

Digital Media in ICT: Ethical Uses

EDCP 473.62A

University of British Columbia

Winter 2 2014



Course Description and Valued Ends:

This course focuses on ethical practice in educational technology, ICT, media studies, new media, and education in general in P-12 contexts. The course is designed as a student-led seminar, with the majority of contributions derived from students. Content is oriented around ethics, morality, and law, with more specialized content derived from cyberethics, information ethics, media ethics, and technoethics. This particular section tailored to the Digital Learning and Curriculum cohort focuses on cyberbullying and cyberethics. The major project challenges students to create a case-based course or series of cases on cyberbullying and cyberethics for P-12 students, which draws on videos created in a previous Cultural and New Media Studies course (ETEC 531).

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Office Hours: By appointment

Valued Ends of the Course:

The intention is to help you develop a framework for understanding ethics, morality, and law, or more specifically cyberethics, information ethics, media ethics, and technoethics. One major effort will be in helping you balance practice with ethical, moral, and legal aspects. A second effort is to help you develop ethical frameworks to address controversial issues such as cyberbullying. A third effort is to help you facilitate the design of cases for case-based learning, instruction, and reasoning (CBL, CBI, CBR).

Assessment (see details below):

1. Participation (P-F)
2. MP @ Case Study of Cyberbullying (P-F)

Deadline:

Ongoing
2 April

- ❑ **Academic Honesty and Standards, and Academic Freedom:** *UBC Calendar 2013/14*
- ❑ **Policies and Regulations (Selected):** <http://www.students.ubc.ca/calendar>
- ❑ **Academic Accommodation for Students with Disabilities:** Students with a disability who wish to have an academic accommodation should contact the Disability Resource Centre without delay (see UBC Policy #73 www.universitycounsel.ubc.ca/policies/policy73.pdf).

Required Text:

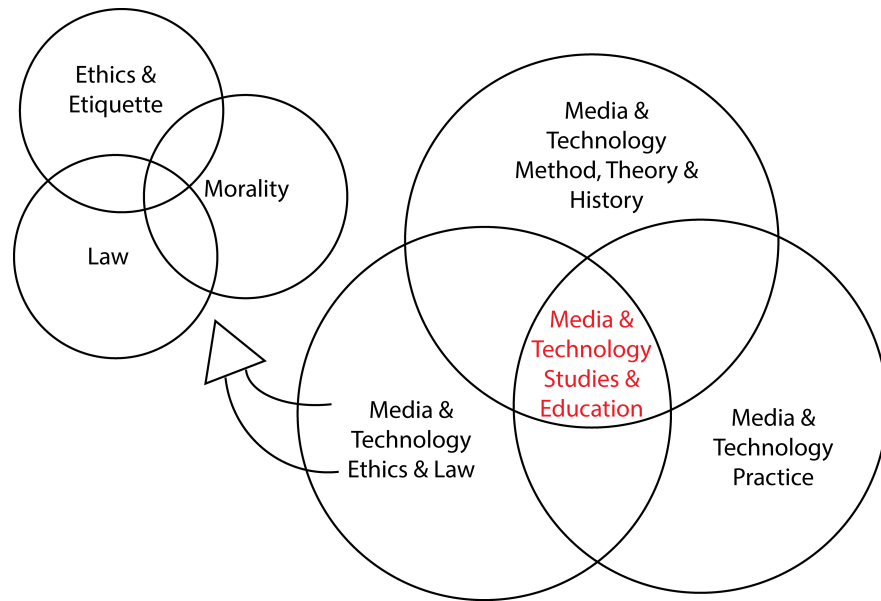
1. *Cyberethics and Cyberbullying Readings.*

Text and Readings

A core of required texts frame the three major modules for the course while the balance of readings will be contributed by student groups. As a graduate student, you are expected to complete all of the readings and modules for the week. Although I do not expect you to read the entire contents of websites to which you are directed within the modules, I do expect you to browse the sites and familiarize yourself with the content.

