

Discussion Week 1 : EDUC 6664

NETS for Students: Standard 2

This particular discussion topic sparked considerable dialogue between cohort members as we became painfully aware that we, as educators, need to help students become responsible users of technology, by facilitating their understanding of the many implications, both personal and societal, of *how* technology is used.

D.S. offered the following observation in reference to Grades 6-8 students:

Performance Indicator: **#3 Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.** “This standard is important in my classroom because students’ in my class are not aware that it is illegal and that it is wrong to copy things from the Internet. Their first impulse is to copy what they read on a website and say they are doing research. Many of the students in my special education classroom do not realize that they are stealing information from people when they do this. Some students seem to have a preconceived idea that if it is on the Internet, it is free information. This behavior can extend to when a student is at home on the computer and they try to download music or copy pictures without being aware or respecting copyright laws. It has been a challenge trying to teach them how to cite references, put information in their own words, and go to the sites where they can use pictures, such as pics4learning.”

To which I attached my two-cents worth behind several others: D:/PI-3:

Your extension to home abuse of Internet was very relevant to the issue. If students are not made aware of the "legal and ethical" aspects of their computer use, it would be natural for them to apply inappropriate practices in a less structured and probably unmonitored environment. S.B. reinforces the idea of persistent and frequent reminders of rules and appropriate practice. K.L.

and E.G. agree that proper identification of source material and accurate citations are important skills to learn, and modeling those practices helps reinforce proper application. I agree; by continually showing students the proper method and demonstrating the process frequently - step by step, and teaching students to use their own words to support their ideas while borrowing sparingly with appropriate resource citations, educators can help influence students to adopt ethical practices. It is no more realistic, however, to expect all students to perform appropriately 100-percent of the time on the Internet than to assume that all drivers will obey rules of the road. All we can do is demonstrate the right way and encourage appropriate practices.

C.P. used the following middle school level Performance Indicator: **Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)**

“Copyright issues are of great concern in the Theatre Arts classroom. I make a concerted effort at the beginning of the school year to inform my students about the importance of giving credit where credit is due.

I have created a lesson in which students are given budget and are required to locate scripts and pay royalty fees in order to produce a play. The kids develop an appreciation for the playwright when they realize the cost of play production and how much money is involved.

We continue the lesson by locating sound effects and music clips to use in our class productions. Students become quite resourceful at locating free sound files, clip art for programs, etc. Very rarely do I have to remind students about identifying sources and citing materials after our lessons.

There is a great respect for the creation of the arts in my Theatre class. The majority of students in my classes are seeking a future lifestyle which includes Theatre and they strive to give credit where credit is due.”

I responded with the following encouragement: C.P./PI-3:

Nice. Equating Acceptable Use Policy to real-world applications provides ample opportunity for object lessons and class discussions. Somehow I worry about those who have parents and students sign an AUP form at the beginning of the school year. Can we reasonably expect the student (or parent that matter) to fully understand the importance and relevance of appropriate use guidelines if we do not demonstrate that relevance or reinforce the importance - often (not just once at the beginning of the school year)? Learning Styles and Multiple Intelligences lessons repeatedly encourage us to present material in a number of formats. *Habits of Mind* (Costa & Kallick) stress persistence. Keep up the good work.