not include extended warranty and insurance coverage.

Insurance Coverage

The package includes a 3-year warranty, and 3-year insurance which includes:

Insurance Coverage	Claimable
• Fire • Lightning • Power Surges • Accidental e.g water spillage, drop etc • Theft due to forcible entry • Robbery * Accidental loss will not be covered by insurance.	2 repairs or 1 replacement (3-year insurance)

Funding Support for Singapore Citizen (SC) Students

- **The cost of the device bundle can be paid using your child's/ward's Edusave account,** after setting aside provision for payment of second-tier miscellaneous fees.

- To ensure the affordability of devices, MOE has provided Edusave top-ups of $200 in 2020 to 2022, and $300 in 2023, to all eligible Singaporean students in primary and secondary schools.

- This is on top of the annual $290 credited into the Edusave account for Secondary School students and $230 for Primary School students.

Funding Support for Singapore Citizen (SC) Students

- For SC students who are on MOE Financial Assistance Scheme or whose family's monthly income meets the following criteria:

  Gross Household Income (GHI) ≤ $3,000, or

  Per Capita Income (PCI) ≤ $750

  the school will subsidise 50% of device bundle cost or $350, whichever is lower.

- The remaining amount will be payable from the students' Edusave account. If there is insufficient balance in the students' Edusave account for the remaining amount, school will provide additional subsidy so that the cash out-of-pocket (OOP) is $0.

Funding Scenario: Student A (SC)

Acer R756TN Chromebook $553.70

Student A (SC on MOE FAS) GHI ≤ $3,000 or PCI ≤ $750	
Device Bundle Cost	**$553.70**
Student Subsidy	**$276.90**
Available Edusave Balance *(After setting aside for 2nd-tier misc fees)*	$200.00 before deduction $200.00 will be deducted
Additional Subsidy	**$76.90**
Cash Out-of-pocket	$0.00

For more details on financial assistance, please approach the school.
Each student would receive a personalised bill subsequently.

Funding Support for Singapore Citizen (SC) Students

- For SC students whose family's monthly income is:

  $3,000 < Gross Household Income (GHI) ≤ $4,400, or

  $750 < Per Capita Income (PCI) ≤ $1,100

  the school will subsidise 30% of device bundle cost or $200, whichever is lower.

- The remaining amount will be payable from the students' Edusave account. If there is insufficient balance in the students' Edusave account for the remaining amount, school will provide additional subsidy so that the cash out-of-pocket (OOP) is not more than $50.

Funding Scenario: Student B (SC)

Acer R756TN Chromebook $553.70

Student B (Non MOE-FAS SC from lower income family) $3,000 < GHI ≤ $4,400 or $750 < PCI ≤ $1,100	
Device Bundle Cost	**$553.70**
Student Subsidy	**$166.10**
Available Edusave Balance *(After setting aside for 2nd-tier misc fees)*	$200.00 before deduction $200.00 will be deducted
Additional Subsidy	**$137.60**
Cash Out-of-pocket	**$50.00**

For more details on financial assistance, please approach the school.
Each student would receive a personalised bill subsequently.

Funding Support for Singapore Citizen (SC) Students

- SC students whose family's monthly Gross Household Income (GHI) > $4,400 or monthly Per Capita Income (PCI) > $1,100, no subsidy will be provided. Parents/Guardians can use their child's/ward's Edusave or cash to defray the device bundle cost.

Funding Scenario: Student C (SC)

Acer R756TN Chromebook $553.70

Student C (Not Eligible for Subsidy) GHI > $4,400 or PCI > $1,100	
Device Bundle Cost	**$553.70**
Available Edusave Balance *(After setting aside for 2nd-tier misc fees)*	$200.00 before deduction $200.00 will be deducted
Cash Out-of-pocket	**$353.70**

For more details on financial assistance, please approach the school.
Each student would receive a personalised bill subsequently.

What's Next?

Parental Consent for Procurement

singpass

Parents with Singpass can access the **Parental Consent for the Purchase of Personal Learning Device (PLD)** via the following link:

https://go.gov.sg/pdlpadmin

* Parents/Guardians without Singpass can request for the hardcopy letter via your child's/ward's form teacher.

For Singapore Citizens (SC) Students

Time Frame	Activity
3 Jan 2024 to 12 Jan 2024	Submit **Parental Consent for the Purchase of Personal Learning Device (PLD)** via the FormSG link on the previous slide. Parents without access to Singpass can submit their consent via hardcopy, which includes the following: • Intent to Purchase Personal Learning Device (PLD); • Standing Order for Use of Edusave Account; and • Authorisation Form.
23 February 2024 (Friday)	Collection of devices by students

For Permanent Residents / International Students

Time Frame	Activity
3 Jan 2024 to 12 Jan 2024	Submit **Parental Consent for the Purchase of Personal Learning Device (PLD)** which includes the following: • Intent to Purchase Personal Learning Device (PLD); • Authorisation Letter
15 Jan 2024 onwards	Parent/Guardian to make payment via Giro/PayNow/ Cheque/etc.
23 February 2024 (Friday)	Collection of devices by students

Collection of Devices

Your child/ward will be collecting his/her device in school **on 23 Feb 2024.**

If you would like to verify the condition of the device during collection with your child/ward:

- You may arrange to collect the device **at the vendor's service/collection centre*** or appoint an adult proxy to do so.

