



Participation

The Participation unit is designed to encourage reflection about the meaning of ethical participation and to foster the thinking skills needed to participate responsibly in online communities.

| Lesson | Overview & Objectives | Activities | Materials |
|--|---|---|---|
| Our Space, Our Guidelines | <ul style="list-style-type: none"> Identify the norms and guidelines for responsible participation that exist in various communities, both offline and online Name distinct features of online communities that may affect the norms and guidelines needed for responsible participation Recognize the importance of creating norms and guidelines to facilitate responsible participation in online communities | <ul style="list-style-type: none"> Analyze online and offline community guidelines Construct a set of guidelines for your learning environment | <ul style="list-style-type: none"> Anonymous Suggestion Box World of Warcraft Guidelines Ning Community of Readers: Example Case |
| Divided Nations | <ul style="list-style-type: none"> Identify characteristics that distinguish a novice from a veteran, and describe challenges and responsibilities of each role Appreciate how relationships between veterans and novices help define an online community Forecast community-level benefits and harms of approaches to entering a community and dealing with new members | <ul style="list-style-type: none"> Brainstorm what it means to be a novice or veteran member Groups discuss and present solutions to conflicts between users of the YouthUN website | <ul style="list-style-type: none"> “Divided Nations” Document Packet (1 per student) “Divided Nations” Student Instructions (1 per student) |
| Flamers, Lurkers & Mentors | <ul style="list-style-type: none"> Reflect on the meaning of “participation” online and that it does not only mean “posting,” but also includes passive actions Appreciate the responsibility to think through posting or not posting, and visiting pages or not visiting pages, online Consider possible effects to oneself, others, and the broader community of any decision to post or visit pages online | <ul style="list-style-type: none"> Discuss definitions for flamer, lurker, and mentor Groups decide and present on how they would act in a particular situation online | <ul style="list-style-type: none"> Situation Sheets (for each situation you plan to use) |
| Taking Perspectives: Views from Youth | <ul style="list-style-type: none"> Understand what perspective-taking entails Articulate why perspective-taking is a useful tool when making choices online | <ul style="list-style-type: none"> Define “perspective” Discuss perspective-taking in four scenarios (quotes) | <ul style="list-style-type: none"> “Youth Perspective Taking Online” Quote Sheet |
| I Thought You Should Know: Perspective-Taking | <ul style="list-style-type: none"> Engage in perspective-taking Articulate why it’s important to consider the perspectives of others when making decisions in online communities | <ul style="list-style-type: none"> Introduce “perspective-taking” Discuss the perspectives of characters from “Friday Night Lights” | <ul style="list-style-type: none"> DVD: “Friday Night Lights,” episode 10 “Perspective-Taking” Prompt Sheets |



Identity

The Identity unit is designed to encourage critical thinking about self-expression and self-exploration with new media.

| Lesson | Overview & Objectives | Activities | Materials |
|---------------------------------------|---|--|---|
| Identity Play in Online Spaces | <ul style="list-style-type: none"> • Understand that identity is not a fixed state, but a fluid and often context-driven way of being (or being positioned) • Articulate the different aspects of oneself that may be expressed when moving through different contexts • Explain some of the promises and perils related to online identity play | <ul style="list-style-type: none"> • Discuss identity play in two different cases • Create personal identity maps • Reflect on the limits of identity play versus deception | <ul style="list-style-type: none"> • Identity Maps (for Luis and Sam, and a blank one with instructions) • “Limits of Identity” Handout |
| Linking Avatar and Self | <ul style="list-style-type: none"> • Understand when, how, and why people’s identities differ online and offline • Describe common motivations for online identity play • Describe possible benefits and harms that may come from deciding to be different online | <ul style="list-style-type: none"> • Match photos of real people with their avatars; Discuss • Read and discuss interview quotes from young people about their online identities | <ul style="list-style-type: none"> • “Avatar Photos” Handout • “Person Photos” Handout • Facilitator Photos Key • “Quotations/Perspectives” Handout |



Privacy

The lessons in the Privacy unit encourage young people to reflect on the opportunities and risks associated with the capacity to share information with vast audiences on the Internet.

