



PURPOSE

This document, Responsible Digital Citizenship Guidelines, supports the content of the Responsible Digital Citizenship Policy. This protocol is hosted on the College website and updated regularly to ensure that it remains relevant to students, parents/guardians and staff. The purpose of these guidelines is to further clarify the ideas contained in the Responsible Digital Citizenship Policy and provide a clear direction to students, parents/guardians and staff.

At Stella Maris College, we believe that our positive school culture is created through strong relationships between staff, students and parents; and has a strong focus on whole school wellbeing; effective communication of behaviour expectations, and, positive classroom practice. The underlying message of these guidelines is that all members of the College community should use ICT in a way that promotes this culture; it should be noted this differs in no way from the way we treat each other in all interactions, regardless of the communication mode.

Successful lifelong learners are productive and informed users of technology and use it as a vehicle for information gathering and sharing, and are able to adapt to emerging technologies into the future. This educational aspiration is a cornerstone of the Alice Springs (Mparntwe) Education Declaration (December 2019) and competence in ICT is realised as one of the general capabilities in the Australian Curriculum (ACARA, 2011).

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1) Dealing with Cyberbullies

Bullying is the repeated and intentional behaviour of causing fear, distress or harm towards another person that involves an imbalance of power. It can involve humiliation, domination, intimidation, victimisation and harassment. In any bullying incident there are likely to be three parties involved: the bully, the person being bullied, and the bystanders.

Bullying can take many forms including:

- **Physical bullying** which involves physical actions such as hitting, pushing, obstructing or being used to hurt or intimidate someone. Damaging, stealing or hiding personal belongings is also a form of physical bullying.
- **Psychological bullying** is when words or actions are used to cause psychological harm. Examples of psychological bullying include name calling, teasing or making fun of someone because of their actions, appearance, physical characteristics or cultural background.
- **Indirect bullying** is when deliberate acts of exclusion or spreading of untrue stories are used to hurt or intimidate someone.
- **Cyber bullying** is the ongoing abuse of power to threaten or harm another person using technology. Cyber bullying can occur on social network sites, through emails, chat rooms or on mobile phones.

What bullying is not:

- **Mutual conflict situations** which arise where there is a disagreement between students but not an imbalance of power. Mutual conflict situations need to be closely monitored as they may evolve into a bullying situation; or
- **One off Acts** (of aggression or meanness) including single incidents of a loss of temper, shouting or swearing do not normally constitute bullying.

Cyberbullying

Both mobile devices and the availability of ICT in our society has made it very easy for people to bully and harass others. SMS/MMS messaging on mobile phones, email, Instagram and Facebook are the most commonly used mediums used by bullies. It is essential that all members of the community; students, parents and staff are aware of the potential for cyber-bullying and the precautions that should be taken to minimise the likelihood of being cyberbullied. It is also critical that all members of the community understand how to act when cyberbullying takes place.

Why do people use digital devices to harass others?

There are many different reasons why people bully others. Usually the bully has a need to feel more powerful than the victim. Other reasons for people to resort to this behaviour include feelings of jealousy, inadequacy, insecurity, low self esteem and the seeking of approval from peers. People who do not have the capability or maturity to deal with their feelings of anger, jealousy or other 'extreme' emotion often resort to 'online' harassment. They see it as an easy way to express their feelings in the 'safety' of their own privacy/space where they do not have to deal with the immediate repercussions. For a short time, the bully feels powerful or vindicated when they express their views to another person in this way. It helps them to feel better about themselves, even if it is short-lived. Such behaviour, however, is clearly unacceptable and is taken seriously by the College.

What to do if you are the victim of cyberbullying

Students who experience cyberbullying should;

1. Not respond to the bully.
2. Keep a record of what has been sent as evidence.
 - Text Message: Keep the message in your phone. Email: keep the message in your

- account. Take a screen shot of the message just in case you accidentally delete it.
- MacBook: take a screenshot (hold down 'command' + 'shift' + '3' simultaneously). A copy of what is on the screen will be recorded on the desktop.
 - iPhone/iPad: take a screenshot (hold down the 'home button' and quickly click on the 'on/off switch'). A copy of the what is on the screen will be recorded in the phone/tablet's 'camera roll'.
3. Block the bully. Don't let this keep happening to you.
 4. Keep calm and tell an adult you trust (parent/guardian, Head of Year, College Counsellor or your PC teacher) as soon as possible.

