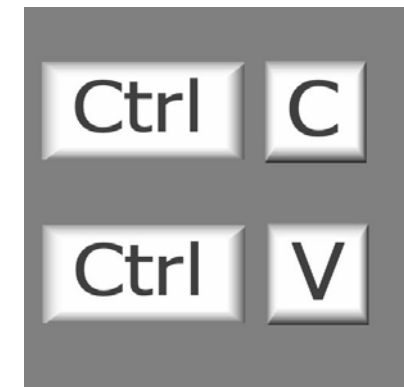


Rules for Computer & Network Use

(A summary, for detailed listing visit www.mogadore.net/aup)

1. Do- Follow all rules in the AUP (www.mogadore.net/aup).
2. Do- Ask a teacher or staff member when unsure of how to do something or you have a problem.
3. Do- Remember computer use is a privilege. Violation of rules can result in loss of computer privileges and/or other disciplinary action.
4. Do not- Remove or Add any programs or files to computers.
5. Do not- Change system settings.
6. Do not- Change Internet Browser settings.
7. Do not- Unplug cables or open computer cases.
8. Do not-- Have any food, beverage near computers.
9. Do not- Force disks or CDs into or out of drives.
10. Do not- Visit inappropriate Internet sites.
11. Do not- Download programs from the Internet.
12. Do not- Attempt to learn or steal other's passwords or access unauthorized systems.
13. Do not- Use any "hacking" software. Possession of and/or distribution of any software tools designed to facilitate hacking or compromise a computer or network will also be considered an offense.
14. Do not- Waste paper and toner by printing the same page multiple times. Do not print whole web sites.
15. Do not- Bring viruses, spyware or other malware to our computers.
16. Do not- Send Messages across the network or use any instant messaging software/service.
17. No- "Roughhousing" around computer equipment
18. Do not- Violate any other building or classroom student rules during the use of computer technology.

Technology Ethics



Anthony A. Luscre-

Director of Technology, Mogadore Local Schools

Checklist of the Qualities of a Good LPP (Low Probability of Plagiarism Project)

- Has clarity of purpose and expectations
- Gives students choices
- It is relevant to student's life
- Asks students to write in narrative rather than expository
- Stresses higher level thinking skills and creativity
- Answers real questions
- Involves a variety of information finding activities
- Tends to be hands-on
- Uses technology to spur creativity
- Utilizes formats that use multiple senses
- Can be complex, but are broken into manageable steps
- Is often collaborative
- Has results that are shared with people who care and respond
- Are authentically assessed
- Allow learners to reflect, revisit, revise and improve their final projects

D.O.P.A. ("Deleting Online Predators Act of 2006")

(Just Missed- Passed by House, but Not Enacted by Senate by end of the 109th Congress, so currently dead.)

From CNET (<http://news.com.com>)-

"Lawmakers take aim at social-networking sites" - By Declan McCullagh

http://news.com.com/Lawmakers+take+aim+at+social-networking+sites/2100-1028_3-6071040.html . Story last modified Fri Aug 1, 2006

"...MySpace and other social-networking sites like LiveJournal.com and Facebook are the potential targets for a proposed federal law that would effectively require most schools and libraries to render those Web sites inaccessible to minors, an age group that includes some of the category's most ardent users.

'When children leave the home and go to school or the public library and have access to social-networking sites, we have reason to be concerned,' Rep. Michael Fitzpatrick, a PA Republican, told CNET News.com in an interview. Fitzpatrick and fellow Republicans,... on Wednesday endorsed new legislation that would cordon off access to commercial Web sites that let users create public 'Web pages or profiles' and also offer a discussion board, chat room, or e-mail service.

That's a broad category that covers far more than social-networking sites such as Friendster and Google's Orkut.com. It would also sweep in a wide range of interactive Web sites and services, including Blogger.com, AOL and Yahoo's instant-messaging features, and Microsoft's Xbox 360, which permits in-game chat.

