



UNIVERSITY OF MARYLAND

EDUC 479

Cyberethics for Educators: Ethical and Legal Implications for Classroom Technology

SYLLABUS

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Office Hours:	By appointment
Credits:	3 credit

Catalogue Description:

This course addresses several of the major ethical and policy issues that are changing the way educators think about new information and communication technologies in the classroom setting.

Course Description:

This course will provide the opportunity for vigorous discussion and exploration of the complex issues involved in technology policy in the educational setting. Participants will hear from a number of information technology experts and explore a variety of topics including Netiquette, Acceptable Use of Computing Resources, Electronic Cheating, High-Tech Hate Speech, Intellectual Property, Copyright, Privacy and Security, and current Federal and State Regulations. Through a variety of case studies and group work, detailing IT issues, recent case law, position papers, original articles and resources, as well as scenarios for discussion educators will give consideration to responses that can be applied in their own settings.

Course Rationale:

The digital age has created new concerns regarding the use of non-traditional electronic and Internet resources in the classroom setting. The speed with which students acquire information technology skills may be chronically outpacing educators' abilities to insure that positive habits of on-line behavior are being formed. Yet, there are important lessons of responsibility that accompany the freedom the Internet provides learners. Stakeholders in the educational setting need to be aware of current laws and policies regarding appropriate/legal use. Substantial changes are being made in federal information policy that affects educators and students in the 21st century.

Objectives:

1. Identify and explore the legislative policies connected with Cyberethical issues
2. Explore the threats and consequences of information technology misuse
3. Discuss parent, teacher, and community responsibilities for establishing and teaching responsible behavior in the new environment
4. Identify national and local organizations and services associated with Cyberethical issues
5. Utilize state and national content and technology standards focusing on social, ethical and legal issues in designing technology-enhanced instruction and school technology plans.
6. Demonstrate knowledge of social, legal, and ethical issues related to technology use through practical application
7. Establish classroom policies and procedures that ensure compliance with copyright law, Fair-Use guidelines, security, and child protection
8. Identify promising practices for teaching responsible ethical use of information technologies across all levels of education
9. Utilize strategies to ensure equal access to media and technology resources for all students
10. Model appropriate use of educational technologies
11. Critically review technology inequities and explore methods to deal with those inequities
12. Critical evaluate software and hardware applications for enhancing instruction and school administration
13. Discuss Universal design principles in the context of general education environments and curriculum materials
14. Share knowledge of important issues and trends related to social, ethical and legal content through online collaborative group discussions and reflect upon student experiences in a Web enhanced/Web-based course.

Readings:**Texts:**

Willard, Nancy E. (2002). *Computer ethics, etiquette and safety for the 21st-century student*. ISTE.
ISBN1-56484-184-7

Additional recommended readings are included in this syllabus. Others can be found at:

www.edtechoutreach.umd.edu

Methodology:

This course will utilize a combination of face to face and on-line lecture and reading materials, hands-on experiences, discussions, guest speakers, group work and projects to help participants understand effective strategies for integrating assistive technology into their classroom (when and where appropriate).

Course Expectations and Procedures:

1. Students are expected to obtain and actively use a computer account with access to the Internet and WebCT discussion site (the University provides such accounts free to enrolled students.) Students are expected to use anti-virus software and backup all work.
2. Completion of assigned tasks and readings prior to each class is required in order to facilitate student learning.
3. It is expected that students will initiate, participate in and facilitate on-line discussions on course topics, issues and readings.
4. **If you have a documented disability and wish to discuss academic accommodations please contact me as soon as possible.**
5. Students missing the deadline for an assignment must make immediate arrangements with the instructor to fulfill that requirement before the next class session.
6. Please carefully edit all written assignments. A lack of care in proofreading or composition can negatively effect your final grade. For more information, see [Writing and Editing Hints](http://curry.edschool.virginia.edu/curry/class/edis/771ce/lynch003/edit.html) (<http://curry.edschool.virginia.edu/curry/class/edis/771ce/lynch003/edit.html>).

7. The citation style employed should be accurate, acceptable, and recognizable (MLA, Chicago or APA) practice. The **American Psychological Association** (APA: <http://www.apa.org>) style of citation is preferred.
8. The University of Maryland has developed a policy describing appropriate academic conduct. Turning in assignments that use substantial portions of the work of others without attribution is considered plagiarizing and is specifically prohibited. Please review information regarding the **Honor Code** and other academic integrity policies at: http://www.inform.umd.edu/CampusInfo/Departments/JPO/code_acinteg.html .

Grading Policy:

Grades will be based on the content, clarity of writing and creativity of work in assignments completed for this course. The extent and quality of participation in course discussions (face to face and virtual) will also be evaluated in determining the final grade. The relative portion of the grade assigned to each course component will include:

25%	In-class and online discussions and activities from course materials.
20%	Paper/Project 1
20%	Paper/Project 2
20%	Paper/Project 3
15%	A reflection paper or electronic portfolio that capstones course activities

The evaluation criteria for this course are described in more detail in the **grading rubric**.

The grading rubric below describes participant performance expectations and efforts most valued. Professionalism, completeness, timeliness and quality are all considered in the evaluation process.

