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MTTS 1, 2, and 3 (fact sheet)

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| **ETHICAL ISSUES FOR SAFETY AND SECURITY** |

***SOCIAL NETWORKING:***

☺ Members of networks sharing information with each other.

☺ Most sites are free.

☺ Members can be exposed to sexual assaults and invasions of privacy.

☺ Unregulated arena – students can stumble upon inappropriate sites.

Source: This site assigns letter grades to websites in order to encourage responsible use of the World Wide Web medium so that the widest possible audience can enjoy it. Fairly detailed criteria are stated at [www.sitegrade.com/criteria/](http://www.sitegrade.com/criteria/)

Educators need to teach their students to be aware of these sites through classroom awareness discussions. Student need to be aware that they should never put personal information on web pages. Hackers can steal your identity if you are not careful – never visit unsafe sites. Teacher need to take advantage of safety tips that some sites offer.

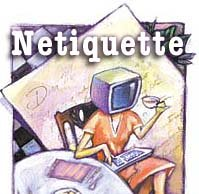
***ACCEPTABLE USE POLICIES (AUP):***

* ☺ Developed by schools and/or their districts – a policy that students must sign stating
* that they understand the acceptable behaviors and rules to be used when emailing
* and using the Internet in school.
* ☺ Guardians of students must also sign the AUP allowing their child to access this
* information.
* ☺ Defines appropriate and inappropriate use of classroom computers and states the
* consequences for violations.

☺ Teachers, students, and parents should know and have available to them the AUP’s

guidelines that their school follows.

To avoid misuse of computers schools can purchase “Internet Filtering” software. This will give the school control over sites that students can use. It can also keep track of what sites the students have been visiting. Teachers need to spend class time discussing ethical issues with their students. The best way to control misuse of the Internet is for teachers to keep a watchful eye on their students.



***NETIQUETTE:***

☺ Short for network etiquette or Internet etiquette is a set of rules to facilitate

interaction over networks.

☺ The concept of these rules remains in a state of flux, which varies for user to user.

☺ Be aware that it is legal to monitor the content of your email messages. Even deleted

email can be retrieved through backup files.

Source: Netiquette for Educators [www.techlearning.com/db\_area/archives/WCE/archives/netiquet.htm](http://www.techlearning.com/db_area/archives/WCE/archives/netiquet.htm)

Teachers need to remind students that all messages that they send through email does not make it private. Once it is sent to someone that person can resend it to anyone. Students need to be taught to be professional in their emails and to have patience with others. Teachers need to be a good role model.

***CYBER-BULLYING/HARASSMENT:***

☺ Email that contains hated that threatens and/or frightens another person.

☺ Email that has sexist content and/or racist material.

☺ Spyware is a form of harassment – it is a program that is placed in your

computer without your knowledge. It collects information from your

computer and then sends it to the person who placed the spyware program.

Source: Trends & Tudes – Keeping you connected to today’s youth audience “Cyber-Bullying” by Chris Moessner <http://www.harrisinteractive.com/news/newsletters/k12news/HI_TrendsTudes_2007_v06_i04.pdf>

Source: To remove unwanted spyware programs [www.lavasoftusa.com/sofware/adaware](http://www.lavasoftusa.com/sofware/adaware)

Teachers need to explain to their students what is bullying and harassment through the Internet. They need to make their students comfortable enough in the classroom setting to report any such acts that may arise. Students need to be aware that such acts can be a federal offence.

*** STUDENT DATA:***

☺ Information regarding the student is kept on the schools computer hard drives

such as, full name, birth date, address, and phone number, etc.

☺ Standardized tests grades are posted in the student’s data information. These

tests scores are the focus of the teachers in improving the school’s academic yearly

progress (AYP).

☺ Private information that affects the student’s academics is kept on record such as,

IEP, ELLs, homeless, heath and mental history.

☺ Parent information is also kept on record.

Schools must take all precautions to keep students information private and protected. Law suits can be created if students’ and their families’ information get into the wrong hands. Teachers should never discuss students’ information to others. When teachers are discussing their students to other teachers they need to be aware of who is around listening. They should never discuss students’ information among other students.

***INTERNET PRIVACY:***

☺ There is little to no internet privacy due to the continual growth beyond anyone’s control

of the Internet.

☺ When you fill out a voluntarily online registration form for free software or other

products this information can be sold to marketing companies, who will probably send

you junk email.

☺ Websites are able to detect what type of computer, the software that you use, what

sites you visit – all from your browser.

☺ When some sites get your information they can leave you a cookie, which will let them

know what, who, when, and where you have been in the internet.

