

Internet Integrated Lesson Plan



Computer Ethics and You

This lesson is for freshmen in my Technology Literacy class. It was designed around the Michigan Educational Technology Standards and Expectations for social, ethical and human issues and addresses the following:

1. Identify legal and ethical issues related to use of information and communication technology.
2. Demonstrate the ethical use of technology as a digital citizen.
3. Identify and adhere to fair use and copyright guidelines.
4. Create appropriate citations for resources when presenting research findings.

Objectives:

Students will be able to:

- Identify the need for rules to have a safe and functional society
- Identify the Ten Commandments of Computer Ethics (CERIAS 2001)
- Define the terms intellectual property, public domain, fair use, copyright, royalty free and plagiarism
- Identify the components of fair use and file sharing and analyze the consequences of copyright infringement and file sharing.
- Locate resources on how to cite sources
- Create a public service announcement web page on P2P file sharing

The Idea: You Can't Play and Win The Game If You Don't Know The Rules

In a civilized society, we need rules to keep order and to accomplish our goals. The same is true with technology, but sometimes it is difficult to understand, follow and enforce those rules because the property we are protecting is not tangible. Intellectual property is still personal property even if we cannot touch it.

For my students, it is not easy to understand consequences for copyright infringement, plagiarism and file sharing because usually there aren't any. The prevalent feeling is that "everybody" is doing it so it must be okay.

Block Schedule: 72 min.

Day 1

1. Class Online Moodle Journal

(First five to seven minutes of class)

Students go to our online class in Moodle and then to the website

<http://cpsr.org/issues/ethics/cei/>

They are asked to read the "Ten Commandments of Computer Ethics" and answer the following questions in their Moodle journals. (Computer Ethics Institute)

1. What purpose do these guidelines serve?
2. A few of the statements relate to topics covered in our Internet Safety Unit. Identify two topics. If you need help, refer to "Topics on Test 2"
3. Are there any that you disagree with? Why or why not?

2. Paper Clip Race (Franz 1994)

(Approximately 15 minutes)

The class was divided into five teams and each team was given five paper clips. I created a PowerPoint and told the class to follow the instructions on the PowerPoint.

Slide one: On your mark, get set go!

Result: Confusions and complaints on what are we suppose to do. Lots of odd looks!

Slide two: Pass one clip at a time. Pass the clips backwards and forwards and the first team to finish wins.

Result: We did this twice. The class followed directions, but argued who finished first.

Slide three: Pass the clips one at a time backwards over the left shoulder and forward over the rights shoulder.

Result: We did this twice. The teams followed directions and were more engaged.

Slide four: All teams should have the same number of paper clips as people. Extra clips are on the table. Make adjustments and be ready to play again.

When I say go: Pass the clips one at a time backwards over the left shoulder and forward over the right shoulder. The leader of each team should place all the clips in the bag and hold the bag up with one hand to be considered finished. (Good idea to keep the clips from being thrown around the room.)

Result:

Discussion: I asked for responses on their feelings and listed them on a new slide. Then we had a class discussion on why we need "rules to play the game" and how this applies to every day life. We need rules to win and get things accomplished.

3. ISafe Webcast on Intellectual Property ("isafe.org") (Approximately 15 min)

The objectives of this lesson enable students to:

- 📺 Identify key general attributes of the concept of *property*.
 - Legal Rights and Responsibilities
 - Ownership
 - Possession
- 📺 Identify and understand critical attributes of *intellectual property*:
 - It can be non-tangible
 - Ease of access
 - Complex ownership
 - Ease of illegal activity

4. ISafe PowerPoint "Donny the Downloader" ("isafe.org")

5. Online Scavenger Hunt ("isafe.org") (Approximately 45 minutes)

Copyright and Fair Use

Directions: Use the iSafe resources ("isafe.org") and web sites below to answer the following questions.