Educational Technology Outreach Grading Rubric

Letter Grade	Extent, Quality and Creativity of Work	Completeness of Work	Timelessness of work	Participation in discussions
A+	Exceptional Quality and insight; honors spirit of task; a rare and valuable contribution to understanding	100% complete (or beyond); a model for others to follow; honors spirit of task	100% on time	Insightful, thoughtful and stimulating contributions to discussions; beyond what is normally expected; 100%
A	Convincingly on target with the purpose of the assignment; evidence of growth; learning difficult to refute; worthy contribution to our understanding; reader not distracted by errors in grammar, writing flow, spelling or punctuation	What is missing may not be missed; accurate; a whole product	Almost always on time; rare but forgivable tardiness	Thought provoking discussions; 100% contribution
A-	Fulfills all primary requirements of the assignment; some evidence of growth; learning difficult to refute; contribution to our understanding; reader not distracted by errors in grammar, writing flow, spelling or punctuation	A whole product but lacks "the extras"; accurate; on target with regard to task	Almost always on time; rare but forgivable tardiness	At least 95% contribution to discussions; dialogue thoughtful and insightful but lacks vigor or conviction
B+/B	Competent and worthy; provides credible evidence of learning and growth; may not completely honor spirit of task; perhaps an "off-day"; errors of grammar, spelling, punctuation distract the reader	Moderate shortcomings; minor elements missing; affects instructor's ability to see the product as a whole	Late and/or often enough to alarm instructor; not necessarily chronic	Moderate participation with some insightful comments
B-	Passable; only enough to get by; needs more proofreading or writing skills	Sufficient; least you could do and justify	Some tasks could be late	Barely participates in discussion; class contributions add little insightfulness and do not provoke further discussion
C	Undergraduate level/quality; unsophisticated; exhibits little course concept or concepts	Evidence of learning or growth insufficient	Excessively or repeatedly late	Limited participation in discussion; Little if any preparation or thought in dialogue
F	Unacceptable	Difficult to recognize as the assigned task or not turned in at all	Missing/not submitted	Little if any participation in discussions

**The University of Maryland, College Park
College of Education
Outreach Programs**

Educational Technology Outreach

**How this course meets the ISTE/NETS*T Foundations for All Teachers
and MSDE Teacher Technology Standards**

Course Title: Cyberethics for Educators: Ethical and Legal Implications for Classroom Technology

Completion of any course does not certify competency in the identified area: however, it will contribute to development of the competency

I. Technology Operations and Concepts

Teachers demonstrate a sound understanding of technology operations and concepts.

VII. Professional Growth

Develop professional practices that support continual learning and professional growth in technology.

Teachers:

A. Demonstrate introductory knowledge, skills, and understandings of concepts related to technology	Yes
B. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies	Yes
1. Create a professional development plan that includes resources to support the use of technology in life long learning.	Yes
2. Use resources of professional organizations and groups that support the integration of technology into instruction.	Yes
3. Continually evaluate and reflect on professional practices and emerging technologies to support student learning.	Yes
4. Identify local, state and national standards and use them to improve teaching and learning.	Yes

II. Planning and designing learning environments and experiences

Teachers plan and design effective learning environments and experiences supported by technology.

I. Information Access, Evaluation, processing and Application

Access, evaluate, process and apply information efficiently and effectively.

Teachers:

A. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.	Yes
B. Apply current research on teaching and learning with technology when planning learning environments and experiences.	Yes
C. Identify and locate technology resources and evaluate them with accuracy and suitability	Yes
D. Plan for the management of technology resources within the context of learning activities	Yes
E. Plan strategies to manage learning in a technology-enhanced environment.	Yes
1. Identify, locate, retrieve and differentiate among a variety of electronic sources of information using technology.	Yes
2. Evaluate information critically and completely for a specific purpose.	Yes
3. Organize, categorize and store information for efficient retrieval.	
4. Apply information accurately in order to solve a problem or answer a question.	Yes

III. Teaching, learning, and the curriculum

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

V. Integrating Technology into the Curriculum and Instruction

Design, implement and assess learning experiences that incorporate use of technology in a curriculum-related instructional activity to support understanding, inquiry, problem solving, communication and/or collaboration.

Teachers:

A. Facilitate technology-enhanced experiences that address content standards and student technology standards.	Yes
B. Use technology to support learner-centered strategies that address the diverse needs of students.	Yes
C. Apply technology to develop students' higher order skills and creativity.	Yes
D. Manage student-learning activities in a technology-enhanced environment.	YEs
1. Assess students' learning/instructional needs to identify the appropriate technology for instruction.	Yes
2. Evaluate technology materials and media to determine their most appropriate instructional use.	Yes
3. Select and apply research-based practices for integrating technology into instruction.	Yes
4. Use appropriate instructional strategies for integrating technology into instruction.	Yes
5. Select and use appropriate technology to support content-specific student learning outcomes.	Yes
6. Develop an appropriate assessment for measuring student outcomes through the use of technology.	Yes
7. Manage a technology-enhanced environment to maximize student learning.	Yes

IV. Assessment and evaluation

Teachers apply technology to facilitate a variety of effective assessment techniques and evaluation strategies.

IV. Assessment for Administration and Instruction

Use technology to analyze problems and develop data-driven solutions for instructional and school improvement.

Teacher:

A. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.	Yes
B. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.	Yes
C. Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity	Yes
1. Research and analyze data related to student and school performance.	
2. Apply findings and solutions to establish instructional and school improvement goals.	Yes
3. Use appropriate technology to share results and solutions with others, such as parents and the larger community.	Yes

V. Productivity and professional practice

Teachers use technology to enhance their productivity and professional practice.

VII. Professional Growth

Develop professional practices that support continual learning and professional growth in technology.

I. Information Access, Evaluation, Processing and Application

Access, evaluate, process and apply information efficiently and effectively.

II. Communication

- A. Use technology effectively and appropriately to interact electronically.
- B. Use technology to communicate information in a variety of formats.