Fitzpatrick's bill, called the Deleting Online Predators Act, or DOPA, is part of a new, poll-driven effort by Republicans to address topics that they view as important to suburban voters. ...

The group, which is calling itself the "Suburban Caucus," convened a press conference on Wednesday to announce new legislation it hopes will rally conservative supporters--and prevent the Democrats from retaking the House of Representatives during the November mid-term election.

....To curb teenage access to interactive Web sites, Republicans chose to target libraries and schools by expanding a federal law called the Children's Internet Protection Act. ... DOPA would add an additional requirement. It says that libraries, elementary and secondary schools must prohibit "access to a commercial social-networking Web site or chat room through which minors may access sexual material or be "subject to" sexual advances.... DOPA would also require the Federal Trade Commission to set up a Web site about the "potential dangers posed by the use of the Internet by children" and order the Federal Communications Commission to create a committee and publish a list of Web sites "that have been known to allow sexual predators" access to minors' personal information...."

The following summary is provided by the Congressional Research Service, which is a government entity that serves Congress and is run by the Library of Congress.--

"Deleting Online Predators Act of 2006 - Amends the Communications Act of 1934 to require schools and libraries that receive universal service support to enforce a policy that prohibits access to a commercial social networking website or chat room through which minors may easily: (1) access or be presented with obscene or indecent material; (2) be subject to unlawful sexual advances, requests for sexual favors, or repeated offensive sexual comments from adults; or (3) access other material that is harmful to minors. Allows an administrator, supervisor, or other authorized person to disable such a technology protection measure during use by an adult, or by minors with adult supervision, to enable access for educational purposes.

Directs the Federal Communications Commission (FCC) to: (1) establish an advisory board; (2) annually publish a list of commercial social networking websites and chat rooms that have been shown to allow sexual predators easy access to personal information of, and contact with, children; (3) issue a consumer alert regarding use of the Internet by child predators and the potential dangers to children because of such use, including the potential dangers of commercial social networking websites and chat rooms; and (4) establish a website resource of information for parents, teachers, school administrators, and others regarding potential dangers posed by the use of the Internet by children" -- as found on the website

3. Emphasize process not just product in grading scheme
4. Provide opportunity after assessment for student to “improve” their work
 - a) *How to Grade for Learning* by Ken O’Connor- 1999

- b) Make the final production phase-- publishing or distributing to larger audiences (class level, grade level, school level, community, region, state, national or international).

Footnotes, Resources & Contact Information

footnotes

1	Doug Johnson's Web Site	www.doug-johnson.com
3	Learning Right From Wrong in the Digital Age	Doug Johnson, Linworth Publishing ©2003
	Doug Johnson's The Blue Skunk Blog	http://doug-johnson.squarespace.com/
	FCC's Children's Internet Protect Act Page	www.fcc.gov/cgb/consumerfacts/cipa.html
2	For the complete text of the CIPA	www.fcc.gov/Bureaus/Common_Carrier/Orders/2001/fcc01120.txt
	Purdue OWL (Online Writing Lab) on Plagiarism	http://owl.english.purdue.edu/handouts/research/r_plagiar.html
	Mogadore Local Schools-Technology Regulations-AUP, Guidelines, Computer Use Rules, Disclaimers, etc	www.mogadore.net/aup
	Mogadore Local Schools Web Portal- "Research & Writing" Page	www.mogadore.net/research
4	Rubistar- Free Online Rubric Creation Tool	http://rubistar.4teachers.org/
	Graphic Organizers- a Large Selection of Printable Graphic Organizers	http://gotoscience.com/Graphic_Organizers.html

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Visit our district's web portal-www.mogadore.net/hs_portal.html



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Tips For Using This Booklet-

- ◆ This booklet is an outline of notes designed to accompany a live presentation and is not a complete text.
- ◆ This booklet is best used with a group of interested individuals to stimulate discussion.
- ◆ Please feel free to provide feed back on this booklet, the materials presented and resources used by the instructor.