Course Schedule

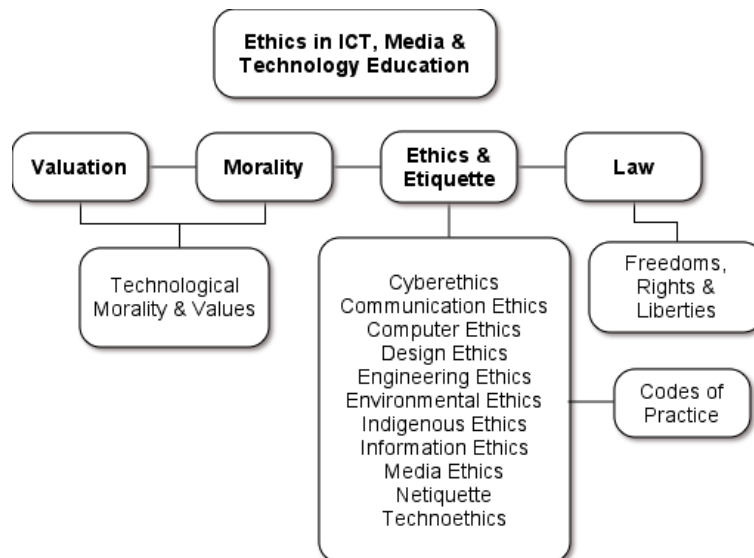
Date	Online or F2F	Module	Assignment	Readings & Topics
Week 1 8 Jan	F2F	-	Course Intro	Course introduction, Mapping & Definitions: Cyberethics, InfoEthics, Technoethics, Media Ethics, Netiquette, Technomorality
Week 2 15 Jan	F2F	#1	Readings & Assignments	Inventing Narratives in Ethical Reasoning (Rizzo) A Framework for Student Case Preparation (Lunberg) Moral Development + Technology and Ethics (Petrina)
Week 3 22 Jan	Online	#1	Readings & Assignments	Review: Regulation & Codes of Practice for Media Cyberbullying in High Schools (Li) Reading from Group #1
Week 4 29 Jan	Online	#1	Readings & Assignments	Cyberethics (Mahfood, Astuto, Olliges & Suits) Technoethics (Luppicini)
Week 5 5 Feb	F2F	#2	Readings & Assignments	Technological Morality (Ellul) Reading from Group #2
Week 6 12 Feb	Online	#2	Readings & Assignments	Reading from Group #3
Week 7 19 Feb	F2F	#2	Readings & Assignments	Reading from Group #4 Reading from Group #5
Week 8 26 Feb	Online	#3	Readings & Assignments	The Judicial System in the Digital Age (Eltis) A.B. v. Bragg Appellant's Factum & Decision Technology and Rights (Petrina, Volk and Kim)
Week 9 5 March	Online	#3	Readings & Assignments	Reading from Group #6
Week 10 12 March	F2F	#3	Readings & Assignments	
Weeks 11-12: Study Break 17-31 March				
Week 13 2 April	Online		Module Due: 2 April	



Module 1: Ethics & Etiquette

Readings / Media

1. Rizzo, A.-M. (1998). Inventing narratives in ethical reasoning in an administrative ethics course. *Journal of Public Affairs Education*, 4(1), 1-10.
2. C. C. Lundberg. (1993). A framework for student case preparation. *Case Research Journal*, 2, 132-144.
3. Petrina, S. (2007). Models of moral development + Technology and ethics. In *Advanced teaching methods for the technology classroom* (pp. 73-80). Hershey, PA: Information Science Publishing.
4. Li, Q. (2010). Cyberbullying in high schools: A study of students' Behaviors and beliefs about this new phenomenon. *Journal of Aggression, Maltreatment & Trauma*, 19, 372-392.
5. Mahfood, S., Astuto, A., Olliges, R. & Suits, B. (2008). Cyberethics: Social ethics teaching in educational technology programs. *Communication Research Trends*, 24(4), 1-21.
6. Luppicini, R. (2009). The emerging field of technoethics. In R. Luppicini & R. Adell (Eds.), *Handbook of research on technoethics* (pp. 1-19). Hershey, PA: Information Science Publishing.



Module 2: Morality

Readings / Media

7. Ellul, J. (1969). Technological morality (trans. C. E. Hopkin). In *To will and to do* (pp. 185-199). Philadelphia: Pilgrim Press.