Teachers:

A. Use technology resources to engage in ongoing professional development and lifelong learning	Yes
B. Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning	Yes
C. Apply technology to increase productivity	Yes
D. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning	Yes
VII-1. Create a professional development plan that includes resources to support the use of technology in life long learning.	Yes
VII-2. Use resources of professional organizations and groups that support the integration of technology into instruction.	Yes
VII-3. Continually evaluate and reflect on professional practices and emerging technologies to support student learning.	Yes
VII-4. Identify local, state and national standards and use them to improve teaching and learning.	Yes
I-1. Identify, locate, retrieve and differentiate among a variety of electronic sources of information using technology.	Yes
I-2. Evaluate information critically and completely for a specific purpose.	Yes
I-3. Organize, categorize and store information for efficient retrieval.	Yes
I-4. Apply information accurately in order to solve a problem or answer a question.	Yes
II-A.1 Use telecommunications to collaborate with peers, parents, colleagues, administrators and/or experts in the field.	Yes
II-B.1. Select appropriate technologies for a particular communication goal.	Yes
II-B.2. Use productively tools to publish information.	Yes
II-B.3. Use multiple digital sources to communicate information online.	Yes

VI Social, Ethical, Legal, and Human Issues

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply that understanding in practice.

III. Legal, Social, and Ethical issues

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

VI. Assistive Technology

Understand human, equity and developmental issues surrounding the use of assistive technology to enhance student learning performance and apply that understanding to practice.

Teachers:

A. Model and teach legal and ethical practice related to technology use.	Yes
B. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.	Yes
C. Identify and use technology resources that affirm diversity.	Yes
D. Promote safe and healthy use of technology resources.	Yes
E. Facilitate equitable access to technology resources for all students.	Yes
III-1. Identify ethical and legal issues using technology	Yes
III-2. Analyze issues related to the uses of technology in educational settings.	Yes
III-3. Establish classroom policies and procedures that ensure compliance with copyright law, fair Use guidelines, security, privacy and student online protection.	Yes
III-4. Use classroom procedures to manage an equitable, safe and healthy environment for students.	Yes
VI-1. Identify and analyze assistive technology resources that accommodate individual student learning needs.	Yes
VI-2. Apply assistive technology to the instructional process and evaluate its impact on learners with diverse backgrounds, characteristics and abilities.	Yes

Course Outline:

Class Session	Topic	Class Activities	Assignments
#1	<p><u>Rights and Responsibilities</u></p> <p><i>Credibility, Critique and Evaluation</i></p>	<p>Face To Face (F2F)</p> <ul style="list-style-type: none"> • Review the course syllabus • Introduction to the online course components • Exploring the online course features • <i>Pre-course Survey/Assessment</i> (Online in WebCT) • Overview of the tools, software, and hardware to be used during this module • Explore overview of rights and responsibilities of educators with technology use in the K-12 setting—and the importance 	<ul style="list-style-type: none"> • Exploration of historical, legal, social and political influences related to Cyberethics • Asynchronous Postings: <ul style="list-style-type: none"> - 1.1: Introduction - 1.2: Sites - 1.3: School Summary - 1.4: Reading Reflection • Reflective Action Plan Journal Entry <p style="color: red; margin-top: 10px;">Reading</p>
#2	<p><i>Netiquette</i></p>	<p>Face To Face (F2F)</p> <ul style="list-style-type: none"> • Discuss and identify Netiquette issues <ul style="list-style-type: none"> – Which rules have you broken? – What are the consequences? – What rules have you seen broken most frequently in your own communication? – What are the most annoying? • Debunking exercise • Netiquette Rules-exercise/discussion--vignette 	<ul style="list-style-type: none"> • Continue exploration of historical, legal, social and political influences related to Cyberethics • Activities: <ul style="list-style-type: none"> - Netiquette Quiz - http://www.albion.com/netiquette/netiquiz.html • Asynchronous Postings: <ul style="list-style-type: none"> - 2.1: Net-Etiquette-mini case study - 2.2: Standard of conduct - 2.3: Acronyms - 2.4: Reading Reflection • Reflective Action Plan Journal Entry <p style="color: red; margin-top: 10px;">Reading</p>
#3	<p><i>Commercialization</i></p>	<ul style="list-style-type: none"> • Security • Delivery • Integrated ratings and search tools • Invasive nature of commercialization • Educational advantages to commercialization • Advertisements and pop ups • E-tailor as a reference source 	<ul style="list-style-type: none"> • Continue exploration of historical, legal, social and political influences related to Cyberethics • Activity: <ul style="list-style-type: none"> – Scavenger Hunt Exercise • Asynchronous Postings: <ul style="list-style-type: none"> – 3.1: discussion of Scavenger Hunt – 3.2: Reading Reflection-Security-online tests validity – 3.3: Reading Reflection-education from a commercial lens • Reflective Action Plan Journal Entry <p style="color: red; margin-top: 10px;">Reading</p>

