

**Catholic Library Association: K-8 Librarians  
and Technology Coordinators**

**Cyberethics, Cybersafety, and  
Cybersecurity (C3):  
Implications for the Classroom  
Teacher  
(Part 1)**

**University of Maryland**

**Educational Technology Policy, Research and Outreach  
Director: Davina Pruitt-Mentle**

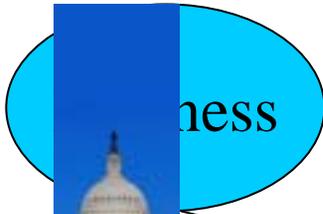


# Educational Technology Policy, Research and Outreach



Collaboration

## COLLEGE OF EDUCATION



Business



Cybersecurity

Cybersafety



### Cyber Issues

Cybersecurity



2004 Young Scholars Program



Students, Learning and Technology



# Enduring Understanding:

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- The efficient and effective use of information is essential for understanding and communicating ideas.



# Essential Question:

- How can library and technology support information literacy?

Teaching for Understanding TfU

<http://learnweb.harvard.edu/alps/tfu/index.cfm>



# Desired Outcomes:

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## By the end of the session, participants will:

- Define the **cooperative role** of the library and technology specialists in the school environment.
- Examine the **overlapping** library and technology **standards** in grades K-8
- **Identify means** by which these standards can be met



# Overview



- Introduction
- Cyberawareness overview
- Plagiarism:
  - Case Study Scenario
  - Copyright and Intellectual Property Rights
  - Judicial Process



# Maryland Teacher Technology Standards



SEVEN STANDARDS AND OUTCOMES	INDICATORS
<b>I. Information Access, Evaluation, Processing and Application</b> Access, evaluate, process and apply information efficiently and effectively.	<ol style="list-style-type: none"><li>1. Identify, locate, retrieve and differentiate among a variety of electronic sources of information using technology.</li><li>2. Evaluate information critically and competently for a specific purpose.</li><li>3. Organize, categorize and store information for efficient retrieval.</li><li>4. Apply information accurately in order to solve a problem or answer a question.</li></ol>
<b>II. Communication</b>	
<b>A. Use technology effectively and appropriately to interact electronically.</b>	<ol style="list-style-type: none"><li>1. Use telecommunications to collaborate with peers, parents, colleagues, administrators and/or experts in the field.</li></ol>
<b>B. Use technology to communicate information in a variety of formats.</b>	<ol style="list-style-type: none"><li>1. Select appropriate technologies for a particular communication goal.</li><li>2. Use productivity tools to publish information.</li><li>3. Use multiple digital sources to communicate information online.</li></ol>
<b>III. Legal, Social and Ethical Issues</b> Demonstrate an understanding of the legal, social and ethical issues related to technology use.	<ol style="list-style-type: none"><li>1. Identify ethical and legal issues using technology.</li><li>2. Analyze issues related to the uses of technology in educational settings.</li><li>3. Establish classroom policies and procedures that ensure compliance with copyright law, Fair Use guidelines, security, privacy and student online protection.</li><li>4. Use classroom procedures to manage an equitable, safe and healthy environment for students.</li></ol>
<b>IV. Assessment for Administration and Instruction</b> Use technology to analyze problems and develop data-driven solutions for instructional and school improvement.	<ol style="list-style-type: none"><li>1. Research and analyze data related to student and school performance.</li><li>2. Apply findings and solutions to establish instructional and school improvement goals.</li><li>3. Use appropriate technology to share results and solutions with others, such as parents and the larger community.</li></ol>
<b>V. Integrating Technology into the Curriculum and Instruction</b>	<ol style="list-style-type: none"><li>1. Assess students' learning/ instructional needs to identify the appropriate technology for</li></ol>

Developed from Maryland's *Preparing Tomorrow's Teachers to Use Technology (PT3)*, USDOE Catalyst Grant, May 2002. Performance assessment materials to be available for each standard on the PT3 website: [www.smcm.edu/msde-pt3/](http://www.smcm.edu/msde-pt3/). Any use of these materials should credit Maryland's PT3 Catalyst Grant P342A990201.



