Current Status of Awareness Through Information Moral Training Courses for High School Students and Issues: a Case Study of Information Moral Instruction for Nursing Students

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Current Status of Awareness through Information Moral Training Courses for High School Students and Issues I - a Case Study of Information Moral Instruction for Nursing Students -

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Abstract

In this study, an SNS training session for high school students was conducted with reference to the Information Morality Guide for Nursing Students in Clinical Training. This paper reports the results of a survey on the current state of awareness of information morality among high school students through the training session using the Information Morality Guide for Nursing Students in Clinical Training.

Keywords: high school students, Information Moral Training, social network service,

nursing students

1   Introduction

In recent years, the use of social network services (hereinafter referred to as SNS) has been rapidly increasing, especially among young people. At the same time, there have been many troubles via SNS, but the development of systems that can adequately respond to such problems has not been sufficiently improved.

Digital natives with such backgrounds are learning professional knowledge as medical students. These students will be in a position to know the personal information of patients and the confidential information of hospitals since they will be conducting on-site training as part of their curriculum. Therefore, medical students must be educated on information morality in more specific SNS. For this reason, we have prepared an information morality guide for nursing students in clinical training [1] and conducted awareness-raising activities.

On the other hand, teenagers, in particular, use Instagram, Twitter, LINE, and YouTube as their SNS use. As a result, such troubles as kidnapping, stalking, and cyberbullying, which have a psychological burden and a negative impact on social status, have been observed [2]. It is true that there have been noticeable cases of troubles involving people who have smartphones without understanding the risks of the Internet. With this background, there is growing recognition of the importance of information morality education on SNS for young people in general society.

In this study, an SNS training session for high school students was conducted with reference

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to the Information Morality Guide for Nursing Students in Clinical Training. This paper reports the results of a survey on the current state of awareness of information morality among high school students through the training session using the Information Morality Guide for Nursing Students in Clinical Training.

2   Research Methods

2.1 Target

Male and female students in the third grade of high school in Prefecture A participated in SNS training.

2.2 Method

A 30-minute lecture using "videos" and "slides" with two of the four cases from the information morality guide for nursing students.

2.3 Purpose of the Information Morality Guide for Nursing Students in Clinical Training and Case Studies

2.3.1 Summary of case studies

The purpose is to teach the students how to handle information correctly in clinical training with cartoon examples. We recommend that the book be used as an instructional text during orientation before clinical training.

2.3.2 Case studies

Case 1: Signing and sealing the pledge
Case 2: Duty of confidentiality in clinical training
Case 3: Handling of practice records
Case 4: Photographing using a smartphone

2.4 Survey Contents

The questionnaire was conducted using an anonymous self-administered format.
A. Items related to learning from case studies
B. Interpretations of actions based on the case study statements related to three issues, part-time job, university, and interpersonal relationship as an application from the content of the lecture
C. Lessons learned from the lecture as an open-ended question

2.5 Analysis Method

The analysis was based on a simple tabulation of the answers to the questions to identify the current state of SNS behavioral morale and to explore trends in this area. In addition, the open-ended statements were summarized to outline the responses shown by the participants as a result of the lecture.

2.6 Ethical Considerations

This study was approved by Shubun University Ethical Review Board (Approval No.2022SR001). The subjects were given a written explanation in the moral guide about the purpose of the study, research cooperation, and ethical considerations for voluntary responses to the web questionnaire. Their consent was deemed given when they responded to and submitted the web-based survey. The survey data have been strictly managed so that no one other than the researchers can view them.

3   Results and Discussion

3.1   Items Related to Learning from Case Studies

We obtained 308 responses. For question, "Did any of the cases introduced in the lecture remind you of your own behavior in the past?," 235 respondents (76.5%) answered "No" and 72 respondents (23.5%) answered "Yes". Figure 1 shows the details of the behaviors of the respondents responding "Yes" to question. ≪Taking pictures of the contents of books and prints≫ was the most common behavior with 51 responses (64.6%), representing more than half of the responses. The next most common actions were ≪Posting on others≫ with 20 responses (25.3%) and ≪Posting photos of others without permission≫ with 17 responses (21.5%).