#4	<p style="text-align: center;"><u>Access</u></p> <p><i>Digital Divide</i></p>	<ul style="list-style-type: none"> • Definition of Digital Divide • Overview of statistics • Access (hardware, software, internet connection, home vs. school) <ul style="list-style-type: none"> – Strategies to account for access issues • Cultural dimensions (content, interactivity, presentation) <ul style="list-style-type: none"> – Strategies to account for cultural dimensions 	<ul style="list-style-type: none"> • Exploration of historical, legal, social and political influences related to the Digital Divide • Asynchronous postings: <ul style="list-style-type: none"> - 4.1:Activity/Discussion - 4.2: Reading Reflection - 4.3: Reading Reflection • Reflective Action Plan Journal Entry <p style="color: red;">Reading</p>
#5	<p><i>Gender</i></p>	<ul style="list-style-type: none"> • Overview of gender differences and barriers • Recent studies and findings • Multimedia presentation • Interactivity • Content • Strategies to account for gender differences 	<ul style="list-style-type: none"> • Exploration of historical, legal, social and political influences related to the Digital Divide-Gender Divide • Asynchronous postings: <ul style="list-style-type: none"> - 5.1: Reading Reflection - 5.2: Reading Reflection - 5.3: Reading Reflection - Reflective Action Plan Journal Entry <p style="color: red;">Reading</p>
#6	<p><i>Assistive Technology</i></p>	<ul style="list-style-type: none"> • Brief overview of definitions of AT, AT services, and the various disabilities, as described in federal and state legislation • Impact of Federal Legislation-overview <ul style="list-style-type: none"> • Public Law 94-142 • Public Law 100-407 • IDEA '90-99-457 • ADA 101-336 • IDEA '97 105-17 • Tech Act • State COMAR 13A.05.02.13H • Definition of Assistive technology • Overview of general tools and options for the general classroom teacher • Universal design 	<ul style="list-style-type: none"> • Exploration of historical, legal, social and political influences related to diverse learners • Asynchronous postings: <ul style="list-style-type: none"> - 6.1: Reading Reflection - 6.2: Reading Reflection - 6.3: Reading Reflection • Reflective Action Plan Journal Entry • Reflective Action Plan Journal Entry <p>PAPER/PROJECT #1 Due</p> <p style="color: red;">Reading</p>
#7	<p><u>Computer Crime and Misuse</u></p> <p><i>Safe Computing Practices for Children and Parents</i></p>	<p>Safe Computing Practices for Children and Parents including filtering of indecent material and sexual predators</p> <ul style="list-style-type: none"> • Ranking Scenarios Activity • Strategies to inform students and parents • Filtering dialogue • Update on filtering legislation-what impact does this have on me and my classroom? • Domain names-update 	<ul style="list-style-type: none"> • Exploration of historical, legal, social, ethical and political influences related to Computer Crime and Misuse • Asynchronous postings: <ul style="list-style-type: none"> - 7.1: Reading Reflection - 7.2: Reading

			<ul style="list-style-type: none"> - Reflection - 7.3: Reading Reflection - Reflective Action Plan Journal Entry
#8	<i>Computer Crimes</i>	<p>Computer Crimes including federal and state legislation</p> <ul style="list-style-type: none"> • Rating Activity- The Good, the Bad and the Ugly • Hoaxes • Viruses • Hacking • Video and music (MP3) files • The impact • Strategies to reduce “misuse” • Strategies for the classroom teacher 	<p>Reading</p> <ul style="list-style-type: none"> • Continue exploration of historical, legal, social, ethical and political influences related to Computer Crime and Misuse • Activities: <ul style="list-style-type: none"> - Rating Activity • Asynchronous postings: <ul style="list-style-type: none"> - 8.1: Reading Reflection - 8.2: Reading Reflection - 8.3: Reading Reflection - Reflective Action Plan Journal Entry
#9	<i>High-Tech Hate</i>	<p>High-Tech Hate including awareness of hate groups on the Internet and bias-related incidents</p> <ul style="list-style-type: none"> • Overview of activities • Case studies • Consequences • Recent legislation update • Tactics to combat 	<p>Reading</p> <ul style="list-style-type: none"> • Continue exploration of historical, legal, social, ethical and political influences related to Computer Crime and Misuse • Asynchronous postings: <ul style="list-style-type: none"> - 9.1: Reading Reflection - 9.2: Reading Reflection - 9.3: Reading Reflection - Reflective Action Plan Journal Entry
#10	<i>Electronic Cheating</i>	<p>Electronic Cheating and Web Citations</p> <ul style="list-style-type: none"> • Overview of cyber plagiarism impact • Where do students find information to plagiarize • How to combat plagiarism • Identification clues • Assignment strategies to prevent plagiarism • When all else fails - teacher tactics 	<p>Reading</p> <ul style="list-style-type: none"> • Continue exploration of historical, legal, social, ethical and political influences related to Computer Crime – electronic cheating • Activities/ Asynchronous postings: <ul style="list-style-type: none"> - 10.1: Electronic sites -paper mills - 10.2: Student scenario - 10.3: Teacher scenario - Reflective Action Plan/ Journal Entry

			<ul style="list-style-type: none"> Post projects/paper in the appropriate on-line assignments folders <p>Paper/Project #2 Due</p> <p>Reading</p>
#11	<p><u>Legislation and Regulations</u></p> <p><i>Intellectual Property</i></p> <p><i>Copyright</i></p> <p><i>Fair Use</i></p>	<p>Intellectual Property issues including ownership and use of copyrights and trademarks</p> <p>Introduction to Copyright and the classroom use of videos, tapes, software, and other electronic/multimedia resources</p> <ul style="list-style-type: none"> Copyright Basics <ul style="list-style-type: none"> Definition Registration Notice Rights comprised in copyright Use of copyright materials <ul style="list-style-type: none"> Risk analysis (including www) “Public Domain” Obtaining permission Statutory Exceptions <ul style="list-style-type: none"> 1st sale F2F & DE “Fair Use” Patents, trade secrets, trade dress & trademarks (™ © ® SM) Fair Use <ul style="list-style-type: none"> Purpose Amount Character or nature of material being used Effect on market Fair Use Guidelines <ul style="list-style-type: none"> Reproduction-photocopying-copyrighted Multimedia Current legislation and impact on the educational arena 	<ul style="list-style-type: none"> Exploration of research, legislation and regulations related to Intellectual Property, Copyright, and Fair Use Activities/Asynchronous postings: <ul style="list-style-type: none"> 11.1: Intellectual Property 11.2: IP 11.3: Teacher copyright scenario 11.4: student copyright scenario 11.5: Fair Use case study (group work) Reflective Action Plan/ Journal Entry <p>Reading</p>
#12	<p><i>Privacy</i></p>	<p>Privacy issues including campus data and information access, student records and Buckley Amendment, and fair information practices</p> <ul style="list-style-type: none"> Other legal and policy issues for web pages and distance education courses <ul style="list-style-type: none"> Hyperlinks Surface vs. deep links Framing Seeking permission? Metatags Student contributions to websites Student images Rights of publicity 	<ul style="list-style-type: none"> Continue exploration of research, legislation and regulations related to Cyber privacy Send via mail ideas for Paper/Project #3 Asynchronous Postings: <ul style="list-style-type: none"> 12.1: Case study 12.2: Scenario 12.3: Reading Reflection 12.4: Reading reflection Reflective Action Plan/Journal Entry

