EDU 624
Social, Legal and Ethical Issues in Educational Technology
Spring 2014

Professor: Dr. Catherine Tannahill, Prof.
Class Location: Online
Office Address: Education Dept, ECSU, 83 Windham, Willimantic, CT 06226
Office: Webb Hall 149
Office Hours: Mon. 2-3, Tues. 1-3, Wed. 1-3, & others by appointment.

Please contact Dr. Tannahill at (860) 465-5098 or through her email address – tannahillc@easternct.edu

Catalogue Description: This course is designed to prepare participants to deal with the issues of copyright, equity, access, and appropriate use of instructional technology at the campus and district level.

Course prerequisites: Graduate standing or permission of the instructor

Required text/materials:
Plus an extensive list of additional articles and resources.

Students with Exceptionalities:
If you are a student in this class with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of AccessAbility Services at 465-5573. To avoid any delay in the receipt of accommodations, you should contact the Office of AccessAbility Services as soon as possible. Please note that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Office of AccessAbility Services. Your cooperation is appreciated.

Course Objectives: This course is designed to prepare participants to appropriately use and supervise the use of instructional technology at the campus and district level.
Students will
1. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
2. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
3. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.
4. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology.
5. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools.
6. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.

Standards addressed:

<table>
<thead>
<tr>
<th>Objective</th>
<th>ISTE – NETS C***</th>
<th>ISTE – NETS A*</th>
<th>ISTE – NETS T**</th>
<th>CF***</th>
<th>Common Core Standards</th>
<th>Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1,2,3,5,6</td>
<td>4a</td>
<td></td>
<td>6.3, 6.5</td>
<td></td>
<td>3,4,5,6,7</td>
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<td>2</td>
<td>1,2,3,5,6</td>
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<td>4b</td>
<td>5.4, 6.5, 6.8</td>
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<td>1,2,3,5,6,7</td>
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<tr>
<td>3</td>
<td>1,2,3,5</td>
<td>5c</td>
<td>4c</td>
<td>6.3, 6.5, 6.7</td>
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<td>1,3,4,5,6,7</td>
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<tr>
<td>4</td>
<td>1,2,3,4,5</td>
<td>5b</td>
<td></td>
<td>6.3, 6.7</td>
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<td>3,4,5,6,7</td>
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<td>5</td>
<td>1,3,5,6</td>
<td>5d</td>
<td>4d</td>
<td>6.3, 6.7</td>
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<td>1,3,5,6,7</td>
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<tr>
<td>6</td>
<td>1,2,3,4,5,6</td>
<td>3b, c, d</td>
<td>5d</td>
<td>6.3, 6.5, 6.8</td>
<td></td>
<td>1,2,4,6</td>
</tr>
</tbody>
</table>

National Educational Technology Standards (ISTE) revised editions. Retrieved 5/12/2012 from
*** ECSU Departmental expectations as listed in the Conceptual Framework

Course Scope & Sequence:
Social, Legal and Ethical Issues
- Unit 1: Digital Citizenship: What is it? Why is it important?
- Unit 2: Teachers, Access, Literacy.
- Unit 3: The Elements of Citizenship
- Unit 4: Integrating Digital Citizenship in Your Curriculum
Grading Policies:
Students will earn points for assignments. Each assignment will be given a specific due date. Any submission beyond that specific date will be considered late and graded accordingly. Incomplete grades will only be given following consultation with the professor. In unusual circumstances, students may request an incomplete grade by contacting the instructor prior to the last class. All incomplete assignments must be completed within six weeks after the beginning of the first full semester following the granting of the "Incomplete."