# III. Legal, Social and Ethical Issues



## What is your Interpretation?

- **Demonstrate an understanding of the legal, social and ethical issues related to technology use**

1. **Identify ethical and legal issues using technology.**
2. **Analyze issues related to the uses of technology in educational settings.**
3. **Establish classroom policies and procedures that ensure compliance with copyright law, *Fair Use* guidelines, security, privacy and student online protection.**
4. **Use classroom procedures to manage an equitable, safe and healthy environment for students.**

## **MTTS**

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# III. Legal, Social and Ethical Issues



## What is your Interpretation?

- Demonstrate an understanding of the legal, social and ethical issues related to technology use

1. Identify ethical and legal issues using technology.
  - Digital and Urban Divide
  - Access Issues
  - Cultural Differences in Multimedia
  - AT and 508/Comar Regulations

## MTTS

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# III. Legal, Social and Ethical Issues



## What is your Interpretation?

- **Demonstrate an understanding of the legal, social and ethical issues related to technology use**

2. **Analyze issues related to the uses of technology in educational settings.**
  - **Evaluation of Content**
  - **Goal of Technology Use**

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# III. Legal, Social and Ethical Issues



## What is your Interpretation?

- **Demonstrate an understanding of the legal, social and ethical issues related to technology use**

3. **Establish classroom policies and procedures that ensure compliance with copyright law, *Fair Use* guidelines, security, privacy and student online protection.**
  - **Expectations and Procedures**
  - **Disability Statement**
  - **Proper Citation**
  - **Copyright Law**
  - **Fair Use**
  - **FERPA/ Teach Act**
  - **Acceptable Use Policies**
  - **Privacy and Netiquette**

## **MTTS**

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# III. Legal, Social and Ethical Issues



## What is your Interpretation?

- **Demonstrate an understanding of the legal, social and ethical issues related to technology use**

4. **Use classroom procedures to manage an equitable, safe and healthy environment for students.**

- **Ergonomics**
- **Assistive Technology**
- **Equitable Access**
- **Cybersafety**
- **Filters**

## **MTTS**

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# Performance Assessment Outline



<b>Technology Standard</b>	In Technology Standard III, <i>Legal, Social and Ethical Issues</i> , each teacher candidate will demonstrate an understanding of the legal, social and ethical issues related to technology use.
<b>Technology Indicators</b>	The assessment task product will be examined in terms of four proficiency indicators. The teacher candidate will: <ol style="list-style-type: none"><li>1. Identify ethical and legal issues using technology.</li><li>2. Analyze issues related to the uses of technology in educational settings.</li><li>3. Establish classroom policies and procedures that ensure compliance with copyright law, <i>Fair Use</i> guidelines, security, privacy and student online</li></ol>

**See Handout**



# Case Study And Questions



**PT<sup>3</sup>**

## Technology Standard III: Legal, Social and Ethical Issues

### Case Study and Questions

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#### Case Study

You are a student teacher at Greater Maryland Middle School. Today you are observing Mrs. Jones teaching her social studies class in the computer lab. Her first period is her planning period. She has asked you to assist her with setting up the lab for her lesson plan. She is installing the school's only copy of an atlas software program for a single user license on the 22 computers in the lab. She explains that her lesson will require students to download information about the country that they have been assigned from the atlas program and to also search the Internet for more information for a PowerPoint presentation. Mrs. Jones encourages students to freely use any information from the Internet for their presentation.

