

ORIENTATION ACTIVITY

This orientation activity is designed for you, the teacher or facilitator, to familiarize yourself with the five ethical themes—Identity, Privacy, Authorship and Ownership, Credibility, and Participation—that permeate young people’s everyday experiences with new media. While each unit in this Casebook is organized around one theme, this activity offers a taste of all five. We hope that it provides you the opportunity to reflect on your own thinking about these themes and to prepare for your work in the classroom.

We designed the activity with these four goals in mind:

- 1.** To serve as a hands-on introduction to our five themes and their relation to ethical thinking in new media environments.
- 2.** To present an opportunity for you to reflect on your own ethical perspectives and new media practices, and to consider those of your students.
- 3.** To model how the lessons in the Casebook use hypothetical dilemmas, questions, and reflection as teaching tools for demonstrating how the five themes arise in new media contexts, and for fostering three ethical thinking skills (perspective-taking, awareness of roles and responsibilities, and awareness of community-level benefits and harms).
- 4.** To provide a space for you to brainstorm and prepare for engaging your students in meaningful discussions about these issues.

The Orientation Activity makes use of a hypothetical scenario involving the social network profile of a fictitious student named Jeff. The scenario is designed to encourage reflection on the five ethical themes covered in this Casebook. We have organized the activity by ethical theme so that you can begin to see and think about situations in which these themes arise online.

THE SCENARIO

Imagine that you are an English teacher at the local high school. One of your students, a quiet, 16-year-old boy named Jeff, has been struggling in class. He has just emailed you an extra-credit homework assignment and you notice that there is a link to his MyPlace profile just below his name at

the bottom of the email. You wonder if this profile is meant for you to see, but decide it must be for everyone since it appears as part of his signature. So, you click the link, and begin to read through his profile ...


Take a look at the enclosed Jeff's MyPlace profile. Below, you will find a summary of each ethical theme followed by an example of how it arises on Jeff's profile. Consider the examples and questions raised.

I: Participation

Participation online can take a variety of forms: signing an online petition, commenting on a friend's status update, uploading an original video, contributing to an ongoing blog. These forms of participation can create positive opportunities for youth, such as opportunities to gain feedback on their creative writing, art, or videos. However, the Internet also brings with it increased opportunities for negative participation, such as cyberbullying or hate speech. Ethical thinking about participation involves considering the norms of the community in question, the perspectives of many stakeholders, and the community-level consequences of one's actions. Being aware of the roles and responsibilities—appropriate ways of acting, reacting, and responding—can help youth navigate through new media's participatory terrain.

Screen Shot:

Pat says...



Totally uncool. But so is the assignment, right! You should totally join our I Hate Mr. Garrett page: <http://honkifyouhategarrett/fh>.

Q1: Why might Pat have posted this link? Why do you think he and his friends created such a page?

Q2: How would you react if you saw this post from Pat? Would you do anything about it (e.g., say something offline to Jeff or to Pat? Post a comment online? Tell Mr. Garrett? Talk to Jeff's or Pat's parents or to a school guidance counselor?)

Q3: Do you think Jeff has a responsibility to address or comment on Pat's post? What are some things he might do? What do you think most of your students would do?

Looking at other parts of Jeff's profile, what are some other participation-related questions that you might ask your students?

II: Identity

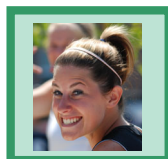
New media creates all sorts of new contexts for identity play, which can be very empowering for young people trying to figure out who they want to be. It offers opportunities for youth to make choices about how they present themselves online—choices such as experimenting with different images, exploring new ideas and interests, and playing up or hiding parts of themselves. But identity play can also lead to confusion about what's deceptive, what's appropriate, and what's likely to cause harm to others.

Screen Shot:



RosyRosa says...

Have you seen Lisa's new profile pic?? Lol, she's trying to be all goth for her online 'friends' or whatever.



The trouble w/Ty says...

OMG, Lisa's such a freak

RosyRosa and The trouble w/Ty post comments about their friend Lisa on Jeff's profile. Their comments suggest that Lisa recently changed her profile picture so that she now presents a different aspect of her personality. The choice that Lisa made for her picture, according to RosyRosa, is influenced by the friends she's reaching out to.