Assignments:

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,3,5,6</td>
<td>1 Discussion Participation</td>
<td>20</td>
</tr>
<tr>
<td>2,6</td>
<td>2. Annotated Web-Liography</td>
<td>20</td>
</tr>
<tr>
<td>1,2,3,4,5</td>
<td>3. Final Reflection</td>
<td>9</td>
</tr>
<tr>
<td>1,3,4,6</td>
<td>4a. Unit 1: Digital Citizenship Articulated</td>
<td>5</td>
</tr>
<tr>
<td>3,4,6</td>
<td>4b. Unit 1: Concerns Discussions</td>
<td>6</td>
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<tr>
<td>1,2,3,4,5</td>
<td>5. Unit 2: Educational Technology Philosophy</td>
<td>5</td>
</tr>
<tr>
<td>1,2,3,4,5,6</td>
<td>6 Unit 3: The Elements of Digital Citizenship</td>
<td>20</td>
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<tr>
<td>1,2,3,4,5</td>
<td>7 Unit 4: Action Plan for Integration</td>
<td>15</td>
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<td></td>
<td><strong>Total Score</strong></td>
<td><strong>100</strong></td>
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Final grades in this course will be determined on total points earned out of 100 in the following way:

- 95–100   A
- 90–94    A-
- 87–89    B+
- 84–86    B
- 80–83    B-
- 77–79    C+
- 74–76    C
- 70–73    C-
- 65–69    D+
- 60–64    D
- Below 60 F

For averages below 60 please discuss your work with the instructor.

*Prior to the course closing date if a student has not completed the work, he or she must develop with the instructor an "incomplete" contract describing when they expect to complete their assignments. These contracts will include a late penalty - students will lose a grade (i.e. 90 or more points will earn a B, 80-89 will earn a C, etc.) for missing this due date. If an "incomplete" contract has not been developed by this end of course date, the student will receive a grade based on the number of points earned for completed assignments.

Assignments
Assignments will reflect the specific unit and the appropriate objectives that are being addressed by each unit. In addition assignments are intended to be practical – things that you as a building or district leader might be expected to do. Thus, there are, generally, options within each assignment. Please feel free to contact me with questions regarding further personalization of the assignments. Each assignment will possess a certain point value. Your grade will consist of the accumulated points earned for individual assignments.

Three assignments will address the entire course: threaded discussions, the annotated web-liography, and your final exam. All others will be unit specific.
1. **Discussions (20 pts).** As class discussion comprises 20% of your grade, my expectation is that everyone will post and original reply and at least one response to each discussion topic. Each response will require some elaboration: one word ‘does not a discussion make.’ Please do not limit your responses to the same class member each time. I would suggest that you review the Discussion Expectations on the Getting Started page for further elaboration. 

Although you will receive a grade for each discussion/participation, it is important to remember that significant content for each unit is addressed in these discussions. Your postings and responses should reflect the assigned activities and resources accordingly as well as thoughtful consideration of content issues within each unit. Professional practice and life experience is instrumental in framing reflection but is not the ultimate foundation for final decisions. You are expected to reflect growth through participation in this course.

2. **Annotated web-liography (20 pts).** You will create an annotated bibliography of Internet sites related to each unit. The purpose of these resources is to support instruction in digital citizenship.

   a. As an introductory paragraph to your bibliography you will need to explain the age level of the population you are focusing on. Each resource should be designated as either (T) as a teacher information resource or (I) as an instructional resource for use with students or children. If you are certified teacher or in a certification program, address the age levels of your certification. If you are not a teacher or in a certification program, you may choose adults or you may select a specific age level depending upon your needs.

   b. The bibliography will include the URL, the appropriate citation (see example) and a brief description of the site. Ideally you will create this in Word so that the URL will be active allowing easy connection to the site when the document is open. The assignment is to be submitted at the end of the semester.

   c. The bibliography should have **at least 35 listings** for the identified topics with a **minimum of 3-5 listings under each topic.** At least half of your listings under each topic must be original and not provided by the instructor. [Please number your entries and list under the appropriate topic] Additional topic areas can be created if you see a need.

   d. Your topic headings are:
      i. digital citizenship defined
      ii. digital access and equity
      iii. digital literacy
      iv. digital commerce
      v. digital communication
      vi. digital etiquette
      vii. digital law
viii. digital rights and responsibilities
ix. digital health and wellness
x. digital security

3. **Final Reflection (10 pts).** Based on the content from this course, describe the varied facets of digital citizenship. Address how you already do, plan to, or believe schools should advocate safe and ethical uses of technology, and develop cultural and global awareness? Be sure to base this on scholarly research and theoretical knowledge that you are translating to specific action.