		<ul style="list-style-type: none"> ○ Private policy ● Privacy statement – SB199 <ul style="list-style-type: none"> ○ Private policies and data security ● Legal issues associated with student data 	Reading
#13	<i>Freedom of Speech</i>	<p>Freedom of Speech issues including harassment, hate speech, threats, defamation, obscenity, and child pornography</p> <ul style="list-style-type: none"> ● Case studies <ul style="list-style-type: none"> – Higher education – K-12 – The workplace – Distance education courses 	<ul style="list-style-type: none"> ● Continue exploration of research, legislation and regulations related to Freedom of Speech ● Asynchronous Postings: <ul style="list-style-type: none"> – 13.1: Case study – 13.2: Case study – 13.3: Case study – Reflective Action Plan/ Journal Entry <p>Reading</p>
#14	<i>Liability</i>	<p>Liability issues such as who is responsible for violations, and who is legally liable.</p> <ul style="list-style-type: none"> ● Encounters with infringement ● Case studies ● Synchronous speaker Panel: <ul style="list-style-type: none"> – Penny Andrew, Assistant Coordinator for Rights and Responsibilities, Department of Resident Life – Major George Ginovsky, University of Maryland Department of Public Safety – Andrea Goodwin, Assistant Director of Judicial Programs for Academic Integrity – Matt Supple, Assistant Director of Campus Programs for Greek Life ● New directions 	<ul style="list-style-type: none"> ● Continue exploration of research, legislation and regulations related to liability issues ● Synchronous speaker panel ● Asynchronous Postings: <ul style="list-style-type: none"> – 14.1: Case study – 14.2: Scenario – 14.3: Reading Reflection – Reflective Action Plan/ Journal Entry <p>Reading</p>
#15	<i>Pedagogical Practices</i>	<p>Pedagogical Practices to model how to teach ethical practices in the classroom</p> <ul style="list-style-type: none"> ● Lesson plans for teachers ● Integrated activities ● The power of “Modeling” 	<ul style="list-style-type: none"> ● Asynchronous postings: <ul style="list-style-type: none"> – 15.1: Reading Reflection – 15.2: Scenario – 15.3: Reading Reflection ● Post the final paper AND your final reflection paper in the appropriate on-line assignments folders ● Post Test ● Course Evaluation <p>Reading</p>

Session Topics and Tentative Reading Assignments. This will periodically be updated so continue to check back often.

Example of readings- first 5 sessions

Session	Topic	Readings
1	Overview	<p>Required:</p> <ul style="list-style-type: none"> • Text : Teacher introduction & Unit 1 • Halbert, T. & Ingulli, E. CyberEthics (chapter 1) http://snapshot.swcollege.com/0-324-11664-0_1.pdf <p>About WebCT</p> <ul style="list-style-type: none"> • http://www.courses.umd.edu/studentmanual/ • http://www.webct.com/quickstart <p>Recommended:</p> <ul style="list-style-type: none"> • Information Systems Ethics Computer Ethics http://cyberethics.cbi.msstate.edu/ skim the articles • A lesson plan for teachers on Cyberspace http://www.cybercrime.gov/rules/kidinternet.htm • Cybercrime http://www.cybercrime.gov/cyberethics.htm skim the resources • Net Safety for kids resource for parents and teachers http://www.netsafe.org.nz/ie/parents/parents_cyberethics.asp
2	Netiquette	<p>Required:</p> <ul style="list-style-type: none"> • The core rules of Netiquette http://www.albion.com/netiquette/corerules.html • User guidelines and protocols for the workplace http://www.fau.edu/netiquette/net/ • Netiquette guidelines http://www.in.on.ca/tutorial/netiquette.html • Netiquette acronyms http://www.fau.edu/netiquette/net/acroynms.txt • How to develop emotion on the Internet http://www.how-to.com/Operations/internet-slang.htm <p>Recommended:</p> <ul style="list-style-type: none"> • Netiquette resources http://www.pbs.org/uti/guide/netiquette.html • http://www.collaboratory.nunet.net/jkiener/emot_acr.htm • and http://www.infoweblinks.com/content/netiquette.htm
3	Commercialization	<p>Required:</p> <ul style="list-style-type: none"> • Electronic Commerce Guide http://ecommerce.internet.com/ • US Federal Ecommerce Policy http://www.ecommerce.gov/ • Vincent, C.R.(1995). <i>Commercialization of the Internet</i>. http://swissnet.ai.mit.edu/6095/student-papers/fall95-papers/vincent-culture.html • <i>The Role of Cookies</i>.