The cover graphics- depict the four “P”s of ethics-

1. Plagiarism (the old way)
2. Property (Copy & Paste, the new Plagiarism)
3. Privacy
4. aPpropriate Use.

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I. Technology Ethics ¹

A. Categories- although the scope of information technology ethics is very broad, we can categorize most issues into three general groups:

1. Privacy-

"Does my use of the technology violate the privacy of others or am I giving information to others that I should not?"

2. Property-

"Do my actions respect the property of others and am I taking the correct steps to keep my property safe?"

3. Appropriate Use-

"Does this use of the technology have educational value and is it in keeping with the rules of my family, my church, my school and my government?."

#1 Examples of Privacy¹

A. John fills out a survey form on a computer game web page. In the following weeks, he receives several advertisements in the mail as well as dozens of email messages about new computer games- Children need to understand that businesses and organizations use information to market products. Information given to one organization may be sold to others. An interesting discussion can revolve around how much a person would like a company to know about him or her. Will a company who knows a lot about me use it to customize products for me or only to manipulate me?

B. Adele "meets" Frank, who shares her interest in figure skating, in an Internet chat room. After several conversations in the following weeks, Frank asks Adele for her home telephone number and address- All individuals need to know that a stranger is a stranger, whether on the playground or on the Internet. The same rules we teach children about physical strangers apply to virtual strangers as well.

C. The principal suspects Paul of using his school email account to send offensive messages to other students. He asks the network manager to give him copies of Paul's email.- Schools (and businesses) have the right to search student and employee files that are created and stored on school owned computer hardware. Ask students if they know the school's search policy on lockers and book bags, and whether the same policy should be extended to computer storage devices.

D. Helen is using the word processor on the classroom computer to keep her journal, but Mike keeps looking over her shoulder as she types.- As one librarian puts it, just because information appears on a computer screen doesn't make it public. Students who are accustomed to the public viewing of television monitors need to realize that student created work on a computer screens should be treated as privately as work created in a paper journal.

4. Avoid "introductions to" specific technology tools (i.e. "Here is how you use PowerPoint") in isolated format, instead include as part of large lesson within a content area
 - a) Just-in-time training
 - b) Peer training
 - c) Pre-made templates
 - d) Online tutorials
 - e) Training materials
 - f) Online
 - g) Multimedia
 - h) Books/Paper

C. Remember students are Digital Natives

1. Little fear of new technologies
2. Often more adept in manipulating specific technologies than in the productive use of those technologies
3. Need instruction on how to integrate technology tools into completing assignments
4. Non-natives (like the rest of us) must experiment with

using technology tools to gain proficiency to assist students

D. Require Rigor

1. Don't let the presentation blind you to quality of the product, especially the underlying research and writing
2. Design assignments with periodic "check points" instead of a single due by date
3. Allow time after critique to revise and improve "product"
4. Provide well defined goals/objectives that require higher level taxonomy (Application, Analysis, Synthesis and Evaluation)

E. Utilize rubrics to better convey the requirements of the assignment

1. What is needed to reach a specific level of accomplishment
2. Students could create self evaluation rubrics

IV. Integration & Implementation

Johnson's Rule of Technology Implementation:
What technology first makes possible, it soon makes imperative.¹

A. Implementation

1. Must prepare our students to use technology in their future endeavors.
2. Removes in-place barriers to technology use from existing student assignments/projects
3. Provides clear rubrics⁴ for evaluation, free of technology limitations
4. Utilizes LPP concept
5. Integration of technology in lessons vs. stand-alone technology instruction
6. Must incorporate Ohio Technology Standards
 - a. Integrate appropriate standards into the class work in core standards areas (Math, LA, Social Studies, Science) to assure adequate

- opportunities for all 7th to 12th grade students
- b. Include tech standards in all areas of classroom work K to 6
 - c. Utilize other standard areas (Fine Arts, Foreign Language, etc.) to provide coverage for specifically defined tech standards.