**Unit Assignments**

4. **Unit 1: Digital Citizenship (11 pts total).** This Unit has two assessments. The first is a personal articulation of digital citizenship. The second is the recognition of the breadth of the topic and will be assessed through two discussions.
   a. **Assessment:** 1a: (5 pts): Draft a one page articulation of your definition of what makes good digital citizen. [Typically one page typed, double spaced, Times New Roman, 12 point font will run from 300 to 450 words.]
   b. **Assessment:** 1b: (6 pts): Two discussions are part of your assessment for this unit. For each discussion 3 pts counts toward Unit assessment and 2 pts toward discussion participation. Discussion 3 addresses Childhood Concerns and Discussion 4 addresses Societal Concerns.

5. **Unit 2: Teachers, Access, and Literacy (5 pts).** Describe your Educational Technology Philosophy. In light of your earlier defining of the meaning of Digital Citizenship and the materials in this Unit, write a 1-2 page description of how you envision the use of Technology to further the goals of American Education. Remember that this is your personal philosophy. Those who are teachers may relate this to previous philosophical study. For those in the MS in Educational Technology, a variation of this will be part of your final portfolio. For those in other programs, your use of technology ought to relate to your general philosophy of Education and preparation of students for the world in which they will be living.

   In addition, develop a short mantra for your philosophy and begin your paper with the statement of that mantra.

6. **Unit 3: The Elements of Citizenship (20 pts).** Locate one digital resource that illustrates each of the elements of digital citizenship. It might be a YouTube video, a blog, a graphic, an app etc. Identify the element it exemplifies; explain how your choice illustrates the element, why you chose it, and how you would use the selection when discussing/presenting the element. Your submission should list the elements, answer the required questions for each and hyperlink to your selected resource. Remember, it is important that you convince me that it is a good example.

7. **Unit 4: Integrating Digital Citizenship in Your Curriculum (15 pts).**
Discussion Topics:

Discussion 01: Rules. Please respond to these suggestions. Do you have some rules or changes that you would like to include? We will discuss this week and I will try to pull together a list to post next week based on consensus. I would like us to develop some rules for communication. I would like to propose three rules for consideration. Please title your original posting: your name- Rules. Feel free to respond to others to build our class rules. This posting will close at noon on the Monday of week 3. Respond to at least one posting.

Discussion 02: Introduction. For the second discussion, you also will have two weeks. It is currently open and will not close until the Monday of week 3 when we begin Unit 2. Post a message introducing you. Title it your name – Introduction. Be sure to include your name (full name as well as how you will designate yourself in discussion – Bob, Kitty, Bud – for the first couple of weeks, you might want to continue providing your full name.); your educational setting – position, school, district, etc. (Give us enough information that we can explore areas of commonality as well as differing interests); and your reason for taking this class. Respond to at least one posting. See course timeline for closing date remembering that all discussions close at noon on Mondays.

Discussion 03: Childhood Concerns. Please go to Discussions and select Topic 03: Childhood Concern. Choose one of your top three concerns in the use of technology by children and discuss why you believe it is something that needs to be addressed. Please title your original posting: your name- Childhood Concern. Respond to a posting of another classmate assisting them with their difficulty. See course timeline for closing date remembering that all discussions close at noon on Mondays.

Discussion 04: Societal Concerns. Please go to Discussions and select Topic 04: Societal Concern. Choose one of your top concerns facing our society because of the use of technology. Briefly discuss why you think it is important. Please title your original posting: your name- Societal Concern. Respond to a posting of another classmate assisting them with their difficulty. See course timeline for closing date remembering that all discussions close at noon on Mondays.

