LAMAR UNIVERSITY

EDLD 5316 Digital Citizenship Week 2 Assignment Darling K

Overview: The Impact of Technology

The purpose of the Week 2 assignment is to understand the impact of technology on the way we live.

During this week's activities, you will:

1. Attend or view the recording of the weekly web conference.
2. View Introductory Video
3. View the Week 2 Lecture/Video
4. Review Supplemental Resources
5. Participate in the Week 2 Discussion Board
6. Complete the Week 2 Assignment
7. Complete the Week 2 Journal Reflection of your major learnings from the week's material and discussion board.
8. Complete Week 2 Quiz.
9. Add resources to your ePortfolio.
10. Continue work on the culminating project.

Assignment Due Date: All weekly assignment components are due by 11:59 p.m. on the seventh day of Week 2 unless the activity directions specify different instructions.

Week 2 Assignment, Part 1: Web Conference (6 points)
Due Week 2
During this class, you have the opportunity to participate in weekly web conferences. At the beginning of your course, the professor(s) will provide a list of scheduled web conferences and the URL to access the sessions. For further details, see the information sent to you via email, discussion board, and/or announcements. You are responsible for the material discussed during the web conference.

Directions: After reflecting on the attended web conference or listening to the recording of the conference, post insights gained from the discussion.

Workspace

This week's workload is daunting but the meeting made me feel a little better about our final project. Having open and free access to technology through Net Neutrality is crucial for education. Teaching students to be wise and careful consumers of information will be impossible if the government or individual companies filter (censor) it for us. So much information is in the public domain and access could be eliminated or slowed down so much it might as well be eliminated.

This session included Ms. Johnson, a guest speaker. Here discussion concerned a number of topics about technology usage in school districts but from an administrative point of view. To be honest, the ERATE stuff went over my head, but the information about the rules and regulations that go into creating the AUP was amazing. I have thought all along that the rules came from a committee somewhere and then approved by the school board. I had no idea that the government had strings tied to student privacy.

Gifts from vendors? Our first technology director took a number of us to the technology conference in Austin. She took us to all kinds of parties, dinners, and got all kinds of gifts. I didn't think anything of it. It seemed like she passed most of them on to the staff or the kids. Who would have thought it was a bribe? Huh….

Week 2 Assignment, Part 2A and 2B: Discussion Board (12 points)

Directions: In the Discussion Board, address each discussion prompt by writing at least one paragraph in response to part A and at least one paragraph in response to part B. It is important that all class members post <u>substantive </u>posts. Only in this way can we achieve a truly collaborative environment in this course and engage in authentic discussion. Just like your initial response to the prompt, your comments to your colleagues should attempt to take the discussion further than its present state. You can do so by offering additional details and evidence based on the readings, asking open-ended questions, expanding ideas, considering various solutions, offering different opinions, and so on. Avoid simply agreeing or disagreeing with the posts of others. If you feel compelled to agree or disagree, you are expected to offer informed examples, details, or explanations. You may try to take the conservation further by connecting with other texts, readings, web resources, life experiences, etc. All posts should be of graduate-level, scholarly writing.

Initial response is due 4th day by 11:59 p.m. Respond to at least one colleague by 7th day @ 11:59 p.m.

Discussion Board Prompts:
Prompt 1: Many of us have become very dependent on technology as it plays a very important role in our daily lives. What impact does the access to technology, or lack thereof, have upon you and your students' personal lives and educational opportunities?

Prompt 2: Digital Footprint/Digital Tattoo: What is a digital footprint/tattoo? What are the differences between an intentional and an unintentional digital footprint/tattoo? How can students deliberately cultivate a digital footprint? What should they include in their public ePortfolios?

Week 2 Assignment, Part 3: Journal Reflection and ePortfolio Resource Update (10 points)
Directions:
Each week, as a part of the weekly journal reflection, you are to add resources to your ePortfolio.

Workspace

ePortfolio URL:
Journal Reflections link: https://sites.google.com/a/bunaisd.net/kdarling/digital-citizenship

Digital Citizenship Resources link:
https://sites.google.com/a/bunaisd.net/kdarling/digital-citizenship/digital-citizenship-resourses

Week 2 Assignment, Part 4: Video Response – 30-year History of the Future (8 points)
Directions:

Technology leaders know that technology has changed the complexion of schools and classrooms, but their leadership is needed to steward its use to solve learning challenges. The success of digital media in schools will hinge on the human element – how educators and educational leaders approach, apply, manage, and adopt new technologies.