Web Site Resources:

[FACE Kids Site](#) – can use this site for definitions below

[Cyberbee](#)

[Public Domain Music](#): Questions 10 & 11: You will need to go to Yahoo and search for this site. Click Cached under Result 1. Both answers can be found at this site.

[Academic Integrity](#): Question 16

[The Owl at Purdue](#): Question 17

Critical Vocabulary – define the following words.

1. Intellectual Property
2. Copyright
3. Fair Use

4. **Plagiarism**
5. **Piracy (as it relates to pirated music or movies)**
6. **P2P**

Questions

7. What is the public domain?
8. What are four ways materials can be considered public domain?
9. What are four factors to determine if materials can be used under fair use?
10. What does royalty-free mean?
11. Does royalty-free mean you never have to pay for the use of an image, sound, or video?
12. When does music fall into the public domain?
13. How can one determine if music is in the public domain?
14. Under fair use guidelines, how many seconds of an individual music recording may you use?
15. Under fair use guidelines, who has more rights to use materials than anyone else?
16. Do you need to cite sources that you can use under fair-use guidelines?
17. Provide an example of how to cite research found from a Web site. **NOTE: Please use the example under the heading A Page on a Web Site.**

18. Using [citation machine](#), create an **MLA** citation for an **online magazine** article that contains the following information:

The article was written by Ingrid Jones for *Love Your Dog* online magazine. The title of the article is "How to Make Your Own Dog Food" and it is in the November 15, 2009. The URL is www.loveyourdog.com and the page number is 16.

6. Assessment

Day 2

1. Moodle Online Journal

(5 minutes)

<http://www.computerhope.com/issues/ch001042.htm>

Go to the website above, Computer Hope, and answer the following questions.

1. Is file sharing legal and why or why not? Explain.
2. What is illegal in regards to file sharing?
3. What can legally be shared with P2P programs such as DirectConnect, eDonkey, Kazaa, Limewire, Napster, Delgado, etc. or bittorrent legal?
4. What could happen to you if you are caught sharing illegal files?

iSafe Video on Derek 's Story (File sharing and copyright infringement)

(10 minutes)

2. P2P File Sharing Project

Students create P2P file sharing web page. Instructions are online in my class Moodle.

P2P File Sharing Project (50 Points)

Objective: To build a web page based on what you have learned/will learn about file sharing. You will need to research on the Internet. You may also use the resources listed below in the example.

If you need help with building web pages in Word, see the directions that are posted in Moodle. You are to build a web page that includes the bulleted list below:

- 🌐 Set up a Table like you did for your other web pages
- 🌐 A Word Art title and your name
- 🌐 Definition of File Sharing and P2P
- 🌐 What is legal file sharing? Explain and give examples
- 🌐 What is illegal to file share? Explain and give examples
- 🌐 The Effects of Piracy on Younger Individuals. What could happen to you if you illegally file share.
(See: Download Legal below)
- 🌐 The Dangers of Downloading illegal or pirated movies, music, software programs, scripts, applications etc
- 🌐 Legal alternatives to downloading- [resource](#)
- 🌐 Appropriate graphics
- 🌐 Cite ALL web pages used (see example below)
 - Indicate whether they were used for information or graphics
 - Make sure you link the title, NOT THE URL!
 - You must use a MINIMUM of 3 sites from which you take **information**; this does not include graphics

Example:

Graphics Used From:

[Google](#)

[Microsoft Clip Art Online](#)

Information Used From:

[Motion Picture Association of America](#)

[Respect Copyrights](#)

[Peers2Peers](#)

[Download Legal](#)

[The Copyright Society of the U.S.A
Computer Hope](#)

Reflection

This lesson was on computer ethics and how it relates to the students' online work and activities. The educational problem that this lesson addressed is that students need to be taught that downloading movies, songs and software that they have not paid for is illegal. I also taught this lesson with the objective of having the students analyze the consequences of copyright infringement and file sharing. The lesson began with an online Moodle journal. From there, I had the students "play" the Paper Clip Race to illustrate the need for having and following rules. We then discussed the implications as a class.