- Your child/ward would need to bring the device to school and arrange for the school's IT department to install the DMA.

Please approach the school for further advice or clarification if you would like to make this arrangement.

* Parents/Guardians (or adult proxy) will **<u>not</u>** be able to collect the PLD from the school.

Important Contacts / Helplines

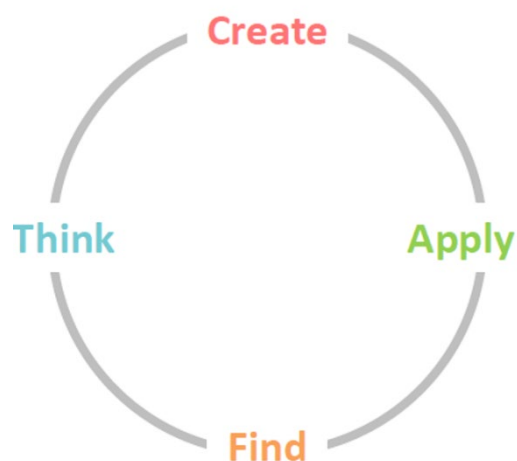| To access / find out more about…	Contact / Helpline
This deck of slides	www.meridiansec.moe.edu.sg
Edusave Balance	6260 0777
Financial assistance available	Mr Halim B Hassan (Admin Manager) Email: halim_hassan@schools.gov.sg Tel: 65831387
Chromebook matters (Technical issue and Device management)	Mr Lee Kwok Wei (HOD/ICT) Email: lee_kwok_wei@schools.gov.sg Tel: 65831387 Ms Mastura (ICT Manager) Email: mastura_mhd_noor@schools.gov.sg Tel: 65831387

Thank you

Ministry of Education

SINGAPORE

Drawer

The National Digital Literacy Programme (NDLP)

The 'Find, Think, Apply and Create' framework:

Find	Critically gather and evaluate information from, and use digital resources in a safe, secure, responsible and ethical manner
Think	Interpret and analyse data, and solve problems
Apply	Use software and devices to facilitate the use of knowledge and skills in new contexts; keep up with technological developments
Create	Produce content and artefacts, and engage and collaborate with others digitally

Components of DMA

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

- **Mobile Device Management Service**

- **Classroom Management Service**

- **Usage Management Service**

DMA Components and their Functions

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

This facilitates the **updating and management of the PLDs, protects PLDs from malicious software, and protects students from objectionable internet content, or content that may not be conducive to teaching and learning during school hours.**

- Facilitates automatic installation of apps required for teaching and learning
- Filters objectionable content or content that may not be conducive to teaching and learning (e.g. social media, pornography, gambling, or websites containing extremist content)
- Protects your child's/ward's PLD from security vulnerabilities through the automatic updating and patching of apps and device Operating System (OS)

[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 Components and their Functions

2. Classroom Management Service (CMS)

This enables teachers to **manage the students' use of the PLD** during lesson time to improve classroom management and support effective teaching and learning. Teachers will only monitor students' activities during lessons.

During lessons, teachers will be able to:
- Manage and control devices (e.g. using the "Eyes Up" function)
- Launch specific applications and/or websites for teaching and learning on students' devices
- Facilitate sharing of content
- Monitor students' usage and activities during lessons (e.g. screen sharing, monitoring students' browsing history)

DMA Components and their Functions
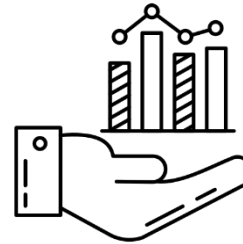
3. Usage Management Service (UMS)

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

- Screen time control ensures that students do not use the PLDs excessively
- School and/or parents/guardian control installation of applications to ensure that the device is used optimally for teaching and learning
- Safe search and additional web content filtering protects students from harmful content
- Parents/Guardian can monitor usage and activities by students

Types and Purpose of Data Collected by DMA

Data for DMA Administrative Purposes

Data for Application Management

Data for Web Content Filtering

Data for Sharing Students' Screen

Data for DMA Administrative Purposes

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

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

Accessible by:
- Teachers
- Parents/Guardians (for activities after school hours)
- DMA Administrators in school and at MOE
- DMA Vendors

Data for Web Content Filtering

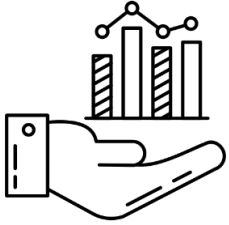## Filtering of harmful content to ensure students' cyber safety

Examples:

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

Accessible by:

- Teachers (for activities during lessons)[1]
- Parents/Guardians (for activities after school hours)
- DMA Administrators in school and at MOE
- DMA Vendors

[1]The teacher will only be able to access the logs pertaining to the student's browser history for the class that the teacher teaches, and will be able to access the logs outside of lessons. The teacher will not have access to the student's browser history outside of those specific lessons.

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)[1]
- Parents/Guardians (for activities after school hours)
- DMA Administrators in school and at MOE
- DMA Vendors

[1]Teachers will not have access to the application error data.

Data for Sharing Students' Screen

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

Examples:

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

Accessible by:

- Teachers **during lessons only**

References

Statistics cited on Slide 10 are obtained from:

- 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

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