The most common behavior, taking pictures of books and prints, is regarding the right of reproduction (Article 21) under the Copyright Act, which is the right to prevent others from using one's own works without permission. Students have many opportunities to use books and prints prepared by teachers while studying. Therefore, understanding of the handling of copyrighted works is essential. In particular, it is impossible to deny the possibility that lecture handouts have been handled carelessly in the past. However, it is necessary for students to understand that lecture handouts are copyrighted works created by faculty members, and that copyrights are applicable to them. In other words, students should be aware that photographing without the permission of the lecturer may infringe on copyrights.

Regarding posting, posting pictures of others without permission or about others violates the Law for the Protection of Computer-Processed Personal Data Held by Administrative Organs and a person's right of portrait. In this case, t hey responded that they were aware of it.
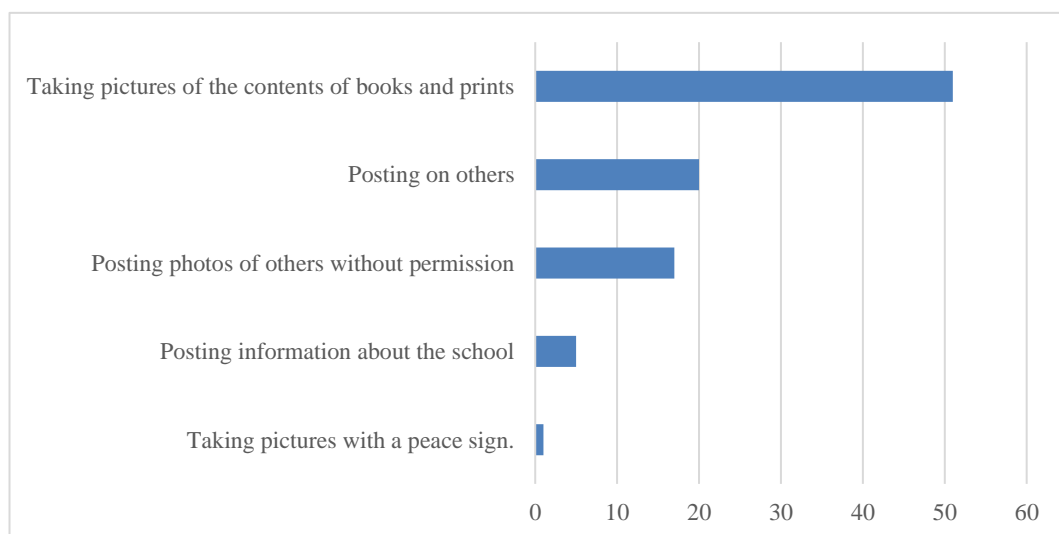
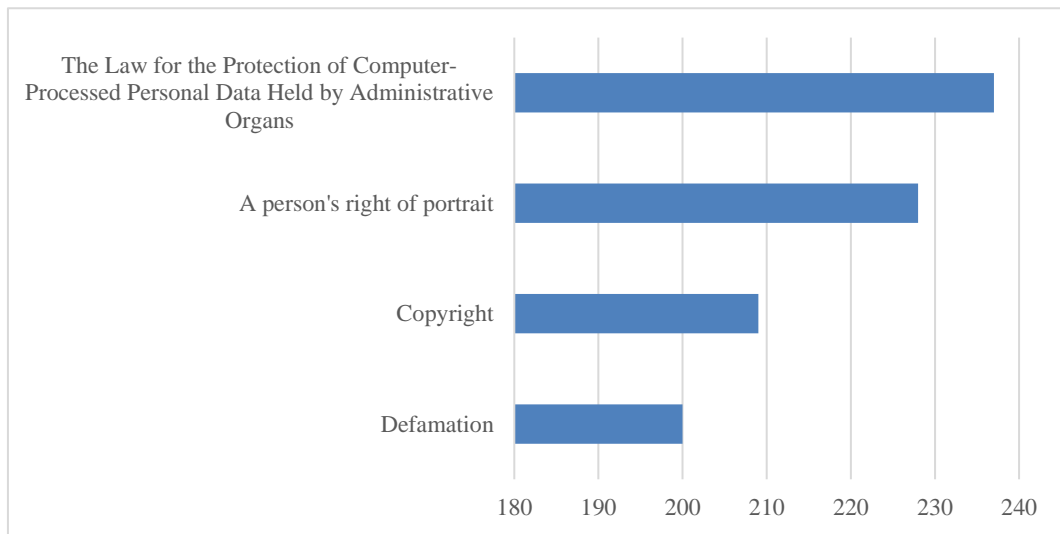Figure 1: The details of the behaviors of the respondents

Figure 2: Laws relevant to posting inappropriate content

Next, we asked the respondents to see if they have knowledge of the laws regarding posting. We asked multiple-answer question about laws that might be violated if a person posts inappropriate content on SNS even "with a function that deletes the content in 24 hours" or "with the assumption that the person will immediately delete the content." Of the 287 responses, the most common response, 237 responses (82.6%), was the violation of ≪The Law for the Protection of Computer-Processed Personal Data Held by Administrative Organs≫ followed by 228 responses (79.4%) choosing ≪A person's right of portrait≫.