In our Good Samaritan community, we do not stand by in this situation and do nothing. Members of the College community must take action if they think another person is being bullied or harassed.

Once a situation is communicated to a staff member of the College, the perpetrator of the bullying will be managed with appropriate interventions and strategies as outlined in the College Anti-Bullying Policy. The identity and safety of the victim will always be of paramount importance. The aim of the intervention is to:

- stop the inappropriate behaviour;
- rehabilitate and provide a consequence for the perpetrator;
- restore the victim's dignity.

If the bullying is occurring at home or outside of school, students should speak with their parent/guardian and show them the bullying that has occurred. Parents have a number of options to take including contacting their local police.

2) Using Social Media

What is social media?

Social media refers to the use of social networking websites and phone/tablet applications including Facebook, Google+, MSN, Stumbleupon, Pinterest, Twitter, Snapchat, Tumblr, LinkedIn, Instagram, Tik Tok, Skype, blogging sites, Online gaming, podcasts, instant messaging including SMS and YouTube. These guidelines cover all current and future social media platforms.

Social networking at Stella Maris College

Within the school grounds, student use of recreational social media is discouraged, including the use of personal smartphones during recess and lunch time. Consequently, non-educational services such as Facebook, Instagram and Snapchat are blocked from the College network. The iMessage application on students' laptops is not to be used during class time. The College runs periodic filters that monitor the use of iMessage (and a variety of game sites) during the school day. A student's Head of Year will have a conversation with them if the student is using iMessage excessively. Students are encouraged to engage in 'face to face' social activities during the breaks - they should not be engrossed in their devices.

Facebook: The College Facebook page provides an effective way for the College to communicate with parents, current and former students. The College does not permit any person or group to use Facebook on behalf of the College.

Appropriate behaviour on social networking sites

When social media sites are utilised by staff or students from the College, care must be taken when posting 'updates' (or adding any other sort of information such as posting on 'walls') that include any content that may;

1. harm their own personal reputation;
2. harm the reputation of the College;
3. harm the reputation of others.

Students, staff and parents/guardians are expected to ensure they:

- respect the rights and confidentiality of others;
- do not impersonate or falsely represent another person;
- do not bully, intimidate, abuse, harass or threaten others;
- do not make defamatory comments about other people or about the College;
- do not use offensive or threatening language or resort to personal abuse towards each other or members of the Stella Maris College community;
- do not post content that is hateful, threatening, pornographic or incites violence against others;
- do not harm the reputation and good standing of Stella Maris College or those within its community;
- do not film, photograph or record members of the school community without permission from the individual.

Posting personal information

It is always a good idea to think carefully about what is posted on a social media site as it becomes public information, no longer 'owned' by the author and can be used at any time in the future by other people for many purposes. Images posted on social networking sites can then be immediately used and owned by the media or the Police. There is no way of predicting how these images will be used or in what circumstance (e.g. you may see a loved one's image on a news story even without giving your permission, or your photo might appear on an unauthorised Facebook group site that you are unaware of and may include defamatory comments putting your reputation at risk).

Posting comments/images/video about Stella Maris College

When considering posting information or images that implicate the College in any way, students, parents and staff must be mindful of what is communicated. The College strictly forbids any content that is defamatory, offensive, or derogatory. As a member of the community, it is expected that all staff, students and parents voice their concerns about particular matters by directly contacting (email, phone, meeting in person) an appropriate member of staff (PC Teacher, Head of Year, Director, Assistant Principal Wellbeing or Principal). This includes snapchats as these can be recorded or taken as a screenshot and forwarded on.

Privacy settings on personal social networking pages

The College strongly encourages all students and staff to set their social networking pages' privacy settings to 'private' or 'friends only' instead of 'public'. The College recommends that students and staff only accept contacts they know and trust, that they protect their accounts with strong passwords, not access social media by clicking in a link in an email, limit the amount of personal information available, avoid 'checking in' at personal locations and disabling geo-tagging or location information sharing.