Nicholas Negroponte, a pioneer in the field of computer-aided design founded and was the first director of MIT's Media Lab, which helped drive the multimedia revolution. He was an original investor in *Wired* (and the magazine's "patron saint"), for five years he peened a column exploring the frontiers of technology – ideas that he expanded into his 1995 best-selling book *Being Digital.* An angel investor extraordinaire, he's funded more than 40 startups. His latest effort, the One Laptop per Child project, may prove his more ambitious. Negroponte hopes to put millions of low-cost, wireless, Internet-enabled computers in the hands of children in the developing world.

In the TED2014 Talks video (video link in Blackboard), he takes you on a journey through the last 30 years of technology. The consummate predictor highlights interfaces and innovations he foresaw in the 1970s and 1980s that were scoffed at the time but are ubiquitous today. At the end of the video, he left his audience with one last (absurd? brilliant?) prediction for the coming 30 years.

In the video there were several thought provoking quotes. For part 3 of this week's assignment, select one of the quotes below to write a one-two paragraph response. List the quote at the top of your response. Use the questions below as a guide.

Guiding Questions:
- Why did you choose this quote (pro or con) and what do you think is the message the author is trying to convey?
- What are public or personal examples/experiences where this has been applied or not applied?
- How can you or do you apply this to your academic or life in general?
- How does this quote specifically apply to this time in your professional educational career?
- How does this quote relate to something you have read?

Quotes from Nicholas Negroponte TED talk – Nicholas Negroponte: A 30-year History of the

Future

- Computing is not about computers any more. It is about living.

  ~ Nicholas Negroponte, 1980
- You can't think about thinking without thinking about thinking about something.

  ~ Seymour Papert
- The future of television is to stop thinking of television as television.

  ~ Nicholas Negroponte, 1985
- Nicholas Negroponte, director of the MIT Media Lab, predicts that we'll soon buy books and newspapers straight over the Internet. Uh, sure.

  ~ Clifford Stoll, Newsweek, 1995
- Today, multimedia is a desktop or living room experience, because the apparatus is so clunky. This will change dramatically with small, bright, thin, high-resolution displays.

  ~ Nicholas Negroponte, 1995
- When you write a computer program, you've got to not just list things out and sort of take an algorithm and translate it into a set of instructions, but when there's a bug, and all programs have bugs, you've got to de-bug it. You've got to go in, change it, and then re-execute, and you iterate, and that iteration is really a very, very good approximation of learning.

  ~ Nicholas Negroponte, circa 1995

- Can learning happen where there are no schools?

  ~ Nicholas Negroponte, 2002
- We are going to ingest information.

  ~ Nicholas Negroponte, 2014

Workspace
(Insert selected quote and one-two paragraph below)

Can learning happen where there are no schools? ~ **Nicholas Negroponte, 2002**

Does it take a school for learning to happen? The short answer is no, of course not. Babies learn to crawl, walk, and talk without ever stepping their little bootie covered foot in a school building. However, I think the question is more complicated than that. Starting with correspondence schools and now the advent of online curriculum, defining just what makes something a school has started to get a little murky. The broadest definition of the word is from the Merriam-Webster dictionary which defines a school as "an organization that provides instruction" (School | Definition of School by Merriam-Webster, n.d). In pursuing a higher degree, I, like that baby, do not set foot in a school building. That, however, does not mean that I am learning without a school. It just means that my school has moved to a virtual format.

The second complication is identifying what learning is expected. People are learning from the moment their eyes pop open in the morning. However, what a school organization does is define the scope of a body of knowledge and present it in an appropriate, logical, meaningful sequence. Can learning happen where there are no schools? It depends on the learner and what learning outcomes are expected. Can I pursue the knowledge I am receiving through this course without a school directing me along the way? Sure, I could, but a school is necessary to facilitate my journey and help me reach my goals. Without that school directing a student's path, it isn't likely that he or she will have the self-motivation to reach his or her full potential.

References

Negroponte, N. (2014, July 8). A 30-year history of the future | Nicholas Negroponte [Video file]. Retrieved from https://www.youtube.com/watch?v=5b5BDoddOLA

"School". (n.d.). Retrieved March 9, 2017, from
https://www.merriam-webster.com/dictionary/school

Week 2 Assignment, Part 5: Your Digital Footprint (8 points)
Directions: Do you know your digital footprint? To complete this part of the assignment, do a full name search of yourself via a search engine such as Google, Yahoo, Bing, etc., then in the workspace below in one-two paragraphs respond to the following questions.
(there isn't a workspace below)

- When you did your footprint search, how many positives results about yourself did you find?
- Were you surprised by what you found? Explain.
- How many difference places do you have a digital profile? (Facebook, Twitter, Pinterest, LinkedIn, Instragram, Snapchat, Tumblr, etc.)
- Is your digital footprint something you are proud of and comfortable with it being viewed

by your employer (and grandmother)? Give yourself a score (4 – advanced, 3 –
proficient, 2 – developing, 1 – emerging).