| Lesson | Overview & Objectives | Activities | Materials |
|----------------------------------|---|--|--|
| Being Anonymous | <ul style="list-style-type: none"> • Understand that norms of privacy and disclosure vary across contexts • Describe reasons for (non-)disclosure in different contexts, and effects on safety, trust, and persuasion • Weigh the risks and benefits (to oneself and others) of anonymity in different contexts • Make informed choices about whether to disclose personal information in various contexts | <ul style="list-style-type: none"> • Brainstorm scenarios in which an online user might be anonymous • Plot scenarios on an “axis” and discuss ethics of anonymity • Discuss anonymity in the context of the Federalist Papers • Conduct debates between students using an online forum with varying levels of anonymity | <ul style="list-style-type: none"> • “Axis of Anonymity” Handout • <i>Federalist Papers</i> Handout • Online forum prepared for debate activity (see activity instructions) |
| Facebook for All! | <ul style="list-style-type: none"> • Articulate the similarities and differences between one’s own standards of privacy and those of others • Consider varying standards of privacy online • Understand that digital communities often contain multiple, overlapping contexts • Identify the importance of managing the contexts of disclosures and articulate how one would navigate various contexts in their own digital experiences | <ul style="list-style-type: none"> • Read and discuss 1) an article about a teacher-in-training disqualified over a Facebook photo, and 2) quotes from young people about privacy online • Create Facebook profiles for students’ parents, reflecting on what information should be private | <ul style="list-style-type: none"> • “Drunken Pirate” article • “Youth Perspectives on Privacy” (student & facilitator copies) • “Facebook For All” Student Instructions and Profile Template |
| Trillion-Dollar Footprint | <ul style="list-style-type: none"> • Define “digital footprint” • Consider the types of information that make up one’s digital footprint, who may see it, and the people beyond oneself who may help shape it • Articulate how and why to take care of one’s own digital footprint and the digital footprints of others • Recognize that digital footprints can change easily at times, yet also be stubborn to change at other times | <ul style="list-style-type: none"> • Account for students with online profiles; define “digital footprint” • Small-groups activity: teams of students evaluate candidates for a reality TV show by looking at their online profiles | <ul style="list-style-type: none"> • Linda Profile (1 per student) • Jason Profile (1 per student) • Student Instructions (1 per student) • Analysis Worksheet (1 per group) |



Credibility

The Credibility unit is designed to help students reflect on three faces of credibility online: 1) how they establish their own credibility; 2) how they assess the credibility of people with whom they interact; 3) how they assess the credibility of online information sources.

| Lesson | Overview & Objectives | Activities | Materials |
|---|---|--|---|
| Making Credibility Judgments Online | <ul style="list-style-type: none"> Describe differences and similarities between offline and online assessments of trustworthiness Enumerate different types of trustworthiness and give examples of evidence relevant to each type | <ul style="list-style-type: none"> Small-groups activity: discuss “Eva’s story” of assessing other people’s trustworthiness in an online game | <ul style="list-style-type: none"> “Making Credibility Judgments in Online Games” Handout |
| Should You Be in My Space? | <ul style="list-style-type: none"> Identify and evaluate relevant information for making a credibility judgment about a person Appreciate the importance of a person’s role and responsibilities when making a credibility judgment Understand the benefits and drawbacks of using online evidence for credibility judgments | <ul style="list-style-type: none"> Small-groups activity: students assess Jeff as a good match for three different roles based on the information in his MyPlace profile and blog | <ul style="list-style-type: none"> MyPlace Packet: Jeff Profile and Blog Entries Student Directions / Worksheets |
| Demonstrating Credibility Online | <ul style="list-style-type: none"> Describe issues innate to assessing credibility online Consider the roles and responsibilities of oneself and others when making credibility judgments Utilize conscious deliberation when establishing one’s credibility online, or assessing another’s | <ul style="list-style-type: none"> Small-groups activity: create profiles for Sandra on three websites, based on quotes about her own considerations when setting up a new profile | <ul style="list-style-type: none"> “Demonstrating Credibility” Student Instructions Facebook, Match.com, Sittercity (group materials) Scissors and Glue |
| Whom do You Believe? | <ul style="list-style-type: none"> Judge credibility for people with varied credentials Describe and give examples of credibility markers Evaluate the credibility of a given credibility marker by looking at the context around the marker Explain differences between experts and enthusiasts | <ul style="list-style-type: none"> Assess TV experts’ credibility Map credibility markers Assess the credibility of information in a YouTube video Analyze credibility of an opinion | <ul style="list-style-type: none"> “Overview” Handout “Mapping Credibility” Handout “Networks of Networks” Handout Videos (online) or transcripts |
| Wikipedia: The Group Behind the Screen | <ul style="list-style-type: none"> Identify Wikipedia’s features that enable it to function as a collective knowledge-building system Describe Wikipedia’s principles and practices Evaluate the credibility of a Wikipedia article | <ul style="list-style-type: none"> Show class’ collective intelligence Wikipedia Scavenger Hunt Analyze controversial articles | <ul style="list-style-type: none"> Wikipedia Scavenger Hunt Wikipedia “Core Principles,” “Basic Rules,” and “Practical Guidelines” Handouts |