At the beginning of each class, the students enter and sit where they choose, occasionally arguing over seats. For the four classes with more than 22 students, Mrs. Jones pairs a boy and a girl, assigning the boy to operate the computer and the girl to take notes. Mrs. Jones starts the class by sharing a model of a final product, a PowerPoint presentation. Without guidance, she encourages the students to freely copy any graphics and text from the Internet to brighten up their slides. She explains that they will have one day in the computer lab to complete the assignment and that, if they do not finish in class, they must complete the work at home within two days. She directs them to use the atlas software and to search the web for sites about the country assigned to them. At the completion of class, she gives them time to save their work to the class

**See Handout/Read Through**



# Answers

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- Can be found at Maryland PT3 Performance Task site
- <http://www.smcm.edu/msde-pt3/TaskIII.htm>

# Past Focus

- **Copyright and Intellectual Property Issues in the Digital Environment**
- **Internet Citizenship**
- **Fair Use Checklist**
- **Safety and Security**
- **Online Safety for Kids**
- **What Do You Know?/What Have You Done?!**
- **Hoax Emails**
- **Plagiarism in the 21st Century: Paper Mills, Cybercheating, and Internet Detectives in the Electronic Age**





# Copyright and Intellectual Property Issues

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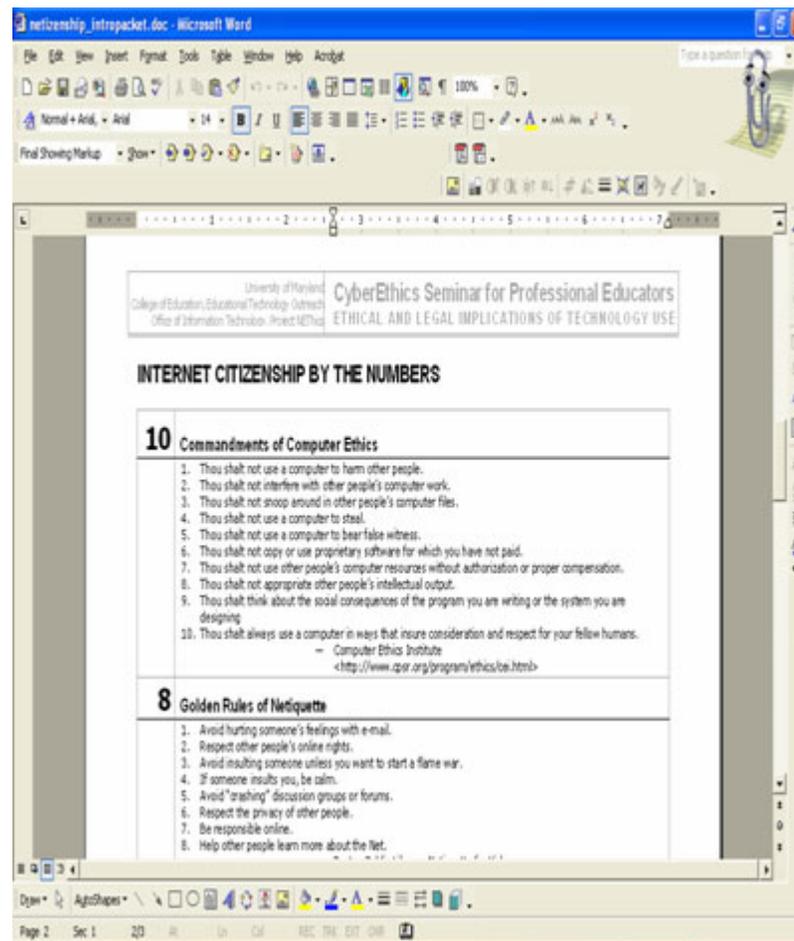