Q1: Why do you think Lisa may have chosen a new “goth” profile picture? Think about both personal and social reasons Lisa may have for choosing this new picture.

Q2: Why might RosyRosa and The trouble w/Ty be reacting negatively to their friend’s new picture? Do they have reason to feel offended or betrayed?

Q3: Imagine that Lisa’s online friends had never met her face-to-face, and that once they did, they discovered she doesn’t actually dress Goth. How do you think they would react?

Q4: Is there any harm in the fact that Lisa is presenting a different identity through her profile picture? Whom does she run the risk of hurting—RosyRosa and The trouble w/Ty? Her online friends? Herself? Others?

Looking at other parts of Jeff’s profile, what are some other identity-related questions that you might ask your students?

III: Privacy

While we usually think of privacy as the ability to keep information confidential from all but a small circle of trusted people, privacy in online contexts is not so easily defined or attained. Online privacy is more about controlling who sees what. The ease with which information circulates to large, often-unknown audiences online complicates youth’s ability to maintain this control. While some youth welcome having open access to their information, others are unsure about whether (and how) to restrict this access. These factors also make it more difficult to understand how to respect the privacy of others online.

Screen Shot:

Jeff's Blog Posts:

Irritated...AGAIN	Read More
Cafeteria Needs Renovations	(Private)
Your Dirty Laundry	(Private)

Q1: Who do you think Jeff created this profile for? What makes you think that?

Q2: Do you think Jeff intended for you, his teacher, to read his profile? How do you think he would feel about you reading his profile?

Q3: When you see Jeff in class tomorrow, will you treat him any differently? What effect might seeing his personal information online have on how you think about or treat him offline (i.e. face to face)?

Screen Shot:



YourPalAI says...

Seems Matt's parents are fighting again—he's been on my couch all week. Any chance you could house him for a night or two?

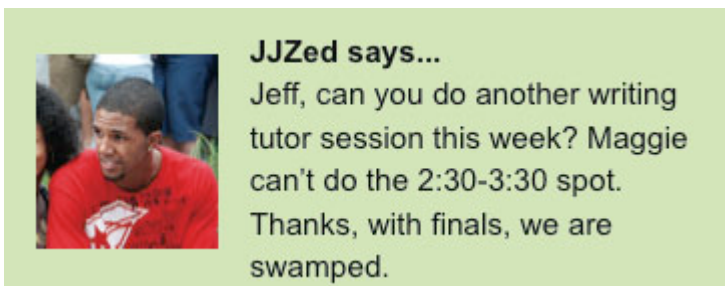
Q4: Was it appropriate for YourPalAI to post personal information about Matt on Jeff's profile? Are there any potential benefits or harms in having Matt's story shared online?

Looking at other parts of Jeff's profile, what are some other privacy-related questions that you might ask your students?

IV: Credibility

There are three ways to think about credibility online—the trustworthiness of information, the trustworthiness and authority of others online, and the presentation of a trustworthy self. How can you trust that what is written on a wiki is true? Can you find accurate answers to your medical questions in an online forum? Why should others trust what you say? The ability to participate anonymously and the difficulty of checking credentials online can make it difficult to assess and test the validity of information and individuals. These features of online environments can also influence how others perceive your credibility.

Screen Shot:



Q1: If you were to come across Jeff online, and knew him only through what he writes about himself and what others post to or about him, would you recommend him as an English tutor to other students? Why or why not?

Q2: Take into consideration what you know of Jeff offline (remember, he has been struggling in your English class) as well as how he presents himself online. Would you still recommend him as a tutor?

Q3: Do you think it's okay for Jeff to present himself online as "freakishly good" at editing term papers? Do you think your students would think this is okay?

Looking at other parts of Jeff's profile, what are some other credibility-related questions that you might ask your students?

V: Authorship and Ownership

The Internet gives youth tremendous access to and control over creative material. They can create their own content and download, copy, circulate, remix, and otherwise reappropriate others' music, videos, and information sources like never before. While new media offer exciting opportunities for innovative and imaginative new work, they also create uncertainty and confusion about how to respect others' creative work.

Screen Shot:



Aries3456 says...