Staff / student online relationships (including after the student has left the College)

Staff should not establish or maintain personal online relationships with students. Explicitly staff should not become friends with students on Facebook or follow students on Instagram. Students are able to follow staff professional Twitter accounts, however staff should not be following students. Students should never accept friendships from strangers, people they do not know or friends of friends on any form of social media. This includes 'followers'.

3) Use of Phones

A smart phone is a mobile phone that performs many of the functions of a computer, typically having a touchscreen interface, Internet access, music player, camera and an operating system capable of running downloaded apps.

The College understands that smart phones are a significant part of teenage life. Although these devices have been supplied by parents, the College acknowledges that staff have an important role to play in helping students to develop responsible habits.

In the classroom, smart phones can be a powerful learning tool. Students are able to take photos of notes written on the board, access related websites and make use of educational apps.

Mobile phones and other electronic devices must be on silent when students are in class, moving between classes, during study periods, at assembly, during Year meetings or when students are engaged in any formal school activity unless given specific permission from their teacher. If students leave the classroom, e.g. to go to the bathroom, we ask that they leave their phone on the teacher's desk.

Consequences of phone use during class:

1. If visible, the student is asked to put their phone out of sight.
2. If the phone reappears, the student may be asked to place it on the teacher's desk, to be collected at the end of the lesson.
3. Should the student refuse to place the phone on the teacher's desk, she will be referred to her Head of Year.

It is convenient for parents to send important messages to their children via phones. The College asks that parents keep these messages to an absolute minimum during school hours. In cases of emergency parents should make contact with the school office, that way a staff member can speak with the child in person and deliver the information safely and if necessary offer additional support. In rare situations a student may have a need to make a phone call to their parent or guardian. In these situations they should first seek permission from a staff member.

Students are able to access their phones to check messages and respond briefly via text message during recess and lunchtime. Students should avoid making voice calls during this time and keep texting and social media to a minimum so that they can interact with each other and their peers 'in person'.

Students may connect their smart phones to the College network using their regular username and password.

Staff are encouraged to carry their smart phones at all times. They are excellent tools in cases of emergency or when it is necessary to seek extra assistance in the classroom or yard. Staff must not use their smart phones for personal reasons when they are teaching or on yard duty.

Staff should not provide students with their personal mobile phone numbers. From time to time, it is appropriate for staff to share their College mobile phone number for the purposes of managing trips and excursions.

4) Sexting

What is sexting?

Sexting refers to the sending of sexual messages, photos or videos using a portable wireless device, typically a smart phone (i.e. photo of yourself or someone else's private body parts, photos of yourself or someone else in a sexually suggestive pose, comments including sexually related content).

Research from the Office of the eSafety Commissioner reports that in 2017 49% of the population reported knowledge of peers sharing self-generated images. (The focus group were all aged 14 or 15).

No member of the College community should capture, store or distribute any content that is of a

sexual nature.

Consequences of sexting

Sexting can have significant social and personal consequences. For example, if images are forwarded on from the intended recipient, which has been the case following relationship break-ups, the social ramifications can be devastating for teens. Images may be viewed by many people through smart phones and posting of images online. For some it may seem like harmless fun, but students must be careful - once a picture is sent electronically it becomes part of an individual's 'digital footprint' and this lasts forever, even if it has been 'deleted' from a phone or computer, once an image is sent it is 'out' and there is no way of tracking where it will go or if it will turn 'viral' (spreads to numerous recipients).

Such behaviour can easily damage future career prospects or relationships. As it is something that lasts forever, the sender needs to think carefully about the reputation this will leave them with and how their children/grandchildren, future employees/colleagues, family members will feel about this content being public.

Sexting can have legal consequences if the images taken and shared are of minors (under 18 years of age). Changes to the law in 2018 mean that that consensual 'sexting' between peers of a similar age is no longer a crime IF the alleged victim is at least 14 years of age, and the age difference between the alleged victim and the alleged offender is not more than two years. This provision decriminalises the situation where, for example, peers have taken, shared and kept nude photographs of themselves and others.

Students should consider the feelings of others when taking photos and distributing any content by phone or online.

If you receive a photo which falls into the category of sexting you can avoid getting into trouble by;

- a. Deleting the photo immediately
- b. Letting the sender know you do not want to receive anything like this again
- c. Ensure you do not forward such images on to another person. In certain circumstances this can be classed as a crime.