## Copyright and Intellectual Property Issues in the Digital Environment

### University of Maryland Guidelines for the Acceptable Use of Computing Resources

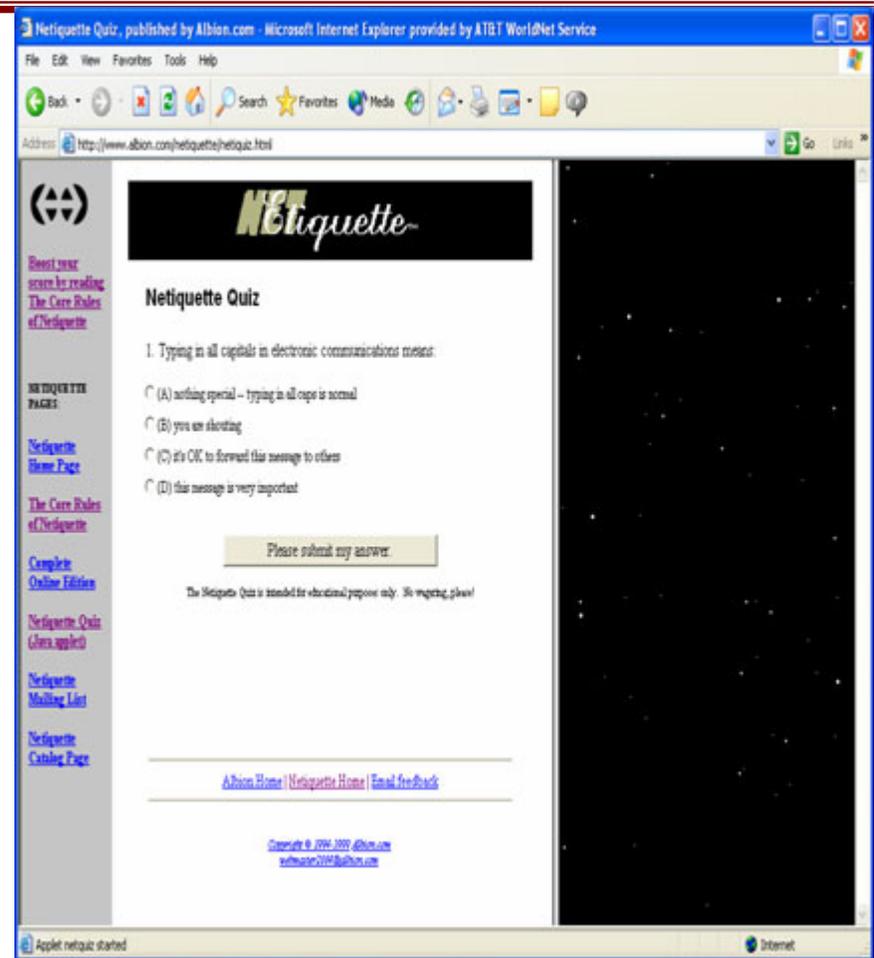
## Presentation by Karen Reuter

- Try the Copyright Quiz



# Other Netiquette Snippets: Warm-ups

- Take the Core Rules Netiquette Quiz
- <http://www.albion.com/netiquette/>





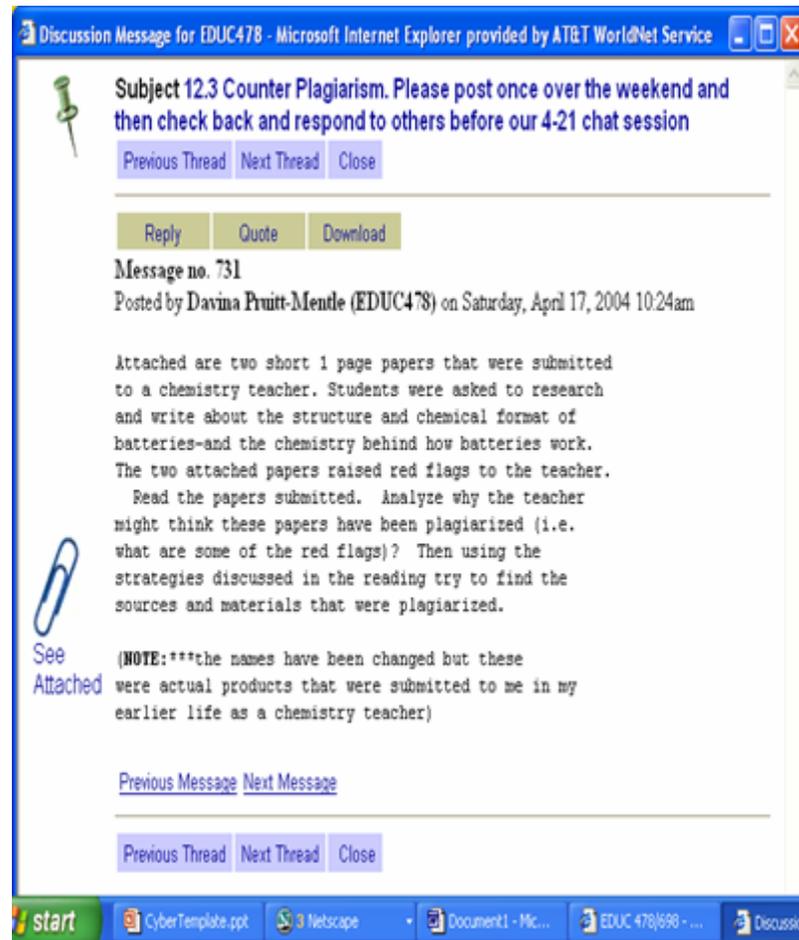