		<p>http://elab.vanderbilt.edu/research/papers/html/student_projects/Cookies-ElectronicFinance/paper.group5.paper2.htm</p> <ul style="list-style-type: none"> • Invasive nature of commercialization http://www.cmi.k12.il.us/Urbana/projects/UMSwater/commercial/outline/III.html • Benefits of commercialization http://www.cmi.k12.il.us/Urbana/projects/UMSwater/commercial/outline/IV.html <p>Recommended:</p> <ul style="list-style-type: none"> • In E-Commerce We Trust ... Not http://www.ecommercetimes.com/perl/story/7194.html (and skim the main site.) • http://www.ecominfocenter.com/ • Resources compiled by Sue Bogren, Kevin Erlinger, Jan Hari, & Pam Van Wallegghen http://www.cmi.k12.il.us/Urbana/projects/UMSwater/commercial/index.html
4	Access: Digital Divide	<p><u>Required:</u></p> <ul style="list-style-type: none"> • Novak, T.P. & Hoffman, D. L. (2000). <i>Bridging the Digital Divide: The Impact of Race on Computer Access and Internet Use</i> http://elab.vanderbilt.edu/research/papers/html/manuscripts/race/science.html • Ann Bishop interview - 22 mins. Real Player (background information on Prof. Bishop's work: The Community Networking Initiative, Prairienet Word (text translation) - if can not get Real Player video and audio • Coyle, K. (1994). <i>Access: Not Just Wires</i>". gopher://gopher.well.sf.ca.us:70/00/Communications/not.just.wires
5	Digital Divide	<p><u>Required:</u></p> <ul style="list-style-type: none"> • Floridi, L. (1998). <i>Rheingold's Brainstorms: Disinformation Superhighway?</i> http://www.well.com/user/hlr/texts/disinfo.html • An Educator's Guide to Gender Bias Issues http://lrs.ed.uiuc.edu/wp/access/gender.html • Chaika, M. (1999). <i>Ethical Considerations in Gender-Oriented Entertainment Technology</i>. Crossroads, Association for Computing Machinery. http://info.acm.org/crossroads/xrds2-2/gender.html • "Closing the Gender Gap: Gender Gaps Fact Sheet." American Association of University Women, 1997. http://www.aauw.org/2000/ggfs.html#anchor1456476 • Miller, Leslie, Chaika, Melissa, Groppe, Laura. "Girls' Preferences in Software Design: Insights from a Focus Group." Center for Technology in Teaching and Learning and Center for Research on Parallel Computations, Interpersonal Computing and Technology: An Electronic Journal for the 21st Century, 1996. http://www.helsinki.fi/science/optek/1996/n2/miller.txt

		<p>Recommended:</p> <ul style="list-style-type: none"> • Community Learning Network A great starting point for teachers on a multitude of subjects. It has helpful links to women's issues and technology. "CLN is designed to help K-12 teachers integrate technology into their classrooms. We have over 240 menu pages with more than 4,400 annotated links to educational WWW sites, as well as over 100 WWW resources of our own -- all organized within an intuitive structure. http://www.cln.org/ • Celebrating Women Theme Page This is a good source of materials for teachers looking to provide gender education. It has suggestions for "girl-friendly" sites, lesson plan ideas, and information on minimizing gender bias. http://www.cln.org/themes/women.html • Phelps-Borrowman, Martha C.. "Gender Equity in Education." 1998. This gender equity page provides links to a wealth of information on gender equity. http://secondarypgms.brevard.k12.fl.us/areasequi.htm
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Examples of in class exercises and activities—activities not completed in class can be completed within WebCT

Session #1:

Asynchronous Discussion 1-1:

Please post an introduction about yourself to the discussion board. Include:

- who you are, program in which you are enrolled, school district in which you teach, etc.
- your interests and reasons for taking this course
- your view of the role of technology in the classroom setting
- your view of the role of cyber ethics and cyber security in the general classroom setting
- experience in using technology and cyberethical issues in teaching
- experience in using an on-line environment

Asynchronous Discussion 1-2: Continue exploration of research on cyberethics in the classroom. Post a list of five additional high-quality Web addresses that you discover from your continuing research on this topic. Provide a one-sentence description of each Web resource you identify and then briefly discuss what impact this could have on you in your classroom setting.

Asynchronous Discussion 1-3: Post to discussion board a summary of your school. What population do you serve? (socio-economic/gender/ethnic/FARMS data/Title 1) How did your school perform on last year's state technology inventory? How technology "competent" are your school's students? Teachers? administrators? What percent of the school population are Special Education/special services/ESOL? What technology policies are in place in your school (attach a copy or link to the website if possible)?

Assignment 1-4: Reading Reflection

Reflective Action Plan/Journal Entry

Session #1

Activity 1

Session #2

Activity #1

Debunking Exercise

The most frequent and the most bothersome violations of netiquette involve unwanted mail. One of the most common forms of unwanted mail are variations on the theme of chain mail: messages that contain warnings about the latest email virus, “strange but true” tales, or petitions- all requesting that you pass the message along to everyone you know. While certainly annoying, these emails may actually be full of misinformation and rumors, or may even be a hoax.

In pair, each team will receive an email. Your team will need to determine whether the message is genuine or not. Do a web search or use one of the resources provided to help determine the answer. Then determine the “next action steps needed”. In addition, how could you share this or a similar exercise or experience with a student group.

Session #4

Activity/Discussion #4-1

Survey/Stats

Locate surveys or statistics of internet use, e.g., race, class, gender, nationality, etc. from at least two different time points. Discuss what trends you see? What may have influenced these trends? Do these correlate with your student population?

Session #10

Activity/Discussion #10-1

Examine the following online sites to see what electronic sources are available:

- **A-1 Term Papers-** <http://www.a1-termpaper.com/index.shtml>
- **Academic Term papers-** <http://www.academietermpapers.com/>
- **Jungle Page-** <http://www.junglebook.com/asp/index.asp>
- **No Sweat-** <http://www.nosweat.com/>
- **Top 100 Essay sites-** <http://www.freeessay.com/top100/>
- **Pink Monkey-** <http://www.pinkmonkey.com/MemberFrame.asp>
- **School Sucks –** <http://www.schoolsucks.com>
- **Cheat House-** <http://www.cheathouse.com>

Discuss the quality of each of the sites and the materials gained. How easy were the sites to navigate? What levels were the sites targeting? Were you able to find papers/materials that met your specific needs? Rate the quality of the materials located. How easy would it be for a student to access the materials?

