Digital Media in ICT:
Ethical Uses

EDCP 473.62A
University of British Columbia
Winter Term 2 2016

Course Description

This course focuses on ethical practice in educational technology, ICT, media studies, new media, and education in general in K-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, cyberethics, and curriculum (e.g., the complex ethical and technical issues associated with the development and implementation of British Columbia's new Applied Design, Skills, and Technologies framework).

Instructors:	Paula MacDowell	Rachel Ralph
Office:	Scarfe 1224	Scarfe 1224
Email:	paula.macdowell@ubc.ca	rachel.ralph@alumni.ubc.ca
Websites:	http://www.dlc-ubc.ca/dlc3	https://blogs.ubc.ca/etec/courses-2/edcp-473

Valued Ends

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, cyber security, excessive internet use, online hate crimes, and online child abuse and exploitation. A third effort is to help you facilitate the design of cases for case-based learning, instruction, and reasoning (CBL, CBI, CBR).

Expectations

This course values the university classroom as a space for unconditional questioning. To this end, we will use the guideline that you can say and ask anything in class, but you cannot declare what you (or others) have said or asked is off-limits for questioning. Please treat each other with integrity, kindness, and respect.
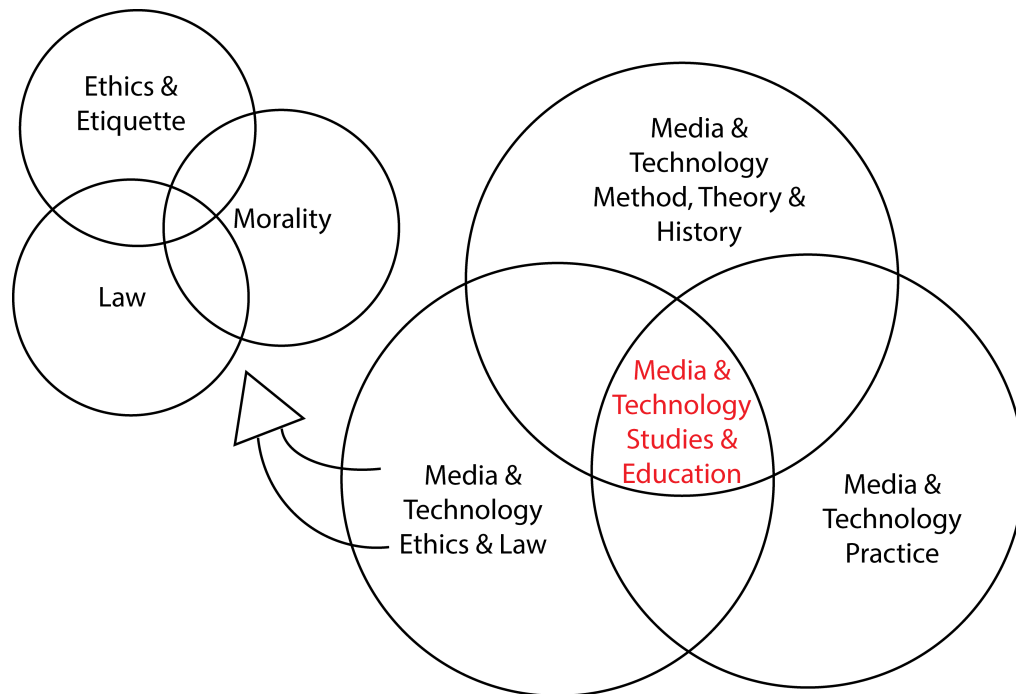
❑ **Academic Honesty and Standards:** http://www.students.ubc.ca/calendar
❑ **Academic Freedom:** http://www.students.ubc.ca/calendar
❑ **Academic Accommodation for Students with Disabilities:** Students with a learning disability who wish to have an academic accommodation should contact the Disability Resource Centre without delay (see UBC Policy #73 www.universitycounsel.ubc.ca/ policies/policy73.pdf).