☺ Children’s Online Privacy Protection Act (COPPA) – established rules to safeguard

children’s privacy online.

Source: Parents’ and Teachers’ guide to Online Privacy www.truste.org/education/users\_parents \_teacher\_guide.html

Teachers need to explain to students that in order to keep their information from being sold, they need to inspect online registration forms carefully to see whether they have a policy of not selling the information that they receive. Privacy issues can be dealt with by using a variety of software tools. These tools can be found free through the Internet or bought commercially.

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| **DIGITAL DIVIDE** |

*** GENDER:***

☺ Research has stipulated that boys are more interested and involved with technology than

girls are (Bitter, 2008; pg. 134).

☺ Software companies cater to male-dominated activities which include violence and

competition.

☺ More males buy computer software than females.

☺ Gender and equal availability of technology for everyone are the main issues.

☺ According to J. Cooper in his paper “The Digital Divide: The Special Case of Gender” when

you take violence and competition out of the software – boys and girls rate about the

same (http://www.ncssps.org/userfiles/Digital\_Divide%20-%20Cooper.pdf).

☺ Stereotypes regarding boys and girls contribute to the digital divide.

When selecting software for the classroom teachers need to address the girls’ needs as well as boys – find software without violence. All software should be treated as you would choose a text book for the class – Will the students use it? – Does it have a purpose? – Is it meaningful? Teachers must be able to give an assessment to the students on the technology lesson.

***SOCIOECONOMIC:***

☺ Socioeconomic is your status due to your occupation, income, education, and where

you live.

☺ Low socioeconomic schools have limited access to computers and the Internet.

☺ Schools with a shortage of computers are putting their students at risk of information

poverty.

☺ Students with more computer experience will obtain higher salaries, and students with

little computer skills will be at a disadvantage (Bitter, 2008; pg. 134).

☺ Due to a student’s socioeconomics they may or may not have a computer at home.

Source: The Equal Access to Software and Information (EASI) [www.rit.edu/~easi](http://www.rit.edu/~easi)

Educators have a responsibility to all students that they will have sufficient access to computers and the Internet. They must apply technology resources to enable and empower learners with diverse backgrounds, abilities, and characteristics. They must promote safe and healthy use of technology resources. Teachers must take advantage of technology so all students can be involved in more than the drill-and-practice activities often common in lower socioeconomic schools (Bitter, 2008; pg. 136).

***RACE:***

☺ The socioeconomic status of a person’s race can contribute to the lack of funds needed

for technology.

☺ Equity issues are a major concern of educators who use technology in the classroom.

☺ “Culture of Classism” – is a dangerous culture that hardens our society to judge people

on their social economic status. Some teachers set low expectations for low-income

students because they define students by their weaknesses rather than their

strengths due to their social economic background.

☺ Educate ourselves about class and poverty.

Teachers need to beware that not all students have access to computers; therefore they may not have background knowledge needed to operate a computer. These students are at a great disadvantage over the students that do have computers at home. Teachers should never assign work requiring the access of computers without providing in-school time to complete it. Funding and teacher professional development are critical to ensure adequate and equal access to technology in the classroom. Educators must focus on all students’ strengths rather than their weaknesses regardless of their social background. They need to pull away from drawing on well-established stereotypes of their students.

***RESOURCE EQUITY:***

☺ It is people who make decisions on how to use the resources that are available to them.

☺ Student access to technology is dependent on the financial status of a school or school

district. If there are no funds the technology budget will be cut.

☺ Make school involvement accessible to all families.

Source: Digital Divide Network - is an online resource that connects communities with resources [www.digitaldividenetwork.org](http://www.digitaldividenetwork.org)

Source: The Clearinghouse provides clearly laid out criteria that are used for evaluating the resource guides it includes. The criteria are based on level of resource description, level of resource evaluation, design, organizational schemes, and information. These are useful criteria for evaluation of resources, although they are specifically intended for the evaluation of resource guides. The criteria are listed at [www.clearinghouse.net/ratings.html](http://www.clearinghouse.net/ratings.html)

Industry partnerships, parents, fund-raising, and careful budgeting in schools can improve access to technology. Educators must prepare for a technology-rich future and keep up with change by adopting effective strategies that infuse lessons with appropriate technologies (Gorski, 2008). Therefore, the teacher is the key variable in technology implementation and effectiveness.

***TEACHER BIAS:***

☺ The neglect on the teacher’s part to improve their knowledge on technology can

affect the students learning out come.

☺ The fear of not knowing enough technology to teach it will play an effect on the

digital divide.

☺ Most people are unaware of their biases.