Session #10

Activity/Discussion #10.2

Getting a Free Paper

You have been asked to write a paper on a topic of interest related to the Civil War. You have had over two weeks to prepare, but things just got out of hand and you now must have the 5 page report done by tomorrow morning. You decide to write on African Americans during the civil war. Using a “paper mill site” or search engine strategy find a paper. Attach the paper. Then in the discussion space below list where you found the paper. Discuss how easy-how hard it was to find a paper that met your needs. Given the experience, what strategies would you suggest, or what strategies could you use to deter students from using this format.

Session #10

Activity/Discussion #10.3

Attached are two short 1 page papers that were submitted to a chemistry teacher. Students were asked to research and write about the structure and chemical format of batteries—and the chemistry behind how batteries work. The two attached papers raised red flags to the teacher.

Read the papers submitted. Analyze why the teacher might think these papers have been plagiarized (i.e. what are some of the red flags)? Then using the strategies discussed in the reading try to find the sources and materials that were plagiarized.

(NOTE:***the names have been changed but these were actual products that were submitted to me in my earlier life as a chemistry teacher)

Assignments:

Each Student will complete several smaller tasks and three papers/projects which will count 25% each towards the final grade. Both a brief individual plan for each of the three papers (submitted via email) and the papers themselves are due on the dates specified in the Course Outline. All papers should be between 8-10 pages, single spaced, 12 font, + bibliography. Please see syllabi for APA formatting procedures.

Some suggested topics:

- Read Larry Lessig's book *Code and Other Laws of Cyberspace* (New York: Basic Books, 1999). This book elaborates upon the perspective on Internet regulation presented in Chapter 1 *Cyberethics* as a summary of his "Law of the Horse" essay. Write a critical review of this book. Do you agree with Lessig's overall philosophy about regulating the Internet?
- Write an essay about the problem of spam. What should be done about spam? Are "black holes" (i.e., a technology for black listing spammers) the answer? What are specific areas of concern within the K-12 arena? (See <http://maps.vix.com/rbl>). Should spam be controlled by government regulation or is vigilante action acceptable. [See also Larry Lessig, "The Spam Wars," *The Industry Standard*, Dec. 31, 1998.]
- Much is being written about the problem of the digital divide and how the networked economy is widening the gap between developing and industrialized countries. One current initiative within the US is narrowing the gap between the "haves and have not's" --although policies and pedagogy practices seem to work in the opposite direction. Write an essay about this problem -- how serious is it and what steps can be taken to address it? Can it be resolved by free market forces or is heavy government intervention essential? What interventions can educators take to help reduce the problem?
- Research the issue of open source code. What are the social implications of the loss of control when one gives away the code? Should code be "open," that is, free for anyone to use, modify, and customize, or proprietary (such as the code for Windows)? What difference does it make? In answering your questions consult Eric Raymond's essay, "The Cathedral and the Bazaar," <http://www.tuxedo.org/~esr/writings/cathedral-bazaar> which was instrumental in persuading Netscape to adopt open-source code for its browser. Would the educational community benefit from open source code (i.e.Linux)? Why or why not? Discuss the benefits and drawbacks.
- Consider the issue of trademarks from a legal and/or moral perspective. This has become a major issue in cyberspace law, and there is much material available. The key questions is this: is the use of a domain name an infringement of trademark if that domain name is similar to (or in some cases identical to) some protected trademark? To begin your research, check out the following web site: http://www.fenwick.com/pub/trademark_issues_in_cyberspace.htm
- Research the issue of e-mail privacy in the workplace and the educational arena. What are some of the seminal legal cases that have so far shaped the legal landscape? Should the law protect a worker's right to the confidentiality of his or her e-mail messages? [See Rod Dixon's article "Windows Nine-to-Five: *Smyth v.*

Pillsbury and the Scope of an Employee's Right of Privacy in Computer Communications," Virginia Journal of Law and Technology, Fall (1997), 1522-1687.]

- In your estimation, how big a problem is the widespread use of encryption? What specifically are you worried about? Evaluate the U.S.'s evolving policy dealing with restrictions on encryption exports as outlined in Chapter 6 of *Cyberethics*. What impacts will this have on the K-12 setting? Do you recommend any changes in light of the events of September 11th? Defend your position.

- Studying Website Based Learning Environments
 - Select three substantial Internet websites that provide related, informal learning experiences (three sites on Biology content; or three different museums; or three professional development sites for teachers) which illustrate three different levels of interaction, as discussed in class
 - Comparatively analyze the design of the sites on criteria such as (but not limited to) Content quality; usability; core curriculum; content; motivation; MSPAP outcomes (if applicable); navigational issues; procedural/usability issues; and pedagogy AS RELATED TO CULTURAL AND GENDER DIFFERENCES .
 - Interact with the organizers and if feasible allow your students to interact or utilize the websites to determine how effectively the sites are meeting the needs and expectations of the major stakeholders.
 - Present “lessons learned” about the websites’ quality and ways they can improve their services to interact more effectively with different ethnic groups and genders .

- Unit of Instruction
 - Design a Unit of Instruction relevant to a content area and grade level specified, effectively incorporating lessons learned related to cyberethical issues .
 - In addition to the Unit itself (that I hope all of you will be able to test out) design for the purpose of persuading others to use your Unit.
 - Indicate how this unit meets MSDE & ISTE standards/objectives.
 - Indicate how this unit promotes equitable, ethical, and legal use of computer/technology resources.
 - Indicate how this unit demonstrates some component for adaptive assistive devices for students with special needs or how it can be altered to include this group.
 - Indicate how this unit demonstrates knowledge of cultural differences.