Texts, Readings & Activities

As a graduate scholar, you are expected to prepare for class each week, which entails a variety of things including academic conversation, articulation, and presentation. Preparation is interdependent with participation for each module, which involves *reading* (highlighting, post-it note-taking, commenting & questioning in margin-notes, etc.), *writing* (posting to discussions, blogging, journaling, defining, framing, outlining, summarizing, sketching, etc.), *organizing* (archiving, documenting, labeling, mindmapping, ordering, sequencing events, etc.), *reflecting* (rethinking, reincorporating, remapping, analyzing, ideating, synthesizing, etc.), and *speaking* (corresponding with peers, critiquing, debating, negotiating, podcasting, etc.). Read for *meaning* along with *purpose*.

Course Schedule

DATE	MODULE	ASSIGNMENT	READINGS & TOPICS
January 6	Course Introduction	Participation, Preparation & Readings	**Course Syllabus, Mapping & Definitions:** Cyberbullying, Cyberethics, InfoEthics, Media Ethics, Technoethics, Netiquette, Technomorality
January 13	#1 Morality & Curriculum	Participation, Preparation & Readings	**BC's Education Plan** (BC Ministry of Education) **Introduction to BC's Redesigned Curriculum** (BC Ministry of Education)
January 20	#1 Morality & Curriculum	Participation, Preparation & Readings	**ADST Framework** (BC Ministry of Education) **ADST K-9 Curriculum** (BC Ministry of Education) **Big Ideas on BC's Redesigned Curriculum** (video)
January 27	#1 Morality & Curriculum	ADST Curriculum Critique	**Models of Moral Development** (Petrina) **Curriculum Design & Theory** (Petrina) **Controversial Issues** (Petrina)
February 3	#2 Law & Cyberbullying	Participation, Preparation & Readings	**Freedom, Choices & Guilt** (Shariff) **Teens React to Bullying (Amanda Todd)** (Fine)
February 10	#2 Law & Cyberbullying	ADST Instructional Examples	**Canadian Case Law** (Shariff) **A.B. v. Bragg Communications Inc.** (Supreme Court of Canada)
February 17	#3 Ethics & Etiquette	Participation, Preparation & Readings	**Use, Understand & Create** (Media Smarts) **Technoethics** (Luppicini)
February 24	#3 Ethics & Etiquette	Participation, Preparation & Readings	**Cyberethics** (Mahfood, Astuto, Olliges & Suits)
March 2	#3 Ethics & Etiquette	Seminar Leadership	**Cyberethics Case Studies:** Groups 1, 2, 3
March 9	#3 Ethics & Etiquette	Seminar Leadership	**Cyberethics Case Studies:** Groups 4, 5, 6
Study Break & Writing Week March 14-28			
March 30	#3 Ethics & Etiquette	Ethics in Research Essay	**Technology and Ethics** (Petrina) **Ethical Research Involving Children (**Graham, Powell, Taylor, Anderson & Fitzgerald)
April 6	Course Synthesis	Pecha Kucha Presentations	**Celebration of Learning**

Ethics & Etiquette

Morality

Law

Media & Technology Method, Theory & History

Media & Technology Studies & Education

Media & Technology Ethics & Law

Media & Technology Practice

Module 1: Morality & Curriculum

Readings / Media

1. BC Ministry of Education. (2015). *BC's education plan: Focus on learning.* Retrieved from http://www.bcedplan.ca/assets/pdf/bcs_education_plan_2015.pdf
2. BC Ministry of Education. (2015). *Introduction to BC's redesigned curriculum* (draft). Retrieved from https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/curriculum_intro.pdf
3. BC Ministry of Education. (2015). *Applied design, skills, and technologies framework* (draft). Retrieved from https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/applied-skills.pdf
4. BC Ministry of Education. (2015). *Applied design, skills, and technologies: K-12 curriculum* (draft).
5. BC Ministry of Education. (2014). *Big ideas on British Columbia's redesigned curriculum* (video file). *Retrieved from* https://www.youtube.com/watch?v=e_El-14MRec
6. Petrina, S. (2007). Models of moral development + controversial issues + curriculum design and theory. In *Advanced teaching methods for the technology classroom* (pp. 73-75; 99-108; 252-256). Hershey, PA: Information Science Publishing.