Discussion 05: Seeing Technology. After completing your one day journal, documenting your use of technology, discuss your conclusions. Were there any surprises? Respond to a posting of another classmate assisting them with their difficulty. See course timeline for closing date remembering that all discussions close at noon on Mondays.

Discussion 06: Personal Responsibility. Identify one or two things that you can personally do to impact digital access and equity for your students or for others. While advocacy is important, it frequently is an excuse for tolerating the status quo. ‘I tried.’ Respond to a posting of another classmate. See course timeline for closing date remembering that all discussions close at noon on Mondays.
**Discussion 07: Digital Literacy.** How can you address digital literacy in your own curriculum? Respond to a posting of another classmate assisting them with their difficulty. See course timeline for closing date remembering that all discussions close at noon on Mondays.

**Tentative Course Timeline**
Each Unit contains details as to what is to be read, completed, discussed, and/or submitted for the Unit. Most are broken into weekly activities, but some may span a longer period if it is expected that students will need additional time. You will see the entire Unit from the beginning and are expected to complete various assignments by the end of the week they are due. Remember that a week runs from noon on Monday to noon the following Monday.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Week’s activities</th>
<th>Assignment due</th>
<th>Homework assigned</th>
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<tbody>
<tr>
<td>1</td>
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<td>Week 1 Activities</td>
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<td>Pre-Reading Netiquette Discussions 1 &amp; 2</td>
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<tr>
<td>2</td>
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<td>Begin Unit 1: Digital Citizenship</td>
<td>Discussions 1 &amp; 2</td>
<td>Unit 1, Sect 1 &amp; 2</td>
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<td>3</td>
<td>1/27-2/3/14</td>
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<td>Unit 1, Sect 3 Assessment 1a</td>
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<td>4</td>
<td>2/3-10/14</td>
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<td>Unit 1, Assess: 1a &amp; 1b</td>
<td>Unit 1, Sect 4 Assess 1b: Disc 3&amp;4</td>
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<td>5</td>
<td>2/10-17/14</td>
<td>Begin Unit 2: Teachers, Access &amp; Literacy</td>
<td>Disc 5</td>
<td>Unit 2, Sect</td>
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<td>2/17-24/14</td>
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<td>Disc 6</td>
<td>Unit 2, Sect Assess</td>
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<td>Disc 7</td>
<td>Unit 2, Sect</td>
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<td>9</td>
<td>3/10-24/14</td>
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<td>10</td>
<td>3/24-31/14</td>
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<td>11</td>
<td>3/31-4/7/14</td>
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<td>4/7-14/14</td>
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<td>4/14-21/14</td>
<td>Begin Unit 4: Integrating Digital Citizenship in Your Curriculum</td>
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<td>14</td>
<td>4/21-28/14</td>
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<td>Finals</td>
<td>5/5-5/10/14</td>
<td>In Conclusion</td>
<td>Assess 7: Final Reflection</td>
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</table>

**Spring Break 3/17-24/14**
Additional Announcements and Expectations:

**Learning Accommodations:** If you are a student in this class with a disability and believe you will need accommodations for this course, it is your responsibility to contact the Office of AccessAbility Services at 465-5573. To avoid any delay in the receipt of accommodations, you should contact the Office of AccessAbility Services as soon as possible. Please note that I cannot provide accommodations based upon disability until I have received and accommodation letter from the Office of AccessAbility Services. Your cooperation is appreciated.

**Writing standards:** It is expected that all written work will reflect professional standards of communication. Complete sentences, proper punctuation, capitalization and spelling, and generally accepted rules of grammar are the hallmark of educational professionals. Excessive errors will be reflected in reduced assigned points or in a request to re-submit the assignment. Please use a standard font type such as Times New Roman, Arial or Courier of no less than 12 point size. You may either 1 ½ space or double space.

