

## IGF 2023 WS#318 “Defend Digital Playgrounds: Safeguarding Children Online”

### Discussion Facilitation:

We will be facilitating interaction between speakers, participants and interested/relevant parties in six main ways:

(1) *Speaker-to-speaker discussion*: The moderator will be starting the round table discussions by asking the guiding questions, and the panel speakers are encouraged to contribute. The moderator will observe and balance the speaking time between the speakers through intervention. (E.g: The moderator will intervene in an appropriate manner when a speaker has spoken over proportionate and invite a speaker who has spoken less to provide more supplementation)

(2) *Speaker and audience discussion*: At the end of each round table discussion, the moderator will open the floor to both the audience and the speakers to discuss the question posed by the moderator. The question is designed to be relatable to most general topic’s daily experience to encourage participation and understanding of the topic.

(3) *Q&A*: There will be a Q&A session after the second-round table discussion. The audience is encouraged and given the chance to ask any question in relation to the topic.

(4) *Survey*: An online survey will be conducted. Interaction is encouraged in order to supplement our final report using audience contributions regarding the policy questions and topics discussed.

(5) *Collaboration*: Online collaboration tools like Mural or Dashboard will be integrated into the session to facilitate interactive exercises and brainstorming sessions, especially in the opening.

(6) *Social media*: Posters and flyers of the workshop will be made and promoted online to Internet Governance, youth, and other relevant communities. Designated hashtags will be created to facilitate online discussion, share insights, and extend the reach of the workshop beyond physical and virtual venues.

### References:

1. M. Arogbodo, Bournemouth University Dorset, rep., 2022
2. P. L. Davidson, (PDF) cyber threats to online education: A Delphi Study - Researchgate, [https://www.researchgate.net/publication/273897111\\_Cyber\\_threats\\_to\\_online\\_education\\_A\\_Delphi\\_Study](https://www.researchgate.net/publication/273897111_Cyber_threats_to_online_education_A_Delphi_Study)
3. “Defend digital me - defend digital me,” Defend Digital Me - Defend Digital Me, <https://defenddigitalme.org/>
4. J. Goggin, “Playbour, farming and labour,” Playbour, farming and labour | Ephemeral Journal, <https://ephemerajournal.org/contribution/playbour-farming-and-labour#:~:text=Also%20addressed%20is%20the%20concept,and%20popular%20culture%20more%20generally>
5. K. Walsh et al., “Best practice framework for online safety education: Results from a rapid review of the International Literature, expert review, and stakeholder consultation,” International Journal of Child-Computer Interaction, <https://www.sciencedirect.com/science/article/pii/S2212868922000150>
6. N. Nazar, I. Darvishi and A. Yeboah-Ofori, "Cyber Threat Analysis on Online Learning and Its Mitigation Techniques Amid Covid-19," 2022 IEEE International Smart Cities Conference (ISC2), Pafos, Cyprus, 2022, pp. 1-7, doi: 10.1109/ISC255366.2022.9922102.