Authorship and Ownership | 1

The Authorship and Ownership unit focuses on how the act of creation has been altered by digital media and the related effects on claims to authorship and ownership.

| Lesson | Overview & Objectives | Activities | Materials |
|---------------------------------|--|--|--|
| The Axis of Media Ethics | <ul style="list-style-type: none"> • Understand that there are both legal and social norms relating to ownership; sometimes they align and sometimes they do not • Identify rights and responsibilities associated with being a content creator • Identify rights and responsibilities associated with being a content consumer | <ul style="list-style-type: none"> • Small-groups activity: plot cases of media use on an axis according to social norms and legal standards • Discuss each scenario and plot them as a class on a chalkboard | <ul style="list-style-type: none"> • “Axis of Media Ethics” Worksheet (student and facilitator copies) • Ownership Glossary • Chalkboard for group Axis |
| Diamonds and DJs | <ul style="list-style-type: none"> • Define the key concepts of appropriation and inspiration and how they relate to creation • Consider the perspectives of the original creator, potential audiences, and the broader community when appropriating others’ material | <ul style="list-style-type: none"> • Compare original and sampled audio from a contemporary artist • Discuss remixing and appropriation | <ul style="list-style-type: none"> • Video clips (requires Internet access) |
| The Inspired Highlighter | <ul style="list-style-type: none"> • Recognize how tools of authorship can be used to transform source materials into new, inspired texts • Define plagiarism and explain how it differs from inspiration • Describe the benefits of inspiration and the harms of plagiarism | <ul style="list-style-type: none"> • Small-groups activity: read text pairs and highlight similar passages; decide whether texts are inspired-by or plagiarized • Students present their “authors’ inspiration grid” • Discuss inspiration, plagiarism, and the tools of authorship | <ul style="list-style-type: none"> • Text pairs • Authorship Tools Glossary • Authors’ Inspiration Grid • Simulations (facilitator and student copies) • Highlighters |



Authorship & Ownership | 2

The Ownership and Authorship unit focuses on how the act of creation has been altered by digital media and the related effects on claims to ownership and authorship.

| Lesson | Overview & Objectives | Activities | Materials |
|---|--|---|--|
| Ad Men | <ul style="list-style-type: none"> Identify the ethical dimensions of appropriating and creating new content, considering the audience, the people and objects represented in the content, the values and intent of original creators, and copyright Understand an individual's rights and responsibilities as creator and consumer of content | <ul style="list-style-type: none"> Reflect on appropriation, ownership, and copyright Small groups activity: like an ad agency, choose a photo and a tagline for an ad campaign; then vote on the best ad Discuss photo use in terms of appropriation and creator responsibility | <ul style="list-style-type: none"> B.L.S. Advertising Agency memo (instructions and photo worksheet) "Ad Men" Ownership Glossary Construction Paper Markers, scissors, and glue Optional: "B.L.S. Extension Activity" memo (instructions and music worksheet) |
| Who Wants to be in the Public Domain? <i>(supplementary lesson)</i> | <ul style="list-style-type: none"> Understand the intent of copyright Distinguish between a copyrighted work and a work in the public domain Identify benefits and potential negative outcomes of having a work copyrighted Identify benefits and potential negative outcomes of having a work in the public domain | <ul style="list-style-type: none"> Show video; discuss definitions of copyright and public domain Brainstorm copyrighted works and works in the public domain Play a game in which students guess which works are copyrighted and which are in the public domain | <ul style="list-style-type: none"> Ownership Glossary Online video clip (need computer and Internet access) |
| Is it Fair Use? <i>(supplementary lesson)</i> | <ul style="list-style-type: none"> Understand the intent of copyright Describe the purpose of fair use Identify key factors to consider when deciding whether a given appropriation is fair use | <ul style="list-style-type: none"> Show video; discuss definitions of copyright and public domain Small-groups activity: decide if "Sara's Case" qualifies as fair use Groups present their decision before a general discussion | <ul style="list-style-type: none"> Ownership Glossary "Is it Fair Use?" worksheet (group 1 and group 2 versions) Online video clips (need computer and Internet access) |