Module 2: Law & Cyberbullying

Readings / Media

7. Shariff, S. (2015). From Lord of the Flies to Harry Potter: Freedom, choices, and guilt (pp. 141-160). In *Sexting and cyberbullying: Defining the line for digitally empowered kids* New York, NY: Cambridge University Press.
8. Fine, B. & Fine, R. (2015). *Teens react to bullying (Amanda Todd)* (video file). Retrieved from: https://www.youtube.com/watch?v=VF6cmddWOgU
9. Shariff, S. (2015). Canadian Case Law (pp. 87-93). In *Sexting and cyberbullying: Defining the line for digitally empowered kids* New York, NY: Cambridge University Press.
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

Module 3: Ethics & Etiquette

Readings / Media

11. Mahfood, S., Astuto, A., Olliges, R. & Suits, B. (2008). Cyberethics: Social ethics teaching in educational technology programs. *Communication Research Trends, 24*(4), 1-21.
12. 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.
13. Petrina, S. (2007). Technology and ethics. In *Advanced teaching methods for the technology classroom* (pp. 75-80). Hershey, PA: Information Science Publishing.
14. Media Smarts. (2015). *Use, understand & create: A digital literacy framework for Canadian schools*. Ottawa, ON: Media Smarts. Retrieved from: http://mediasmarts.ca/teacher-resources/use-understand-create-digital-literacy-framework-canadian-schools
15. Graham, A., Powell, M., Taylor, N., Anderson, D., & Fitzgerald, R. (2013). *Ethical research involving children*. Florence: UNICEF Office of Research – Innocenti. Retrieved from: http://childethics.com/wp-content/uploads/2013/10/ERIC-compendium-approved-digital-web.pdf
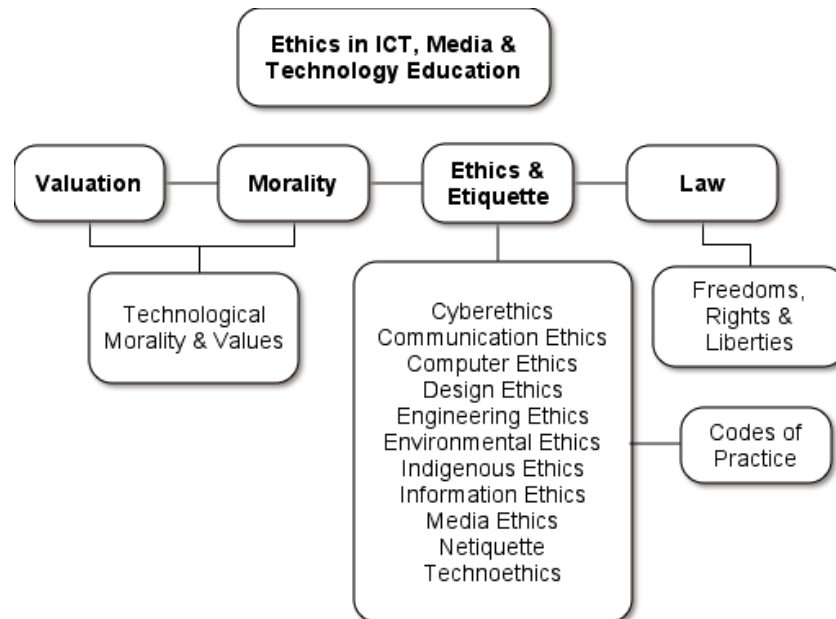
Assessment

Please remember that in a graduate course, you have a responsibility to do the readings, complete the modules, and participate in class 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. Please submit all assignments via Google Drive and your e-Portfolio in the DLC website.