If you would like to discuss another idea you had in mind for a comparable graduate level project/paper that is relevant to this course, please contact me. I am always open for suggestions of high caliber that are of interest to participants.

Final Action Plan/reflection paper

Participants will develop an action plan summarizing earlier journal entries. The action plan should address issues related to lifelong learning or professional development extension activities in the area of cyberethics and evaluation strategies. Participants will identify building-based, local school system and state resources that support the appropriate identification and integration of Cyberethics for students of varying backgrounds and abilities Participants will identify a network of local, state, and federal resources that support the appropriate identification and integration of Cyberethics for students More specifics will be discussed in class.

Suggested Template for Technology Enhanced Lesson Plan

Lesson Title:

Estimated time to complete:

Lesson objectives:

Concept(s) learned in this lesson:

Standards addressed in this lesson (content, technology standards):

Technology-enhanced instructional strategies utilized in this module:

Cyberethical modifications utilized in this module:

Components	Brief description of lesson activities	Student grouping (individual, paired, small group, whole class, etc.)	Materials/Technology
• Engagement			
• Exploration			
• Explanation			
• Extension			
• Evaluation			

5 E'S COMPONENTS AND EXAMPLES FOR BUILDING LESSON PLANS

Component	Examples
I. Engagement: Activities that capture student attention, stimulate their thinking and help them to access prior knowledge.	<ul style="list-style-type: none"> • Demonstration by teacher and/or student • Reading from a current media release, science journal or book, piece of literature (biography, essay, poem, etc) • Analyzing a graphic organizer
II. Exploration: Students are given time to think, plan, investigate, and organize collected information	<ul style="list-style-type: none"> • Reading authentic sources to collect information to answer open-ended questions or make a decision • Solve a problem • Construct a model • Design and/or perform an experiment
III. Explanation: Students are involved in an analysis of information gained through exploration. Their understanding is clarified and modified because of reflective activities	<ul style="list-style-type: none"> • Student analysis and explanation • Supporting ideas with evidence • Reading and discussion
IV. Extension: Students expand and solidify their understanding of the concept and/or apply it to a real world situation	<ul style="list-style-type: none"> • Information learned is used to solve a real-world problem • Students classify new information or engage in error analysis
V. Evaluation	<ul style="list-style-type: none"> • Teacher and/or student generated scoring tools or rubrics are used to measure learning

Reading Reflective Examples:

- NCATE's document *Technology and the New Professional Teacher* (1997) said that, in addition to technology skills, teachers need an attitude that is fearless in the use of technology, encourages them to take risks, and inspires them to be life-long learners (p.4). What current factors and activities can help teachers develop such an attitude? What factors make it difficult for them to acquire it? What happens when knowledge related to cyberethical issues are added to the list?
- Is the Global Information Infrastructure a democratic technology? [i.e., do you agree with Deborah Johnson's arguments on this matter in her article in Chapter 1 of *Readings in Cyberethics*?] What is it about the actual Internet architectures or protocols that might tend to favor or support democratic values? Finally (and briefly), if the GII is biased to democracy, what sort of conflicts is it likely to cause in our pluralistic global environment?
- Programs that block or filter web site content are controversial at the very least. Nonetheless, many people believe that libraries, schools, and other public institutions should censor Internet materials that are "harmful to minors." Based on your readings [especially, "Fahrenheit 451.2" by the ACLU and "Filtering the Internet" by Rosenberg], do you believe that filtering and blocking programs are the right solution? Apply Lessig's framework (as articulated in the "Laws of Cyberspace") to this issue.
- (a.) Critically evaluate James Boyle's article entitled "The Politics of Intellectual Property: Environmentalism for the Net?" Do you have any problems or concerns with his conclusions about intellectual property protections and the future of copyright law? (b.) In light of this article and your own conception of proper intellectual property protection, what conclusions would you reach?
- (a.) Do you agree with Jim Moor's theory of privacy (see "Towards a Theory of Privacy for the Information Age"? What is your definition of privacy? Does it differ for private vs. school based activities? What do you believe is the moral justification of privacy? (b.) What are the implications of Nissenbaum's analysis of privacy? Are there any dangers in adopting her viewpoint?

Texts:

Willard, Nancy E. (2002). *Computer ethics, etiquette and safety for the 21st-century student*. ISTE. ISBN1-56484-184-7

Secondary Texts: Optional

Halbert, Terry & Ingulli, E. (2002). *CyberEthics*. Temple University
ISBN: 0-324-11664-0 © 2002

Journal Articles:

Akbaba, S. & Kurubacak, G., (1998). Teachers' attitudes towards technology. *Computers in Social Studies Journal* [Online serial], 7(4). Available: www.webcom.com/journal/akbaba.html

Alberta Learning. (2000). *Information and communication technology, kindergarten to grade 12* [Outline document]. Edmonton, AB: Author. Available: <http://ednet.edc.gov.ab.ca/ict/>.

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McAdoo, M. (1994). Equity: Has technology bridged the gap? *Electronic Learning*, 13(7), 24-34.

Miller-Lachman, L. (1994). Bytes and bias: Eliminating cultural stereotypes from educational software. *School Library Journal*, 40(11), 26-30.

Miller, Leslie, Chaika, Melissa, Groppe, Laura. "Girls' Preferences in Software Design: Insights from a Focus Group." Center for Technology in Teaching and Learning and Center for Research on Parallel Computations, *Interpersonal Computing and Technology: An Electronic Journal for the 21st Century*, 1996.

Moonen, B., & Voogt, J. (1998, October). Teacher in-service training in networks: Results from the first phase. Paper presented at TelEd '98: ISTE's Seventh International Conference on Telecommunications and Multimedia in Education, New Orleans, LA. Available <http://users.edte.utwente.nl/moonenb/paperteled98.htm>

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