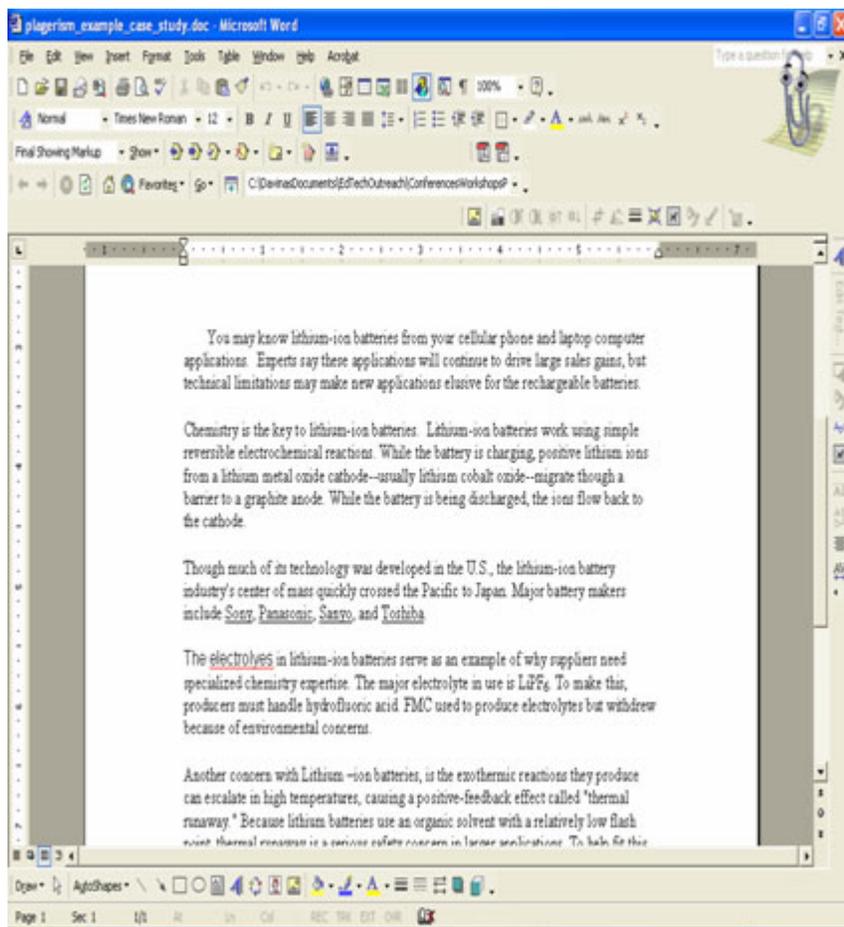
# Plagiarism

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## Plagiarism in the 21st Century: Paper Mills, Cyber-cheating, and Internet Detectives in the Electronic Age

# Plagiarism Snippets: Warm-ups



**See Handouts**



# Copyright Snippets: Warm-ups



- Place in Order

Workplace.html

Monitor/oct00

http://

www.apa.org/

- Article in an Internet-only newsletter (1998, July).