B. Provide students with fundamentals of technology to enable them to use it effectively in assignments.

1. Provide guidance and help refine techniques (i.e. Web Searching, Spreadsheets, Video Production, etc.)
2. Create assignments that require challenging use of technology.
3. Require students do a portion of the learning of technology skills through self-discovery, online tutorials or classes, streaming video, etc.

#2 Examples of Property¹

A. Jerry borrows Ben's game disks for Monster Truck Rally-II and installs them on his home computer. He says he will erase the game if he does not like it, or will buy the game for himself if he likes it. Students need to know that computer software is protected by copyright law. It is unlawful, as well as unethical, to make copies of computer programs without permission or payment of the producer of those programs. It also needs to be understood that when purchasing software, one is usually only purchasing the right to use the software. The ownership of the code that comprises the program stays with the producer. The vast majority of software licenses require that one copy of a program be purchased for each computer on which it is to be run. And no, the inability to pay for software is not a justification for illegal copying anymore than the inability to pay for a book is any justification for shoplifting it from a bookstore.

B. Betty downloads a solitaire game from the Internet that is "shareware." It can be legally used for 30 days and then Betty must either delete it from her computer or send its author a fee. Betty has been using the game for 30 days.- Software falls into three main types: freeware (that which can be used without payment indefinitely); shareware (that which can be use for a trial period and then must either be erased or purchased); and commercial software (that which must be purchased before use). Understanding the concept of shareware is a good way of helping students understand why purchasing software benefits them. The profits that software producers make are partially used to fund the development of more software.

C. Frank is upset with his friend George. He finds the data disk on which George has been storing his essays and erases it.- Does deleting a file or erasing a disk constitute the destruction of property? After all the magnetic medium of the hard drive or the plastic case of the computer disk is left intact. All that has changed is the polarization of some magnetic particles bonded to a circle of plastic. Students need to learn to treat intellectual property, existing only in virtual spaces, the same way they would treat physical property and that the theft or destruction of such property is unethical (and unlawful).

D. With her teacher's permission, Lucy uses the classroom computer to download a program from the Internet that has instructions on how to make paper airplanes. After using the program, the computer does not seem to work very well, running slowly, crashing often and randomly destroying files. Lucy thinks she might have downloaded a virus or spyware along with the program - Students need to know about the unethical practices of others and how protect themselves from those practices. They need to be aware that seemingly innocent looking computer files, programs, web sites and/or e-mails can be harmful to the computer and the data stored on it.

E. Henry's older friend Hank has discovered the password to the school's student information system. Because Hank feels a teacher has unfairly given him a poor grade, he plans to create a "bomb" which will erase all the information on the office computer.- Citizens (including students) have the ethical responsibility for reporting wrongdoing, including destruction of property. And while there are lots of reasons why students are reluctant to do so, as adults we need to express our beliefs that reporting unethical or criminal behavior serves a social purpose. Younger students often believe that school property is owned by the teachers and administrators, and are surprised to learn that it is their parents' taxes or fees that must be used to pay for vandalized or stolen school resources

F. Cindy finds some good information about plants for her science fair project on a CD-ROM reference title. She uses the copy function of the computer to take an entire paragraph from the CD-ROM article and paste it directly into her report. She also forgets to write down the title of the article and the CD-ROM from which it was taken. When she writes her report, she does not cite the source in her bibliography.- Plagiarism is easier than ever, thanks to the computer. Students need to understand when and how to cite sources in both print and electronic formats.

G. Albert finds a site on the Internet that is a repository of old term papers. He downloads one on ancient Greece, changes the title, and submits it as his own. Academic work is increasingly becoming available for sale or downloading from the Internet. On-line services now offer help in writing "personal" essays requested for college admissions offices. How are such services alike or unlike ghostwritten biographies and speeches of celebrities and politicians?