Teachers need to keep informed on new technology in order to share this information with their students. They can also learn from their students. Teachers need to incorporate technology into all disciplines when possible. When teaching any prejudices that they may have must be set aside in order to give all students a fair education. Most teachers are unaware of their biases. In order to become aware of these issues they can invite a colleague to observe them while they are teaching looking for signs of class bias.

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| **LEGAL USE OF DIGITAL MEDIA** |

***COPYRIGHT:***

☺ Gives the creator the exclusive right to reproduce, distribute, perform, display, or license

his or her work (Bitter, 2008; pg. 124).

☺ Protects the original owner’s work from being copied or used for profit.

☺ Copyright and the notion of intellectual property were written into the Constitution of

the United States to promote learning and the useful arts – and were designed to be

supportive of the work of educators (Bitter, 2008; pg. 125).

☺ “The Education Act” was the first copyright act that was written into our federal law.

☺ According to the Digital Millennium Copyright Act of 1998 under federal copyright law, no

copyrighted work may be copied, published, disseminated, displayed, performed, or

played without permission of the copyright holder except in accordance with fair use or

licensed agreement (Bitter, 2008; pg. 125). This includes music, movies, and other

copyrighted material.

Source: Copyright Office of the Library of Congress [www.loc.gov/copyright/circs/circ1.html](http://www.loc.gov/copyright/circs/circ1.html)

Source: Copyright Chart designed by Hall Davidson – to inform teachers of what they may do

[www.mediafestival.org/downloads.html](http://www.mediafestival.org/downloads.html)

Teachers need to set an example of ethical behavior whenever using or discussing computers. They need to understand the copyright laws in order to explain them to their students. A growing concern among educators is Internet plagiarism – explain to students how would they feel if someone took their information and got credit for it. Teachers need to be aware of the above copyright chart designed by Hall Davidson on the dos and don’ts that are in the copyright laws.

***FAIR USE:***

☺ Fair use is defined in Section 107 of the 1976 Copyright Act

[www.loc.gov/copyright/title17/92chap1.html#107](http://www.loc.gov/copyright/title17/92chap1.html#107)

☺ Use for criticism, comment, news reporting, teaching (including multiple copies for

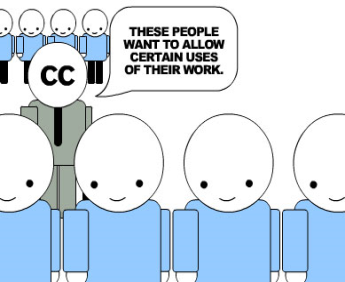
classroom use), scholarship, or research is not an infringement of copyright (Bitter,

2008; pg. 125).

☺ Copyrighted work may be used or copied for educational use as long as the user is not

trying to avoid purchasing the work.

Educators need to understand the difference between copyright and fair use in order to protect themselves from copyright infringement. Teachers and students need to give credit to the copyright owner by crediting them in a work cite page. Teachers need to give a lesson on how to write an effective paper that includes a “work cite” page. They also need to be aware of the four factors that are to be considered in determining whether or not a particular use is fair as stated in section 107: 1) The purpose and character of the use, including whether such use is of commercial nature or is for nonprofit educational purposes. 2) The nature of the copyrighted work. 3) The amount and substantiality of the portion used in relation to the copyrighted work as a whole. 4) The effect of the use upon the potential market for, or value of, the copyrighted work. Acknowledging the source of the copyrighted material does not substitute for obtaining permission.

***CREATIVE COMMONS:***

☺ A non-profit organization established by Lawrence Lessig to reduce legal

restrictions on [copyright](http://en.wikipedia.org/wiki/Copyright), [trademark](http://en.wikipedia.org/wiki/Trademark), and [radio frequency spectrum](http://en.wikipedia.org/wiki/Radio_frequency), particularly

in technology applications.

☺ Signals the rights of the copyright owner to give up some of their rights that they

want to give and still protect other rights.

☺ Gives excess to knowledge and also protects rights at a Global level.

Source: Need help determining whether or not you have made “Fair Use” contact Shepard Fairey and Fair Use Challenge available at the Project New Media Literacies Learning Library website.

There is a video made available for teachers to share with their students on the creative commons <http://youtu.be/AWxyx5iYdvI>. Teachers need to be aware that there is a thin line when it comes to copyright and fair use in the classroom – they need to keep up dated on these laws. Teachers and students need to make sure that they give attribute to all the material that they did not create themselves to those who did in the way they specified. When using Educational Resource that you did not create you must make sure that the use of others work is in compliance with the “Fair Use” policies before you upload it.

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Image References

In order as they appear in the fact sheet

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