Considering the above in relation to the responses in Figure 1, it can be inferred that the students would associate ≪Posting photos of others without permission≫ with ≪Personal information≫ and ≪A person's right of portrait≫, ≪Taking pictures of the contents of books and prints≫ with ≪Copyright≫, and ≪Posting on others≫ with ≪Defamation≫. Regarding the above, NTT reported in its survey that more than 40% of SNS troubles related to postings by junior and senior high school students involved personal information such as faces and uniforms [3].

Wakamoto [4] also points out that "people do not truly realize that the information they post will remain forever in the Internet, that any information can be easily "searched," and that the Internet system is originally oriented toward expansion and proliferation, making it difficult to keep information confidential." We believe it is necessary to instruct students to see the actions as "their own issues" and to be aware of their own conduct from a legal perspective, based on the contents of the lecture.

3.2 Application Based on the Contents of the Lecture

Regarding the part-time job, 262 out of 304 respondents (86.2%) selected ≪Change the misbehavior and do not post the picture≫ as the answer to the question "A-san, a part-time job worker, posted a picture of himself in the kitchen with his body in the refrigerator (playing a prank) on SNS."

As for the college, we received 303 responses regarding "Immediately after admission, I was asked by A-san to give Friend B's contact information, so I gave it to A-san without B's

permission." The most common response was "I give it to A-san after obtaining Friend B's permission" with 261 responses, demonstrating 80% of all the responses were the correct behavior. On the other hand, less than 10% responded "I tell Friend B after giving A-san B's contact information" or "I tell A-san B's contact information without asking B for his permission." In the lecture, the participants were explained about always obtaining consent before posting a photo of everyone. However, it is inferred that the participants did not understand the connection between consent to post a photo and consent to share personal information with others.

As for the relationship, we received 303 responses regarding {The three close friends frequently communicated with each other on SNS, but there was some content (about both good and bad aspects) regarding Friend B in the communication with Friend A. For example (XX is good, but XX needs to be fixed...)}. The most common response was "I don't post anything evaluating Friend B on SNS, including the good aspects, without B's knowledge," with 237 responses (78.2%). Although it is a small number, 43 respondents (14.2%) chose "It is no problem if it is only about the good aspects of Friend B" and 23 respondents (7.6%) chose "It is no problem if it is a post on SNS that Friend B can also see." It can be said that about 80% of the respondents understood the risk of spreading and leaking Friend B's personal information if they post it. On the other hand, 20% seem to have chosen the answers from the viewpoint of good or bad about saying something about another person in his/her absence. It is also necessary to know the risk, referred as "digital taboo," that information on the Internet remains semi-permanently [5]. Specifically, even "favorable information" is perceived differently depending on individual perspectives. Therefore, it is necessary to know in order to protect yourself, that in some cases, defamation or insult may be committed [1].

3.3 Lessons Learned from the Lecture

When asked how they would act in the future based on the lecture, 142 responses were received. They were mainly classified into the categories of ≪Be careful≫, ≪Usage of SNS≫, and ≪Be aware of it, and act carefully≫. The most common statement, about 81 responses, was a vague one, saying I will be careful about how to use SNS. However, there were also some specific actions, such as "I will be more careful with my Instagram account because it is open to the public," indicating that the lecture provided an opportunity to think about their future behavior on   SNS.

4   Conclusion

In this study, an information morality lecture was given to high school seniors using the information morality guide for nursing students in clinical training. In a post-lecture awareness survey, about 80% of the students showed the correct behavior, but about 10 to 20% of the students gave inappropriate answers. Although the case studies were from a nursing student's clinical training, it is clear that the contents can be shared with non-medical students as well. The results suggest that it is important to cultivate information morality from childhood.

5   Acknowledgement

6 References

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