Parents, students and staff who feel that a sexting incident has taken place at school should make formal contact with an appropriate member of staff (PC Teacher, Head of Year, Assistant Principal Wellbeing or Principal).

Outside of school hours, whilst the College support parents, this is a legal issue that needs to be managed by parents in accordance with the law.

5) Excessive use of digital technology (including computer games)

The College encourages students and staff to be mindful of a healthy balance between time spent engaging in digital technology and time spent on activities that do not involve technological devices.

It is important that all users of digital technology are not 'disconnecting' with the 'real world' by spending too much time 'connecting' with the 'digital world'. The consequences of spending too much time in front of a 'screen' can include the following.

Physical Disadvantages:

1. increased chance of weight gain
2. higher cholesterol and fasting insulin
3. lower cardiovascular fitness
4. poor sleep habits and patterns (avoid being on a screen 30 mins before attempting to sleep)
5. increased consumption of unhealthy foods
6. poor posture and consequential spinal problems

7. attendance issues at school

Adverse Mental & Social Health Issues:

1. loneliness, depression or depressive symptoms
2. higher prevalence of withdrawal and anxiety
3. internet addiction
4. reduced time with family members
5. shorter attention span and concentration problems
6. less reading time, resulting in lower comprehension capabilities
7. reduced creative imagination and creative play
8. higher amounts of aggressive behavior

6) Disconnection from digital devices

It is important for both staff and students of the College to be mindful of how much time they are connected to digital technology.

Strategies to ensure appropriate disconnection

There are strategies that the College encourage in order to alleviate the temptation of connecting to devices at every spare moment:

- leaving devices on charge overnight in living areas instead of bedrooms
- scheduling 'online' leisure time and 'offline' leisure time every day (particularly important for younger students)
- scheduling 'online' homework time and 'offline' homework time every day
- keeping phones separate and out of view whilst engaging in face to face conversations; putting phones on 'silent' during meeting times, and in times where they could cause public disturbance
- Parents can refer to the following links for further information and hints
<https://www.esafety.gov.au/education-resources/iparent>

The College encourages students to be 'screen free' during recess and lunch times. The reason for this is founded in our belief that students should utilise these times to be physically active, socialise with peers and participate in extra-curricula activities offered by the College.

7) Email etiquette

Email, when used appropriately, is a very efficient and effective way for students, staff and parents to communicate. However, all members of the Community need to be considerate of one another by doing the following.

1. **Be professional when composing an email.** Follow standard writing protocol – traditional spelling, grammar, and punctuation rules apply. Poorly composed email messages reflect poorly on the author and the College.
2. **Keep messages brief and to the point.** Concentrate on one subject per email whenever possible.
3. **Use a signature that includes full name and contact details.**
It is important that people know who composed the email and how contact can be made. Student signatures should include:
 - full name
 - year level
 - PC class
 - PC teacher
4. **Prioritise personal contact over lengthy email conversations.** Remember the value of 'face to face' or even 'voice to voice' communication. Email communication is not appropriate

when sending complex or emotional messages. This is particularly important when wanting to communicate a grievance or complaint to another individual. It is recommended that in such a situation, a phone call or personal visit takes place.