#3 Examples of Acceptable Use Policy¹

A. Jack's class has been using the digital camera to take pictures for the school year book. Jack has found that he can use a computer program to change the photographs. So far he has made himself look like the tallest boy in the class, to blacken out the front tooth of a girl he doesn't like, and to give his teacher slightly crossed eyes.- While this example may seem frivolous or even like "good fun," journalistic integrity is a serious issue which even young writers and photographers need to be aware of. Deliberate distortion of events whether through words or pictures may harm both those involved in the event as well as the reputation of the reporter.

B. Just for fun, thirteen year old Alice tells the other people on her electronic mailing list that she is 19 and a nursing student. Others on the list have begun e-mailing her health-related questions. Disguise, impersonation, and other forms of "trying on" new personalities are common childhood and adolescent behaviors. The anonymity of the Internet limits such impersonation only to the degree that a lack of a student's writing skills or sophistication of thought allows discovery. Role-playing in a physical context is often seen as both healthy and educational. We need to help students ask when such activities are productive and when they might be harmful.

C. Penelope has found a Web site that has "gross jokes" on it. She prints the pages out and shares them with her friends.- A good deal of Internet content, if not obscene, is certainly tasteless, offensive, and lacking in educational value. Schools should define and teachers should help students understand the qualities and conditions under which an item becomes inappropriate for school use. Students need to understand the concepts of pornography, racism, and sexism. Students may be exposed to information produced by hate groups and political extremists. Such experiences may be springboards to meaningful discussions about propaganda and free speech issues.

D. Steven sends an email message to his sister who attends a school across town. In this email he uses profanities and racial slurs.- Most schools have harassment policies. Students need to understand that such behavior is wrong regardless of its medium.

E. Otis tells the librarian he is working on a research project, but actually uses the computer to access the latest ball scores posted on the Internet.- Most schools allow students to use free time in school to complete personal tasks -to read a book or magazine for enjoyment, to write a letter to a friend, or to draw for pleasure. Technology, too, should be available for student to use to pursue individual interests –search for Internet information of personal value, use edu-tainment programs on the computer, etc.. The ethical issue here becomes that of an allocation of resources. For most schools, the demand for technology has outpaced its acquisition. Computers and Internet access are usually in short supply, and priority needs to be given to students who have an academic task to complete. Under no circumstances should students have access to computers without staff supervision (ideally with staff having a direct view of the monitor screen).

F. Just for fun, Nellie sets the print command on her computer to print 50 copies of an article she's been reading, and then walks away.- Deliberate waste of school materials is not uncommon, and students again need to understand that it is wrong to waste finite resources. As with the vandalism questions, students need to understand that everyone is affected by such activities.

C. Research Question Rubric- ³

"Not all research questions are created equal"

Level	Description	Examples
I	My research is about a broad topic. I can complete the assignment by using a general reference source, such as an encyclopedia. I have no personal questions about the topic. I can probably copy and paste most of it from the Internet or buy a pre-written paper on the subject online	My research is <u>about</u> an assigned animal. My research is <u>about</u> an assigned state. My research is <u>about</u> any subject of my choosing, I do not need to accomplish a specific task with my report.
II	My research answers a question that helps me narrow the focus of my search. This question may mean that I need to go to various sources to gather enough information to get a reliable answer. The conclusion of the research will ask me to give a <u>supported answer to the question</u> . Because I have to draw conclusions it is more difficult to merely copy & paste information from a resource.	What mechanisms has my animal developed to help it survive. What role has manufacturing had in my assigned state's economic development My research is on any subject of my choosing, <u>I need to accomplish a specific task with my report</u> (persuasive, comparison/contrast, prove or disprove a hypothesis, etc.)
III	My research answers a question of personal relevance. To answer the question I may need to <u>consult not just secondary sources such as magazines, newspapers, books or the Internet, but use primary sources of information such as original surveys, interviews or primary source documents</u> . I may need to analyze information and create hypotheses and then prove or disprove them. My information may often include experimental or survey results.	What animal would be best for my family to adopt as a pet How can one best prepare for a career in manufacturing in my area. My report draws a conclusion based on information from a historical period.
IV	My research answers a personal question about the topic and contains information that may be of use to the general public and/or government or commercial decision makers as they make policy, spend money or allocate resources. <u>The result of my research is a well-supported conclusion that contains a call for action. There will be a plan to distribute/publish the information to intended audience</u> . I may need to analyze information and synthesize conclusions	How can our school stop growth in unwanted and abandoned pets in our community How might high schools change or enhance their curricula to meet needs of students desiring jobs in manufacturing in our region. My report draws conclusions, weighs possible solutions and describes potential actions.