ASSIGNMENT	GRADE	DEADLINE
1. **ADST Curriculum Critique**	20%	January 27
2. **ADST Instructional Examples**	20%	February 10
3. **Discourse Leadership**	20%	March 2, 9
4. **Ethics in Research Reflection Essay**	10%	March 30
5. **Pecha Kucha Presentation**	20%	April 6
6. **Participation**	10%	Ongoing

1. ADST Curriculum Critique

Work in groups of 3 to prepare a two-page critique of the newly written ADST curriculum (draft) currently in development. Additionally, create a conceptual framework and taxonomy for the Big Ideas in ADST, supported by a literature review. This includes 3 or 4 Big Ideas for each division, including: K-3, 4/5, 6/7, 8, 9, and choose one specialization for 10-12 (technology education, information technology, business education, or home economics). Your framework should offer as much continuity as possible while acknowledging developmental progression through the grades (e.g., see the mock ADST curriculum: http://www.bctea.org/sites/default/files/content/Tech.%20Ed.%20Mock%20Curriculum%20Draft.pdf). Please note that the workload for this assignment ought to be equitable across all group members.

2. ADST Instructional Examples

One thing that the BC Ministry of Education is looking for, but the curriculum writing team does not have time to create, are instructional examples showing the implementation of the newly written curricular outcomes through practice. This assignment asks you to try out the ADST curriculum (draft) and document instructional examples showing its integration and implementation in your classroom (or simulated classroom). Instructional examples may include models of instruction and assessment, description of the learning environment, demonstrations of learning, articulation of student roles, stories, videos, infographics, and interdisciplinary ideas.

3. Ethics in Research Reflection Essay

As with all methodologies, it is imperative to be considerate of ethical concerns. Researchers in Canada, as guided by the TCPS and university research ethic boards, abide to a code of ethical standards. These include: attention to privacy, awareness of potential exploitation, acquiring consent, avoiding deception, and understanding the impact of costs to benefits of research (Dockett, Einarsdottir, & Perry, 2009; Fetterman, 1989; Graham, Powell, Taylor, Anderson & Fitzgerald, 2013; Hammersley & Atkinson, 2007; Hunleth, 2011). This assignment asks you to develop a 750-1,000 word response to the *Child Ethics* report reflecting on your own inquiry research, including:

- Title Page
- Introduction: Quick preface of your inquiry
- Reflection: Answer *Questions to Guide Ethical Research Involving Children*; dependent on your stage of inquiry choose the appropriate section and answer the questions in a short essay on the children and the researcher
- References and Links: APA or Chicago style

4. Discourse Leadership

Choose one case study from the Media Smarts website that interests you (e.g., cyber security, social networking, online ethics, privacy, sexting, violence, excessive internet use, stereotypes, gender representation, intellectual property). Work in small groups of 3 to coordinate our class seminar and discussion (45 minutes) and re/present the issue. This assignment gives you an opportunity to deeply engage with the course materials and design a unique learning experience for your colleagues. Guidelines for discourse leadership include:

- Define key terms or methodological and theoretical concepts that are challenging
- Design handouts, learning resources, and/or presentation media
- Create learning activities to engage the group (with attention to inclusive participation)
- Prepare discussion questions (including diverse viewpoints and for/against perspectives)
- Moderate and bring closure to the seminar

5. Pecha Kucha Presentation

Create a Pecha Kucha (20 images x 20 seconds) and present it to the class (see http://pechakucha.org/faq). The topic: analyze/synthesize what you have learned in our course (Digital Media in ICT: Ethical Uses). The rules: create 20 slides that advance every 20 seconds automatically, as you speak along with the slides. We will collaborate together in class to determine helpful format suggestions and stylistic specifications. Your goal is to deliver a compelling performance to your peers, so please practice, practice, practice!

Grading Guidelines

A level - Good to Excellent Work

A+   (90-100%) A very high level of quality throughout every aspect of the work. It shows the individual (or group) has gone well beyond what has been provided and has extended the usual ways of thinking and/or performing. Outstanding comprehension of subject matter and use of existing literature and research. Consistently integrates critical and creative perspectives in relation to the subject material. The work shows a very high degree of engagement with the topic.

A   (85-89%) Generally a high quality throughout the work. No problems of any significance, and evidence of attention given to each and every detail. Very good comprehension of subject and use of existing literature and research. For the most part, integrates critical and creative perspectives in relation to the subject material. Shows a high degree of engagement with the topic.

A-   (80-84%) Generally a good quality throughout the work. A few problems of minor significance. Good comprehension of subject matter and use of existing literature and research. Work demonstrates an ability to integrate critical and creative perspectives on most occasions. The work demonstrates a reasonable degree of engagement with the topic.