5. **Remember that email is not private.** Any email message generated or received from a College account or device is considered to be College property and therefore should fit within the values of the College. When composing email be sure to write in such a way that if the message was forwarded to any unintended audiences you would not be embarrassed.
6. **Use group distribution lists appropriately.** Avoid sending email messages relevant to a few people to a large distribution list. Take the time to individually type recipient addresses rather than sending messages to everyone. This is particularly important when the message is of a sensitive nature.
7. **Use the subject field to identify content and purpose.** This provides recipients a clearer idea what the email message is about when it arrives in their 'Inbox'. Clear subject fields also make it easier to search for archived email. Always start a new email for a new topic.
8. **Use Carbon Copy (CC:) and Blind Carbon Copy (BCC:) appropriately.**
 - Carbon Copy (CC:)
 - Recipients listed in this field receive a courtesy copy of the email.
 - All recipients are aware that people listed in the 'CC:' field have received a copy.
 - Recipients are not expected to reply or perform any type of action from the email.
 - Blind Carbon Copy (BCC:)
 - Recipients listed in this field receive a courtesy copy of the email.
 - Only the author of the email is aware of which people have received a Blind Carbon Copy of the email.
 - Generally it is considered to be unethical to use 'BCC:', however, when sending a message to a large list of people, it is necessary to use the 'BCC:' from a privacy perspective where some recipients have not given permission to share their contact details.
9. **Be realistic with the timeframe for a reply.** Remember that email is not a live conversation. The recipient needs time to respond to your email. It is unreasonable to send an email after school hours and expect a response at the beginning of the next day. In cases where two people are using email at the same time they may engage in a series of messages back and forth in short succession. However, for health purposes, this type of communication should be avoided outside of work hours. It is important that students and staff maintain a healthy school / life balance.
10. **Email Etiquette example:**
 - Start:*
 - If you are writing to a stranger and do not know their name, start the email 'Dear Sir' or 'Dear Madam'; otherwise address them as 'Dear Mr/Mrs/Ms/Miss [Name]'.
 - End:*
 - It is acceptable to end emails with a simple 'Kind regards' or 'Best wishes'.

8) Backing up Data

It is essential that staff and students back up their data regularly using the Microsoft Office Onedrive account provided by the College. The College takes no responsibility for any lost data that is stored on student laptops rather than Onedrive.

How to backup

All students have their own Onedrive, stored in the Microsoft cloud and will receive guidance on how to use the system at the beginning of each school year. Students who are having difficulty using or accessing their account should speak with the help desk to seek assistance. The College expectation is that all staff and students will use this drive to save all work for school. The reason for this is that if a problem occurs with their own computer, all their work can be accessed from the cloud on another device and nothing will be lost. Storing work on a hard drive of one computer is fraught with danger.

9) Printing

To help save costs and reduce the impact on the environment all members of the College Community should attempt to reduce the amount of printing.

- Staff and students must minimise printing at all times by print previewing, editing on screen rather than on printouts, selecting double sided and spell checking before printing.
- Staff and students must ensure that they only print information that is College related.

10) Internet Usage

Accessing inappropriate online content

Staff and students must never deliberately access content that does not fit within the values of the College (e.g. access and storage of illegal, sexually explicit, violent and other socially offensive material is not permitted).

At school

When at school inappropriate material will be filtered and regular reports are generated for inappropriate usage. However, at home greater care will need to be taken when searching for material on the Internet because the internet service provider (e.g. Telstra) will provide only a limited amount of protection from inappropriate content. If staff or students stumble across inappropriate material, they should close their web browser straight away, and report to an appropriate member of staff that such material was accidentally accessed. All portable wireless devices, which are connected to the College wifi network, will be filtered. They will also be monitored and audited randomly by ICT Services to ensure they have been used appropriately.

At home

At home best practice is that the family use their portable wireless devices in commonly shared spaces such as the kitchen table or lounge room. This will enable parents/guardians to keep an eye on what their daughter is doing with the device. Parents/guardians are also encouraged to apply software which gives them control of the devices on their network at home in order to filter out any undesirable websites that their children might visit. Best practice also involves turning off Wifi during the night and entering into contracts with children with regard to appropriate use of devices.

Data consumption at school

Students and staff must minimise the amount of data they download from the Internet when at school. Excessive data consumption leads to greater running costs and a significant reduction in network performance. Students and staff should:

- never stream music videos to play in the background whilst they work/study
- choose to watch video in standard definition as opposed to high definition;
- rarely use the Internet for personal reasons when at school.

11) Copyright and Plagiarism

Laws regarding copyright

It is illegal to copy, download or share copyrighted files including audio, text, video, images, software and games without permission. Permission is usually granted when the author of the material has received payment.

No member of the College Community should capture or store copyright material illegally. This includes pirated music, movies, software and games. This also includes the downloading of free 'apps' that offer free downloads of music. It is possible to be fined tens of thousands of dollars for downloading illegal music and people who use these 'apps' can be easily tracked. Any such material discovered by the College will be deleted immediately.

Plagiarism at Stella Maris College

Often staff and students will partially use the ideas of others in their work. It is essential to acknowledge the author of the original ideas by citing the source from which the idea was expressed. Increasingly websites are used as a source of information. Full details on correct referencing can be found within the Library section of the student Portal.