<http://www.telehealth.net/subscribe/newsletter4a.html>

2(2).

Retrieved from

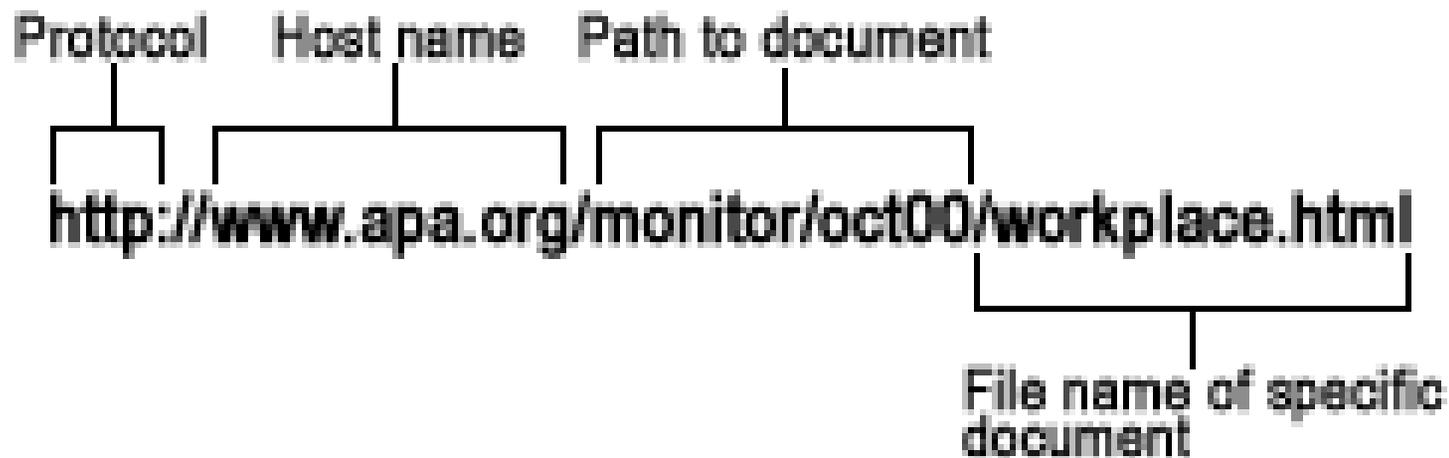
Glueckauf, R. L., Whitton, J., Baxter, J., Kain, J., Vogelgesang, S., Hudson, M., et al.

*Telehealth News,*

Videocounseling for families of rural teens with epilepsy -- Project update.



# Components of URL





# Article in an Internet-only newsletter



- Glueckauf, R. L., Whitton, J., Baxter, J., Kain, J., Vogelgesang, S., Hudson, M., et al. (1998, July). Videocounseling for families of rural teens with epilepsy -- Project update. *Telehealth News*,2(2). Retrieved from <http://www.telehealth.net/subscribe/newslettr4a.html1>

**APA style format**



# C3:New Directions

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- **Cybersecurity**
- **Cybersafety**
- **Cyberethics**



# Top Ten Educator Awareness Problems

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- Passwords
- Backing Up Files
- Patches
- Anti-Virus Protection
- Hoaxes
- Attachments
- Outside disks
- Access
- Modeling
- Equity Issues

# UMCP Efforts

- Electronic Portal
- Workshops
- PT3 pre-service module (part of undergraduate course)
- Online 3 credit graduate course
- **April is Cyber-Awareness Month!**
- **C3 Conference (July 13-15)**