Hey Jeff, that stinks. I'm sorry that happened 2 you—you're so nice! You totally don't deserve that :(Anyway, just wanted to let you know that your tutoring paid off! I got a A on my Psych paper. Now I've got to do a presentation on Alzheimers and I'm totally freaking out! So much research to do and I'm still not getting this stuff ☹



Jeff says...

Sorry to hear you're stressed! Alzheimers seems scary, but the basics aren't too bad. Maybe you can use some of this for your presentation: http://en.wikipedia.org/wiki/Alzheimer's_disease. IM me tonight if you want some ideas...

Q1: How might Jeff advise Aries3456 to use the Wikipedia article in an appropriate and ethical way?

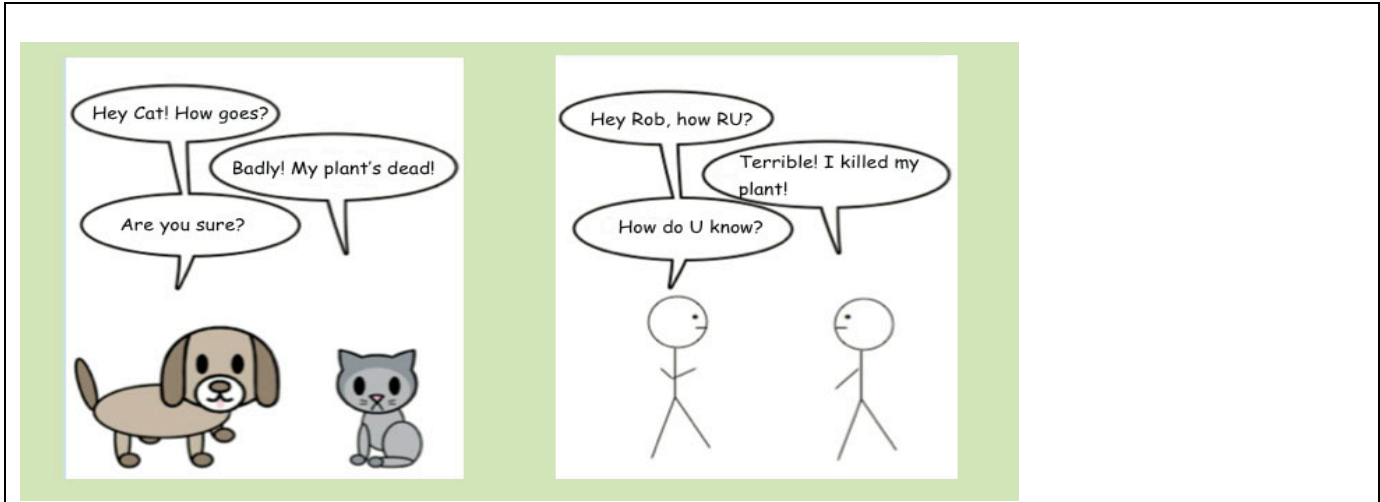
Q2: Is it okay if Jeff and his friend IM tonight about her presentation, or is she getting unfair assistance? What are some challenges and/or opportunities presented by students working collaboratively online?

Screen Shot:

Subject: Irritated...AGAIN

So, it has happened again. For Garrett's art class we had to do these stupid online group comic projects. Not only did my horrible partners stick me with all of the work, but I just found out that one of them emailed my comic to her friend in the other class. I'm so mad. It's one thing to make me do all the heavy lifting, but to then go and give my idea to someone not even in our group? And on top of that they ripped off my work! NOT cool.

Check it out – here's a piece of mine on the left, theirs on the right



Q3: What do you think of the comic artist's work on the right? Is it different enough to be an original? Do you think your students would think Jeff's work inspired the other artist, or that the other artist plagiarized his work?

Q4: Is there anything that Jeff could have done to discourage others from using or copying his work?

Q5: Clearly Jeff is bothered that someone "ripped off" his comic. Yet under his "Music" entry, he provides a link for downloading Kanye's new album for free. Why do you think Jeff might feel differently about the appropriation of Kanye's music versus the comic he created? Do you think your students would feel similarly—that it's okay to download music for free, but it's not okay to copy schoolwork?

Looking at other parts of Jeff's profile, what are some other authorship/ownership-related questions that you might ask your students?