B level - Adequate Work

B+   (76-79%) Some aspects of good quality to the work. Some problems of minor significance. There are examples of integrating critical and creative perspectives in relation to the subject material. A degree of engagement with the topic.

B   (72-75%) Adequate quality. A number of problems of some significance. Difficulty evident in the comprehension of the subject material and use of existing literature and research. Only a few examples of integrating critical and creative perspectives in relation to the subject material. Some engagement with the topic.

B-   (68-71%) Barely adequate work at the graduate level.

NOTE: For UBC's Faculty of Graduate Studies (FOGS), a final mark below 68% for Doctoral students and below 60% for Masters students is the equivalent of a failing mark.

C & D level - Seriously Flawed Work

C   *(55-67%)* Serious flaws in understanding of the subject *material.* Minimal integration of critical and creative perspectives in relation to the subject material. Inadequate engagement with the topic. Inadequate work at the graduate level.

D level
D   (50-54%)

F level - Failing Work
F   (0-49%)

ADST RUBRIC	Exemplary (4)	Accomplished (3)	Developing (2)	Beginning (1)
Group Ideas	Rich sense of detail creates a convincing impression of the group's advanced knowledge of curriculum and pedagogy. A fresh approach with original insights that hold the reader's attention.	Sufficient detail creates an authentic impression of the group's insight and knowledge of curriculum and pedagogy. A fresh approach adds something new to the reader's understanding.	Underdeveloped details indicate that the group has little knowledge of curriculum and pedagogy. Insights are too general. A fresh approach is attempted, but lacks supporting details to be convincing.	Limited or disconnected details indicate that the group has inadequate understanding of curriculum and pedagogy. Approach is too common to create a lasting impression.
Organization	The curriculum critique is organized in a unique and exceptional way. The Big Ideas frame-work offers as much continuity as possible, while acknowledging developmental progression throughout the grade divisions.	The curriculum critique is adequately organized and inspiring. The Big Ideas framework offers as much continuity as possible, while acknowledging developmental progression throughout the grade divisions.	The curriculum critique is somewhat organized, critical, but inconsistent. The Big Ideas framework does not offer much continuity and developmental progression throughout the grade divisions.	The curriculum critique is unorganized, uncritical, and misleading. The Big Ideas framework does not offer much continuity and developmental progression throughout the grade divisions.
Word Choice & Sentence Fluency	Precise, vivid, natural language creates a clear and complete picture in the reader's mind. Powerful verbs, precise nouns, appropriate adjectives and phrases enhance meaning. Original phrasing and memorable language prompt reflective thoughts and insights. Sentences contain words that are relevant so the meaning is enhanced.	Correct, adequate word choice creates a clear picture in the reader's mind. Lively verbs, specific nouns, and appropriate adjectives and phrases add to the meaning. Some colorful language and unusual phrasing encourage reflection. Sentences may contain words that are necessary for the meaning to be effectively conveyed.	Ordinary word choice attempts to create a picture in the reader's mind. Verbs, nouns, adjectives, and phrases are adequate, but limited. Language choice and phrasing lack inspiration and sound somewhat forced. Sentences contain unnecessary words; however, the meaning is fairly clear to the reader.	Limited vocabulary. Verb and noun choices are weak. Adjectives and phrases lack definition and are not very descriptive. Language choices and phrasing are often inappropriate, repetitive, or redundant. Sentences tend to contain unnecessary words that detract from the meaning.
Content	The group offers a thorough and detailed critique that fully addresses the ADST curriculum in all of its complexity. All of the assignment elements are complete.	The group offers a satisfactory critique that adequately addresses the ADST curriculum in all of its complexity. All of the assignment elements are complete.	The group offers a satisfactory critique of the ADST curriculum but the assignment is not complete (i.e., no literature review, or grades are missing from the taxonomy).	The group offers an inadequate critique of the ADST curriculum. OR the assignment is not complete (i.e., no literature review, or grades are missing from the taxonomy).
Group Voice & Commitment	The group commitment to the topic is powerful. Connection to audience and purpose is excellent. Writing evokes strong emotion in the reader.	The group commitment to the topic is evident. Connection to audience and purpose is satisfactory. Writing evokes some emotion.	The group commitment to the topic is limited. Connection to audience and purpose is limited. Writing evokes minimal emotion in the reader.	The group commitment to the topic is lacking. Connection to audience and purpose is lacking. Writing evokes minimal emotion in the reader.