I Googled Kathryn Darling and the search came back with a large number of hits, unfortunately
none of them were me. It is making me feel a like a huge loser and a little intimidated.
Apparently, the other Kathryn Darlings in the world have done something with their lives. There
are doctors, artists, scientists, and Ph.d. candidates doing community outreach. A school teacher
from Southeast Texas didn't even make the list which is pretty hard on my digital self-esteem. I
do too have a digital footprint, kind of….

I have a Facebook page so that I can see pictures of my family. I even have sixteen friends,
although they are mostly family. I tried having a linkedin page, but those folks pestered me to
death, so they had to go. I do have an e-portfolio, but no one looks at it unless they have to as a
part of the classes I am taking. Even then, the teacher wants only the page they need to see.
Several years ago, at a technology conference, we were asked to create a Twitter account. I
created an account, but have never tweeted anything. I know about and have looked at Pinterest,
but I don't have a clue about Instagram, Snapchat, or Tumblr. I can't think of anything that I
have done that might be embarrassing or keep me from being employed. I'm just glad there
weren't any camera phones when I was in college. I'm not sure if that makes me a 1 - emerging
because I don't have much of a footprint or a 4 - advanced because I am not worried about what
someone might see. I suppose it depends on how you look at it.

Week 2 Assignment, Part 6: Net Neutrality (8 points)
Directions: Net neutrality is the idea that all traffic on the Internet should be treated equally. On
February 26, 2015 the Federal Communication Commission adopted the Open Internet rules
designed to protect free expression and innovation on the Internet and promote investment in the
nation's broadband network. In the workspace below, discuss (in one to two paragraphs) why
net neutrality matters to education.

Workspace
(Insert one-two paragraphs below)

According to the FCC in their article An Introduction to Net Neutrality (2014) Net Neutrality is important because it will "protect and maintain open, uninhibited access to legal online content." The FCC created this rule to protect free of expression and encourage innovation which might promote one business over another. There is another facet of the FCC ruling that affects consumers. It is the ruling's effect on one of the biggest consumers of digital content, education.

In Cindy Long's (2015) article What net neutrality means for students and Educators points out that not having open access would hurt budget strapped schools by eliminating web tools that teachers rely on, slowing down to uselessness online digital content like videos or web conferencing, and using the already tight budget of school libraries to have to pay for access to the content to which they already subscribe. I designed my classroom so that all but one of the programs and websites are freely available online. It would gut the projects out of my based learning assignments. I couldn't afford to do the projects that I do now.

Resources

Federal Communications Commision (2015). Open internet. Retrieved from
https://www.fcc.gov/openinternet
Long, C. (2015). What net neutrality means for students and Educators. Retrieved from
http://neatoday.org/2015/03/11/net-neutrality-means-students-educators/

Week 2 Assignment, Part 7: Animated Video -Technological Advances and Digital Citizenship (15 Points)

Directions:

Technology's impact on lives today spans a multitude of areas. Understanding these impacts is important to developing good digital citizenship. Research and select a technological advance since 2000, such as smart phones, a social media applications, YouTube, iTunes, etc.). Prepare a 2 to 5-minute animated video (using your choice of an animation tool, (PowToon, Crazytalk, Pencil, etc.) to illustrate how the technological advance has impacted digital citizenship. Specify which of the nine digital citizenship elements are impacted. In the workspace below, enter the URL of your animated video.

Workspace

Animated Video URL:

Private YouTube Channel https://www.youtube.com/watch?v=5FFkSx8dGFk

also in my ePortfolio https://sites.google.com/a/bunaisd.net/kdarling/digital-citizenship

Week 1 Assignment, Part 8: Week 1 Quiz (5 points)

Directions:
Complete the Week 2 Quiz. Weekly quizzes are required and may be taken as many times as you like until you achieve a passing score (at least 90%). Only the highest score will be retained. Record your score in the workspace below.

Workspace

Week 2 Quiz Score: 100

Rubric

Use the following Rubric to guide your work on the Week 2 Assignment.