III. Prevention- Plagiarism-proofing Assignments

A. Checklist of the "Qualities of Low Probability of Plagiarism (LPP)¹ " Projects * :

- Has clarity of purpose and expectations
- Gives students choices
- Is relevant to student's life
- Asks students to write in narrative rather than expository
- Stresses higher level thinking skills and creativity
- Answers real questions
- Involves a variety of information finding activities
- Tends to be hands-on
- Uses technology to spur creativity
- Utilizes formats that use multiple senses
- Can be complex, but are broken into manageable steps
- Is often collaborative
- Has results that are shared with people who care and respond
- Are authentically assessed
- Allow learners to reflect, revisit, revise and improve their final projects

B. A compilation of Johnson's Laws of Research Projects & Presentations¹:

- ♦ A project not worth doing, is not worth doing well.
- ♦ You'll only get what you want if you can describe what you want.
- ♦ It's called research because you have to search for the answers. They will not leap off the page or screen and announce themselves to you
- ♦ If the assignment includes the word "about" you can expect plagiarism
- ♦ There is an inverse relationship between the taxonomy level of Cognitive Objectives and the amount of plagiarism: The more higher order thinking required, the less plagiarism. The lower the taxonomy level of the question(s), the higher the percentage of copy & paste versus original thought.
- ♦ PowerPoint doesn't bore people. People bore people.
- ♦ Audiences would rather see your face than your backside.
- ♦ A misspelling in 48 point type is more noticeable than a misspelling in 12 point type.
- ♦ You can put all the pretty clothes on your dog you want, but he's still a dog.

B. Nature of Technology Ethics

1. Differences between real and virtual worlds
2. Disciplinary Actions- Deal with virtual world offenses in a manner consistent with corresponding real world offenses

C. Internet Safety-five areas-

1. Objectionable materials
2. Fraud or illegal activities
3. Identity theft
4. Stalking/Molestation
5. Harassment, cyber-bullies, slander and/or libel

D. Objectionable Materials

1. What is included
 - a) Obscene, pornographic, sexual depiction
 - b) Age not appropriate- Sexually oriented stories, narratives, etc.
 - c) Gross, disgusting, inflammatory, etc.
 - d) Hate messages, revisionist history, etc.
2. Filtering to block objectionable materials

3. CIPA- What is it?- Federal government requires that districts or libraries that accept e-rate funds must "include protection measures to block or filter Internet access to pictures that: are obscene, are child pornography or are harmful to minors, for computers that are accessed by minors."²

4. CIPA does not cover
 - a) Text (speech)
 - b) Other objectionable materials
5. CIPA does not require the tracking of Internet use by minors or adults

E. True Web Safety-

1. Electronic Filtering, alone, cannot be depended on.
2. Monitoring by school staff (and at home, parents)
3. Most effective filtering mechanisms
 - a. Education of users in the safe use of the web
 - b. Meaningful discussions with students about technology ethics

- c. Modeling appropriate behavior by adults
- 4. There is a fine-line between school, personal, home, family and/or community appropriate behaviors
 - a. Advising
 - b. Regulating
 - c. Student discipline
- d. Legal Actions
 - i. By School
 - ii. Against School
- 5. It is usually wiser to deal with problems as student discipline incidents, including discussion of responsibilities, etc. & avoid legal actions