Discourse Leadership Evaluation

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

Addresses theme for module

1------------5------------10

Provides comprehensive discourse

1---------------7.5----------15

Communication and media are professional in format—
Style is clean and coherent

1------------2.5------------5

Total: xx/20

Ethics in Research Reflection Essay Evaluation

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

Clarity of communication

1------------1.75------------2.5

Comprehensiveness

1---------------2.5----------5

Grammar & Professional format

1------------1.75------------2.5

Total: xx/10

PECHA KUCHA	Pecha Rocked It (4)	Petcha You Betcha (3)	Pecha Next Time (3)	Pecha Train Wreck (1)
Slideshow & Organization	The presentation has 20 slides timed to advance every 20 seconds. The entire presentation is exceptional and runs flawlessly. The Pecha Kucha was extremely organized and the ideas and images flowed in a manner that was easily followed. The material transitioned seamlessly from slide to slide.	The presentation has 20 slides timed to advance every 20 seconds. The presentation runs with one or two minor technical flaws. The Pecha Kucha was quite organized and the ideas flowed well. There were perhaps jumps and transitions that were not entirely seamless. Easily understood.	The presentation has 20 slides timed to advance every 20 seconds, but the presentation has several minor technical flaws. The Pecha Kucha was organized, but not very easy to follow. The ideas and images were organized in a way that made comprehension somewhat difficult for the audience.	The presentation does not have 20 slides timed to advance every 20 seconds, OR the presentation has major technical flaws. The Pecha Kucha was unorganized and difficult to follow. The ideas and images were put together with little thought to audience understanding.
Visual Appeal & Creativity	The presenter chose high quality visual images and used an exceptionally creative or intensely interesting visual design for the presentation.	The presenter used good quality visual images and used a creative, thoughtful, or entertaining visual design for the presentation.	The presenter used adequate quality visual images, but did not employ a creative, original, or interesting visual design for the presentation.	The visual images were poorly chosen, OR the quality of the images was not legible, OR a garish or distracting visual design was used for the presentation.
Script Prep & Presentation	The Pecha Kucha presenter obviously prepared a compelling script, well rehearsed, demonstrated superior knowledge of the subject matter, and did not read to audience.	The Pecha Kucha presenter prepared an interesting script, adequately rehearsed, demonstrated strong knowledge of the subject matter, and did not read to audience.	It appears the presenter prepared a mediocre script or was not rehearsed, demonstrated marginal knowledge of the subject matter, and occasionally read to the audience.	It appears that the presenter did not prepare a script or did not rehearse, minimal knowledge of the subject matter, and frequently read to audience.
Presentation Skills	Presentation skills were exceptional/outstanding (pace, tone, volume, confidence, poise, gestures, eye contact, rapport with audience, use of presentation media, etc)	Demonstrated sound presentation skills (pace, tone, volume, confidence, poise, gestures, eye contact, rapport with audience, use of presentation media, etc)	Demonstrated fair presentation skills (pace, tone, volume, confidence, poise, gestures, eye contact, rapport with audience, use of presentation media, etc)	Demonstrated poor presentation skills (pace, tone, volume, confidence, poise, gestures, eye contact, rapport with audience, use of presentation media, etc)
Course Synthesis	The presenter gave a thorough and detailed synthesis of learning that fully addresses the course in all of its complexity. A wide variety of examples were used. Ideas were very convincing	The presenter synthesized many concepts but ignores a few key issues that are connected to the course. A good variety of examples were used. Ideas were organized and convincing.	The presenter offered a partial synthesis of his/her learning in the course. A moderate variety of examples were used. The ideas were not well organized or not particularly convincing.	The presenter made little or no attempt made to synthesize their learning experiences from the course. A poor variety of examples were used, OR ideas were poorly organized and not convincing.