EDLD 5397 Week 2 Tasks	Level 1 Does not meet the minimum criteria	Level 2 Approaches minimum criteria	Level 3 Meets minimum criteria	Level 4 Demonstrates target criteria
Part 1 Web Conference (6 points)	The participant does not participate in the weekly web conference. **(0 points)**			The participant participates in the weekly web conference (or views the recording and submits a reflection. **(6 points)**
Part 2A Discussion Board Prompt 1 (6 points)	The participant does not address the discussion prompt. **(0 points)**	The participant very minimally addresses the discussion prompt AND/OR does not respond to at least one other post. **(4 points)**	The participant addresses the discussion prompt with one or two sentences AND responds to at least one other post. **(5 points)**	The participant clearly addresses the discussion prompt with a minimum of one paragraph AND responds to at least one other post. **(6 points)**
Part 2B Discussion Board Prompt 2 (6 points)	The participant does not address the discussion prompt. **(0 points)**	The participant very minimally addresses the discussion prompt AND/OR does not respond to at least one other post. **(4 points)**	The participant addresses the discussion prompt with one or two sentences AND responds to at least one other post. **(5 points)**	The participant clearly addresses the discussion prompt with a minimum of one paragraph AND responds to at least one other post. **(6 points)**
Part 3 Journal Reflection ePortfolio Update (10 points)	The participant did not add resources to their ePortfolio AND/OR post their journal reflection. **(0 points)**			The participant added resources to their ePortfolio AND posted their journal reflection. **(10 points)**

Part 4 **Video Response:** **– A 30-year History of the Future** **(8 points)**	The participant does not select a quote AND/OR does not respond to the quote. **(0 points)**	The participant selects a quote and vaguely responds to the selected quote in the box provided AND/OR does not respond to all questions. A haphazard arrangement of ideas provides little or no direction for the discussion, and a conclusion is absent or obscure. A unifying effect or controlling idea is absent. **(6 points)**	The participant selects a quote and clearly responds to the selected quote in one – two paragraph(s) in the box provided. A straightforward arrangement of ideas and details provides direction for the discussion that concludes functionally. The unifying effect or controlling idea is presented and maintained generally; coherence may falter. **(7 points)**	The participant selects a quote and thoroughly responds to selected quote in one - two complete and clear paragraph(s) in the box provided. An effective arrangement of ideas and details contributes to a fluent, controlled, and shaped discussion that concludes skillfully. The unifying effect or controlling idea is successfully sustained and integrated, and coherently presented. **(8 points)**
Part 5 **Your Digital Footprint** **(8 points)**	The participant does not provide a response. **(0 points)**	The participant answers three at least 2 questions citing information from readings and Web sites. No elaboration. **(6 points)**	The participant answers all questions citing information from readings and Web sites with minimal elaboration. **(7 points)**	The participant answers all questions and cites information from readings and websites with extensive elaboration. **(8 points)**
Part 6 **Net Neutrality** **(8 points)**	The participant does not provide a response. **(0 points)**	The participant's response does not reflect knowledge of why net neutrality matters to educators. Student adheres loosely to APA stylistic guidelines. Writing is unclear and/or disorganized. Weak	The participant's response is relevant to why net neutrality matters to educators. Participant adheres mostly to APA stylistic guidelines. Writing is mostly clear, concise, and well organized. Good sentence/paragraph construction. Thoughts	The participant's response is relevant to why net neutrality matters to educators. Participant adheres to APA stylistic guidelines. Writing is clear, concise, and well organized. Excellent

		sentence/paragraph construction. Thoughts are not expressed in a coherent and logical manner. There are four or more errors in grammar, spelling, or punctuation. **(6 points)**	are expressed in a coherent and logical manner. There are three or fewer errors in grammar, spelling, or punctuation. **(7 points)**	sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no errors in grammar, spelling, or punctuation. **(8 points)**
Part 7 Animated Video - Technological Advances on Digital Citizenship (15 points)	The participant does not provide the URL of animated video. **(0 points)**	The participant provides URL of animated video, but animated does not addresses all criteria of assignment. **(11 points)**	The participant provides URL of animated video, but animated minimally addresses criteria of assignment. **(13 points)**	The participant provides URL of animated video AND animated video address all requirements of assignment. **(15 points)**
Part 8 Week 2 Quiz (5 points)	The candidate did not complete the week 2 quiz AND/OR did not score at least 90%. **(0 points)**			The candidate completed the week 2 quiz and scored at least 90% **(5 points)**