- 6. District Tech Regulations
 - a. Policies and Administrative Guidelines
 - i. Board Approved
 - ii. Legally binding, with all the inherent "legalese"
 - b. AUP- from Policies and/or Guidelines for both Students & Staff
 - c. Rules
 - i. Classroom Level
 - ii. Easier to change to meet computer use challenge *du jour*.
 - iii. Should be understandable by students
 - iv. Should be comprehensive to cover the "gray areas"
 - v. Disclaimers and Notice of Privacy
 - vi. Signed User Agreement- document that requires users to read regulations and sign, signifying their agreement to follow all regulations

- 7. Scope of Coverage, clearly define what devices are included
- 8. Future of D.O.P.A.? (The "Deleting Online Predators Act of 2006")

II. Plagiarism

- A. Technology has made it both:
 - 1. Easier to Cheat and
 - 2. Easier to Catch Cheaters
- B. Catching vs. Prevention
 - 1. Catching
 - 1) Commercial web sites (i.e. Turn-It-In.com)
 - 2) Do-it-yourself checking-
 - a. "Googling" it
 - b. Other Search Engines
 - c. Input-
 - d. Paper vs. Electronic student submissions
 - e. Choosing your phrases
 - 2. It is usually much more effective to prevent than catch plagiarism and as an added bonus, the resulting student work is often of a much higher caliber

#4 Examples of Internet Use¹

A. Bill, a sophomore, is disenchanted with his school and a number of his teachers. Bill decides to air his opinions about his school by setting up a blog on a popular web site orientated to adolescents. On the site Bill describes his math teacher as a "tyrant, who cannot teach his way out of a paper bag". Bill's blog allows other students to also air their opinions on his school. Many of the other students' responses make references to sexual habits of other teachers, use obscene language and/or racial epithets. Mr. Smith is browsing the web and does a search on his school and soon discovers Bill's Blog. He immediately reports it to the principal and demands that the school take disciplinary action against Bill. The principal agrees and suspends bill for three days and has him removed from the basketball team. Has the teacher and/or principal taken the appropriate action? What do you think the outcome will be?

B. Patty, a senior, is attending a party over the weekend. There is alcohol being consumed, but Patty is not partaking. Another student, Jim, is taking photos with his cell phone. He takes a picture with Patty and her friends. A number of the friends are holding beer bottles. On Monday, Jim is showing other students the photos using his cell phone. The next day Jim posts copies of the pictures to his personal web site. What can Patty do? What can the school do? What are the possible long-term ramifications? Which if any of Jim's actions should be punished and how?

C. Paul, a seventh grader, sitting at the computer in the back of his classroom, finds a web site with pornographic photos, that is not blocked by the district's filtering software. He then shows the site to a few of his team mates from the hockey team. They all snicker and congratulate Paul on his find. One of the other students then calls over a group of female students and asks them to view the monitor. The girls are not sure how they should react, fortunately for them, the bell rings and they hurry off to their next class. Later that day, one of the girls visits the guidance counselor to say that she was very disturbed and felt harassed by being shown the photos. Is the girl's action appropriate? Should the guidance counselor pass this information on, and if so, to whom? Who, if anyone should be punished? If disciplined, what should be the punishment? How could the chance of this problem been reduced?

D. Carl, a junior, is a computer whiz. The school blocks access to Hot Mail accounts. He wants to read his e-mail during study hall and feels the school is being unfair. He sets up a Proxy Server on his home computer that allows him to completely bypass the district's filtering system. He only uses the proxy to read his Hot Mail. A very religious person, he would never even consider visiting inappropriate web sites. One day a teacher sees Carl accessing Hot Mail, which he knows is blocked. The teacher tells the principal. What should be done? Would it make a difference if Carl was viewing pornographic web sites? What if Carl was sharing his secret way of bypassing the filter with other students? What if he was sharing it only with a trusted teacher?

#5 The Cliff and the Fence- Read and Discuss this Fable at www.mogadore.net/ethics/fable.html