Students are encouraged to use the support offered by the Academic Services Center located on the ground floor of the Library. Tutoring, Math, Writing, and supplemental Advising Services are available for students in the Center at the following times: Sun. 2-9; M.-Th. 9-9, Fri. 9-5. (Closed Sat.) For further information call 465-4272 or check the ASC website at [http://academicaffairs.easternct.edu/ASC-FAQs.html](http://academicaffairs.easternct.edu/ASC-FAQs.html)

**Academic Misconduct Policy and Definitions:** ‘At Eastern Connecticut State University, we value personal integrity as fundamental to our interactions with each other. We place special weight on academic honesty in all of our intellectual pursuits because it is a value fundamental to academic life and scholarly practice. All members of the University community are obligated to uphold high standards of academic honesty in their scholarship and learning, and this obligation extends to students.” Students should read and understand Eastern's Academic Misconduct Policy, which can be found in the Eastern Student Handbook or at: [http://www.easternct.edu/judicialaffairs/academicmisconduct](http://www.easternct.edu/judicialaffairs/academicmisconduct). All violations will be handled under the procedures established in this policy.

**Engagement Policy:** Educators should model those things they expect from their students. Therefore, a professional educator will recognize the importance of promptitude, regular engagement in class activities and personal responsibility for learning and exhibit such dispositions in their class work.

The characteristics of professional educators include recognition of the importance of promptitude in all things. Therefore, all work should be submitted on time unless prior arrangements are made with the professor.

**Critical Thinking expectations:** The purpose of this course is to prepare future teachers and other citizens to understand the role of technology in today’s educational environment. Therefore students will be expected to move beyond simple repetition of information acquired within the scope of this course to analysis, synthesis and application of concepts to make informed decisions.
**Electronic communication:** Effective August 1, 2009, email will become an official form of correspondence within Connecticut State University System (CSUS). Therefore, it is expected that communications to students sent via email will be received and read in a timely fashion. It is expected that students check their university email at least as often as their class meets, in recognition that certain communications may be time-critical. Students should not assume that email sent from outside providers will be received by their professor.

For this course, it is preferred that course communication be through the WebCT course shell email system with university email as a second choice. In general, it is important to remember that email should not to be considered as private and therefore is not appropriate for transmitting sensitive or confidential information.

**Technology Expectations:**
The standard format for University software is the Microsoft Office package which is available to faculty and students at a reduced price. If students do not have this resource and do not purchase it, then they are responsible for making the necessary conversions to submit all work in an easily accessible format consistent with that software package.

Course materials/files generally are presented in Microsoft Word, Excel, PowerPoint, PDF or RTF format.

Students are expected to have sufficient bandwidth and computer capacity to access course materials. A browse check can be run to determine your computer capacity to operate the Blackboard course shell. The Browser Check can be found at [http://nutmeg.easternct.edu/portal/password_faq.htm](http://nutmeg.easternct.edu/portal/password_faq.htm).

**Sources of Student Assistance and Information**
The University Home Page ([http://www.easternct.edu/](http://www.easternct.edu/)) provides links to the many resources and services available to faculty and students at Eastern Connecticut State University.

The Current Students page linked to the Home Page ([http://www.easternct.edu/portal](http://www.easternct.edu/portal)) provides a wide range of information regarding the various services available to students. Also on this page are links to several technical support services and procedures. Additional information can be found at

- The Information Technology page (Blackboard log on page) at [http://www.easternct.edu/its/webct/](http://www.easternct.edu/its/webct/).
  - The policies links will provide information about general IT policies as well as Copyright and Filesharing.
  - Under Services, the student will find information regarding the helpdesk including its hours and contact information as well as after-hours contact information. VPN, Banner, and Calendars are among the resources accessed from Services.
  - Solutions for most common problems can be found under FAQs.
- Password problem solutions can frequently be found at Passwords FAQs at [http://nutmeg.easternct.edu/portal/password_faq.htm](http://nutmeg.easternct.edu/portal/password_faq.htm). But you also see some answers here for students having trouble logging into Blackboard as well as a link to the Browser check.