12) Using online learning spaces (Office 365 / Student Portal / Moodle/SEQTA)

The student Portal is the overarching online communication system that is used at Stella Maris College. In 2020, through the Portal students are able to find information about:

timetable;
attendance records;
assessment tasks;
homework.

In 2021 students will move to SEQTA.

Staff use a combination of the Portal, SEQTA and iWise and are able to access general information including the daily notices, timetable, class lists, home contact details, student commendations, student absences, student incidents and results from assessment tasks.

The Parent Portal is a module of iWise specifically built for parents allowing them to access their child's timetable, daily notices, attendance records and results from assessment tasks. This will be replaced by SEQTA Engage in 2021.

In addition to the Portal, staff use the Office 365 Teams software. This software allow teachers to share basic information about the class, student instructions for various lessons, folders of electronic files, collaborative areas for students to share ideas, embedded YouTube clips and links to external sites. Through this software students are able to keep up to date whenever they are absent and easily work both independently and in groups during class time. Students have access to important content from anywhere at any time.

When using online learning spaces the following should be remembered.

- Online learning spaces are an extension to the regular classroom and therefore the same classroom expectations apply.
- Members of online spaces should not engage in live conversations during the evening. For health reasons it is important for staff and students to disconnect from school life. Examples of live conversations include discussion that takes place in live chat rooms and posting/replying to posts in quick succession.
- All behaviour on online learning spaces must fit within the values of the College (i.e. access and storage of illegal, sexually explicit, violent and other socially offensive material is not permitted).

For purposes of consistency for students and staff, the College only endorses the use of Office365. Other tools such as Google Classrooms, Weebly, Wix, Edmodo and Evernote should be avoided.

13) Personal use

All personal portable wireless devices issued by the College are to be used to enhance learning and teaching. However, the College allows staff and students to use their devices for personal reasons so long as usage fits within the values of the College (i.e. access and storage of illegal, sexually explicit, violent and other socially offensive material is not permitted).

Personal use should never interfere with learning and teaching.

14) What does all of this mean for students in the classroom?

The Responsible Digital Citizenship Policy and Guidelines are purposefully comprehensive, so there are no 'grey' areas for students, staff and parents.

The student expectations that follow summarise the ideas explained in detail within the policy and guidelines.

Responsible Digital Citizenship Student Expectations:

At the beginning of each school year students will read and discuss the policy with their PC teacher. Once each student agrees they understand what it means to be a responsible digital citizen at Stella Maris College they will agree to this via the College Portal. Once complete, students will gain access to the College wifi and other ICT equipment and/or devices. Students will not gain access to the College ICT facilities until this is complete.

Daily Expectations

- At the start of each class wait until your teacher gives instructions before using your device.
- Ensure that your device has enough charge so it can be used for the whole day at school; chargers are not available at school.
- Change your password regularly and keep it secure.
- Back up your data regularly.
- Respect yourself and others' privacy by never revealing personal information online.
- Respect the feelings of others by being thoughtful before posting online.
- Ensure your work is your own and/or acknowledge others when using their ideas.
- Personal use is OK but never let it interfere with your learning. This means that the following should not take place during class time:
 - playing games;
 - listening to music (unless permission has been given by the teacher);
 - watching unrelated videos;
 - surfing the web.
- Take a break from your device during recess and lunchtime (screen free breaks).
- Seek help or repairs if your machine is broken or not working optimally.

Further Resources:

- Office of the eSafety Commissioner
<https://www.esafety.gov.au/>
- Digital skills for raising teens
http://raisingchildren.net.au/articles/digital_citizenship.html
- Positive Resources for teens to engage online
<https://www.esafety.gov.au/education-resources/classroom-resources/digital-citizenship/engage>
- Characteristics of Responsible (Digital) Citizens
<https://dailygenius.com/positive-digital-citizen/>
- How to be a responsible digital citizen
<http://blog.goguardian.com/tips-to-be-a-good-digital-citizen>
- Positive Wellbeing/Parenting
<https://www.happyfamilies.com.au/about/>
- Positive Education
<http://www.positiveschools.com.au/>
- <https://www.pesa.edu.au/>
- <https://www.ggs.vic.edu.au/Institute/Blog>

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