Wrap Up

Now that you have seen an example of how the ethical facets of participation, identity, privacy, credibility, and authorship/ownership arise for youth in the new digital media, you are ready to engage your students in similar exercises. The dilemmas and lessons provided in *Our Space* are designed in a similar fashion—to help you and your students think through the ethical promises and risks that are present online. We hope that this casebook provides you with useful tools to help youth be responsible citizens of the digital world.

Jeff



Male, 19
Santa Fe, NM

Current Status:
Irritated

View my: Pix

Last login: 12/07

Jeff's Schools

Fluth College '11
Major: Chemistry/Pre-med
Clubs: FC Student Council (FCSC), Writing Center Tutor, Frosh Buddie, FC String Quartet
Santa Fe High '10
Clubs: SFHS Newspaper, JV Baseball, Mock U.N.

Jeff's Interests:

General: Late night dining hall, serial killing, cereal killing.

Music: Pretty much just loud. Metal, Rap, Violin.

Television: Daily Show, Infomercials on at 3am when I do my Chem. Hmwk

Movies: Horror

Books: SparkNotes = Life

Jeff's Details:

Status: Single

Smoker: Yup, pack/day. Cough, cough. Lol.

Fears: Dust **Biggest Fear:** disappointing my constituents for GSCC; failing a class.

Regret: That last test...

Hate: people who like the morning, the RIAA

Loves: FCSC/ Peer Tutor/Chem Dept!
LimeWire

Weakness: Eating Pat's food from home☺

Would like to: not stay up all night...AGAIN

Goals: Be a doc. And FCSC prez.

Best Trait: Explaining stuff to people

Best Skill: Editing term papers (I'm freakishly good)

Favorite Drink: Red Bull plus coffee

Favorite Place: Student Center

Jeff's Blog Posts:

Irritated...AGAIN [Read More]

Student Center Needs Renovations [Read More]

Your Dirty Laundry [Read More]

About Me: I'm Jeff. Perhaps you've heard of me.

Who I'd like to meet: Whoever thought I needed to take Calculus to be a doctor...

Jeff's Friends:

Jeff has 120 friends.



Pat

Lex 86

IIZed

Le@nn@@

Jeff's Friends' Comments:

YourPalAl



Thanks for helping the intermurals get funding from the FCSC. See you at baseball. ~Al

JJZed



Jeff, can you do another writing tutor session this week? Maggie can't do the 2:30-3:30 spot. Thanks, with finals, we are swamped.

RosyRosa



J, what's going on??? I never see you at breakfast! You must go to sleep when I wake up, LOL. XO, Ro.

The trouble w/ Ty



Jay, what's there to say? Oh just that you are awesome, kicked some butt today in IM baseball, oh and are about the smartest, nicest guy at GC. <3 you!

Jeff

Current Mood:
Irritated



Date: October 16

Subject: Irritated...AGAIN

So, it has happened again. For my philosophy class we had to do these stupid group presentations. Which, of course, means that I get stuck doing all the work—getting all the information, making the powerpoint, writing up the handouts. And then these jerks have the nerve to ask what they should say. I'm so mad. Number 1, I hate group projects in the first place. I like to do things my way, and I don't want your input, Random Girl who never comes to class and Annoying Guy that missed all our group meetings. Number 2, I really don't have time to explain it to you.

Anyway, I told the professor that Random Girl and Annoying Guy didn't do anything. Let's just say, that 'A' isn't for Annoying...

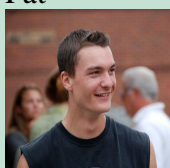
COMMENTS:

Aries3456



Hey Jeff, that stinks. I'm sorry that happened 2 you—you're so nice! You totally don't deserve that ☹️ Anyway, just wanted to let you know that your tutoring paid off! I got a A on my Psych paper. Thanks, Jeff---hang in there ☺️ When is our Frosh Buddies outing, btw? Where are you taking us??? I heard rumors of pizza.

Pat



Chill out, Jeff. I can't believe you talked to the prof.—they weren't that bad. I mean Random Girl did make us cookies...LOL. You are waaaaay too intense about this class anyway. Remember when you totally bailed on me for our anatomy midterm study group. You def did not make me cookies to make up for it, if I remember correctly.