Module 3: Law

Readings / Media

8. Eltis, K. (2011). The judicial system in the digital age: Revisiting the relationship between privacy and accessibility in the cyber context. *McGill Law Journal*, 56(2), 289-316.
9. A.B. v. Bragg Communications Inc. Supreme Court of Canada. (2012). *Appellant's Factum*. Retrieved from the Supreme Court of Canada http://www.scc-csc.gc.ca/factums-memoires/34240/FM010_Appellant_A-B-by-her-litigation-guardian-C-D_Redacted.pdf
10. A.B. v. Bragg Communications Inc. Supreme Court of Canada. (2012). Retrieved from the Supreme Court of Canada <http://scc-csc.lexum.com/decisia-scc-csc/scc-csc/scc-csc/en/10007/1/document.do>
11. Petrina, S., Volk, K. and Kim. S. (2004). Technology and rights. *International Journal of Technology and Design Education*, 14(3), 181-204.
12. Cyberbullying case studies from Modules 2 and 5 in ETEC 531.

Participation & Discourse Leadership:

Participation is P-F. We refer to the scholarly level of participation as **academic conversation**, which entails a variety of things including academic conversation, articulation and presentation. Participation is interdependent with **preparation** for each module, which involves **reading** (highlighting, pagination post-its, margin notes, comments & questions, etc.), **writing** (posting to discussions, note-taking, outlining, questioning, defining, mapping, framing, summarizing, journaling, blogging, podcasting, exposition, etc.), **organizing** (documenting, labeling, ordering, archiving, filing, sequencing events, chronicling, etc.), **reflecting** (rethinking, reincorporating, remapping, analyzing, synthesizing, etc.), and **speaking** (podcasting, corresponding with peers, chat, etc.). **Read for Meaning along with Purpose...**

Participation & Discourse Leadership

Low-----Avg-----High

Appropriately and accurately articulates key constructs and themes in readings, etc.

F-----P

Reveals an attempt to synthesize knowledge of ethics (readings, etc.).

F-----P

Advances collective knowledge and consciousness by engaging with authors and peers

F-----P

Outlines & addresses key concept(s) for peers

F-----P

Sufficient examples from readings are provided & synthesizes with experience

F-----P

Communication and media are professional in format

F-----P

Total: F - P

Discourse Leadership is P-F. Choose one week and topic on the schedule to coordinate the seminar. It will be your responsibility to clearly re/present the topic and reading(s), and to coordinate the discussions.

1. Outline the reading/s for the group and provide a brief overview of the readings.
2. Define key terms or methodological and theoretical concepts that are challenging.
3. Design handouts, discussion questions and presentation media for clarifying the readings.
4. Design activities for the group with attention to inclusive participation.
5. Moderate and bring closure to the topic for the week.

Assignments

Please remember that in a graduate course, you have a responsibility to do the readings, complete the modules, and participate in online discussions, both synchronous and asynchronous. The assignments are intended to help you to develop skills and knowledge in the design and production of new media.

Assignment submissions: Please submit all assignments via Google Drive and your e-Portfolio in the DLC site.

1. Media Production @ Case Study of Cyberbullying

Media Productions (videos) were completed in ETEC 531 (Cultural & New Media Studies). Complete any necessary editing or updating and bring this assignment to closure. Your challenge in this assignment is to: 1) create a Case Study and Module to render the video pedagogical; 2) contribute this to the design of a course on Cyberbullying and Cyberethics. We will work together to design and coordinate this course to make it available to students and teachers.

1. Review and adhere to the guidelines for case studies in Module 2 of ETEC 531.
2. Conforming with your video, the case study must be designed for the same specific grade levels (e. g., 4-5, 6-8, 10-12).
3. Design necessary downloads @ handouts, discussion questions and presentation media for clarifying the case study, e.g.:
 - Image, Text, Sound files
 - Timeline
 - Wiki / Interactive Web / Prezi
 - Voice & Podcast, etc.
4. Please note that the workload for this ought to be equitable across all group members.

MP @ Case Study

Low-----Avg-----High
Addresses theme for the video F-----P
Provides comprehensive case for case-based learning F-----P
Communication and media are professional in format— Style is clean and coherent F-----P
Total: F - P