A webcast on intellectual property from iSafe was shown with short pauses for class discussion. Following this, students accessed the copyright and fair use scavenger hunt document from Moodle and used the Internet for research.

The next class session began with an online Moodle journal on file sharing and copyright infringement followed by discussion, a webcast and Internet research resulting in the creation of a web page.

Benefits and Challenges

One of the benefits of having my students use the Internet for their scavenger hunt was that they were able to do guided research that was centered on the content they needed to know. Most of my students have grown up with the Internet and they prefer to learn by finding the answers for themselves. If I had presented the information only in a PowerPoint, they would have tuned out.

Students were allowed to collaborate with the student next to them and this worked well. They were able to guide each other around websites, but giving answers was not allowed. Most of their questions were "Where did you find that?" I did demonstrate the shortcut for find when I heard that comment.

The disappointing aspect was that I could not find an online interactive that was inquiry-based for this topic. I found one interactive through Oracle's Think Quest, but it did not work well and took too long to load when I tested it. The students did use the interactive copyright "class" on Cyberbee.com and seem to enjoy it. I thought that they might think that it was a bit "elementary", but surprisingly, they all used it and it did help.

Another challenge was accessing certain web sites. I did a test on all the web sites that I used for resources and found that the Public Domain Music site was blocked along with some others related to music copyright. The network administrator did open Public Music Domain for the class for two days, but he was reluctant. It seems that this is happening more often with legitimate web sites and it is discouraging as a technology teacher. I understand and respect the need to protect my students from inappropriate material, but I also need to teach them how to research, evaluate and use information on the Internet responsibly.

Rationale for Using the Internet

The rationale for using the Internet was to give my students a variety of selected resources to identify the characteristics and consequences of copyright infringement, plagiarism and file sharing. It was also my intention to instruct them in ways that would improve their ability to research information online and to read with depth. My students really need to develop these skills because they will be using them for the rest of their lives. Most of my students struggle with online research or evaluating the quality and accuracy of information. They also struggle with reading the information for understanding and meaning. I am beginning to see the effect of the "Google Skim" syndrome where students just skim the material to glean as much information in the shortest amount of time.

By researching on the Internet, students were more engaged than if I had just given them handouts on computer ethics. They really enjoyed the challenge of hunting for information. I would even describe the atmosphere as friendly competition.

Another rationale to having my high school students use the Internet is the variety of online assistive tools that are available. My students have been taught to be resourceful and if they don't know how to spell a word or don't understand vocabulary, they can go to an online dictionary website and have the word defined and even pronounced.

Thoughts on Next Time

Next time I teach this lesson, I will use a different introduction other than the "Ten Commandments of Computer Ethics." After the paper clip race, I had a student ask, "What have we done wrong? This is a lot of stuff about rules." I think that it would be better if I started off with an online journal question about the student's copying and pasting, downloading, and file sharing habits.

Overall the lesson worked very well. I invited my principal to observe on the second day and he had a few questions on the legality of certain downloading sites. He was impressed by the lesson and the students' work. His comment was, "They really need to know this and so do I!"

Works Cited

Computer Ethics Institute, . "The Ten Commandments of Computer Ethics." *Computer Professionals for Social Responsibility*. 11 Aug 2008. Professionals for Social Responsibility, Web. 15 Nov 2009. <<http://cpsr.org/issues/ethics/cei/>>.

Franz, Kathleen. "Paper Clip Game for Learning the Value of Roles." *Educator's Reference Desk Lesson Plan*. May 1994. Information Institute of Syracuse, Web. 15 Nov 2009. <http://ericir.syr.edu/Virtual/Lessons/Social_Studies/Civics/CIV0023.html>.

"Intellectual Property." *isafe.org*. 2006. iSafe America Inc., Web. 15 Nov 2009. <www.isafe.org>.