Lex86



Oh Jeff and his hatred of group work. LOL. Remember how back in high school you petitioned the school council to eliminate school projects. I'll never forget Mrs. Trawinski's face when you actually went to Parent Council about it. A budding politician even then I guess. Anyway, hope no more group projects come your way anytime soon.

It'sPeteRRR



Classic Jeff. I pity people who work with you. J/K. Lab partners for LIFE (btw, I picked up this week's assignment...should we all meet in Jessie's room to divide up the work for this week?)

Jeff

Current Mood:
Excited

**Date: 11/20****Subject: Student Center Renovations**

Hey Guys,

The campus vote on whether or not there should be renovations to increase student club space in the Student Center is tomorrow. Please come out and vote—it's really important. You guys know I've been working on this for months now, after all the meetings we've had with student groups, I'm sure it's a really good idea. It'll make the Student Center a great place to come hang out (did I mention renovations also add a café). If you want more information about the renovations themselves, including plans for solar panels (solar panels plus a café, people), I've made a factsheet you can get from your RAs. Thanks to everyone who got up at the crack of dawn last week to put up posters in the Quad. This really means a lot to me, and I think it is really important that the Student Council knows how much you guys care about what we do!

FCSC PREZ Liz



Thanks for posting this, Jeff. And thanks for sending out the Fakebook invites to vote, postering, making the fact sheet. I couldn't have done it without you! You rock! See you at Student Council.

Lacrosse44



I thought you thought the renovations were a bad idea...what changed??

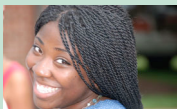
☺ Jeff says: Ted, You are right. I first thought that it would be bad idea b/c the center had to be closed for December. But, after meeting with all these groups and talking with other students, I changed my mind. I never voted against it though...I just sent an email around the dorm talking about my concerns (Check the Ryman Hall Wiki).

Mahj~is~dancin



Thanks, Jeff...you are such a great rep for us! I'll be sure to vote tomorrow. Also, I got your email. Yes, the dance team did apply for space in the new center—thanks for reminding me to do that too;))

SammieG



I thought the Council voted against solar panels???

☺ Jeff says: I'll have to get back to you on that, Sammie...pretty sure it passed, Liz?

☺ FCSC Prez Liz says: Jeff, you should prob. take that down. Sammie, it hasn't been decided yet, but the board votes on it next week.

☺ Jeff says: Sorry☺ I'll get it right next time...

Jeff

Current Mood:
Good Neighborly



Date: 12/1

Subject: Your Dirty Laundry...

...is leaking out of your room into the common room again. Pat, Pat, Pat my boy, there's a little something I like to call cleanliness. Now I'll admit, I have been known from time to time to eat your treat from home and leave some dishes in the sink. But for serious, Pat, your laundry is like a biohazard in our living room. I never knew socks could be so foul. Does Leanna need to come over and give you another laundry tutorial? That was hilarious ("Leanna, I don't think the red socks can go in there...NOOO!"). I guess it's true love if she can handle those socks. Anyway, I threw the extra common room laundry into the washer. You totally owe me, it was worse then when we found that rotten orange behind the trash can (I still think it was yours...). I'm definitely deducting one more cookie from your next package from home. Roommate good times.

Comments:

Pat



Hahaha. That was your orange, and I'll swear by it till I die. Anyway, thanks for throwing it in. Leanna says thanks too. She says she's never recovered from turning everything pink. Good thing you were there...after all my clothes were pink. By the way, where's your rent check for this month? I really need you to mail it by tomorrow.

CJROCKS



This is too good—Mr. Neat Freak living with Patrick 'I'm not sure how the chicken wings ended up behind the couch, Mom' Jenkins. Too hilarious. Don't take this the wrong way, but I would have never guessed the two of you would get along. Anyway, your place is great guys! Even with socks seeping out of Pat's room. (Jeff, thanks for lending me your mop). <3

JayMatF81



Favorite Jeff quote— "Um, I'm not sure if that's frosting or mold."
 ☞ Jeff says: Haha. Yeah, not my best roommate moment. At least you didn't eat it.
 ☞ Pat says: No, I did. Thanks, guys.

Angie78



I don't remember you doing my laundry...and I'm your sister!