

1. Copyright Issues

http://www.educationworld.com/a_tech/tech/tech121.shtml

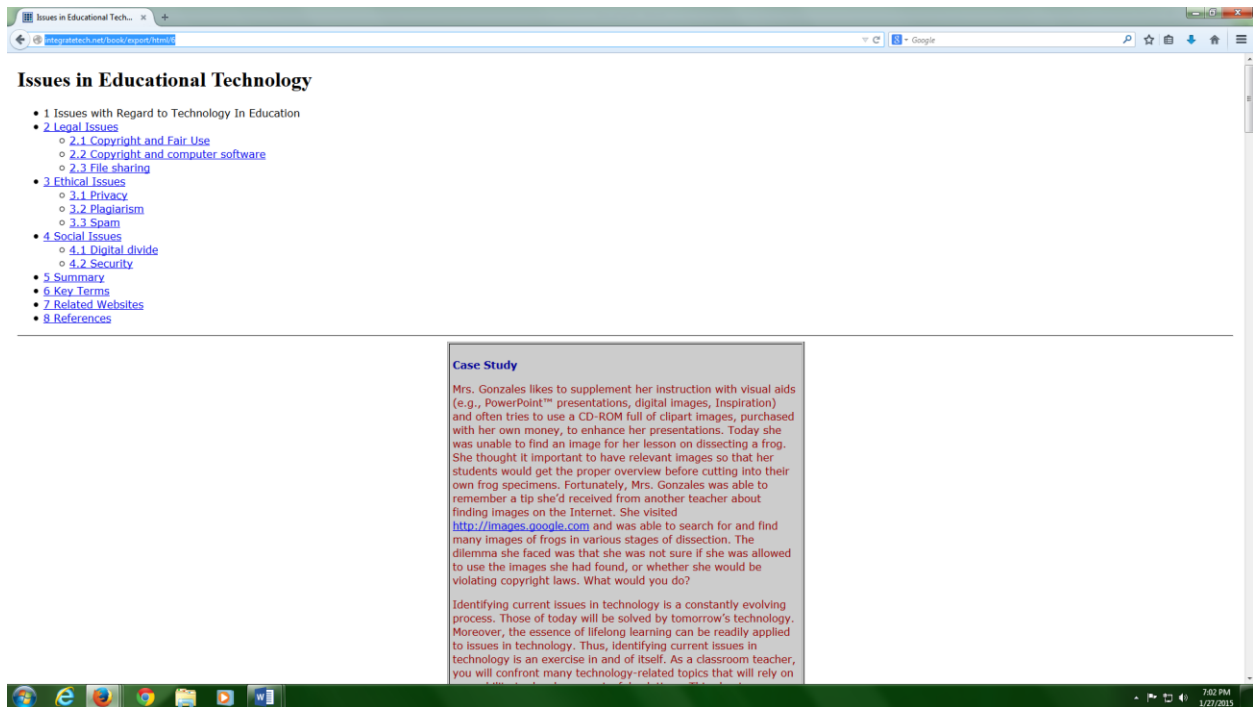
This website is very useful as it relates to copyright issues in schools. It talks about the lack of experience most teachers have in regards to copyright laws that deal with technology. It also provides insight into various issues that school districts face in regards to copyright infringement. Some of the topics discussed include: The care school districts must take when allowing students to download copyrighted material, as well as close monitoring of the district's public website making sure they are not in violation of copyright laws. There is even a sample copyright permission request template that could prove to be quite useful.



2. Copyright Issues

<http://integratetech.net/book/export/html/6>

This website highlights various issues experienced in educational technology as it relates to copyright laws. They give a very relevant situational example in the form of a case study. In the study a teacher debates the legality of using google images in the classroom. After this, they talk in great detail about copyright and fair use laws. There is a very useful list of when a teacher is and is not able to copy various materials.



Issues in Educational Technology

- 1 Issues with Regard to Technology In Education
- 2 Legal Issues
 - 2.1 Copyright and Fair Use
 - 2.2 Copyright and computer software
 - 2.3 File sharing
- 3 Ethical Issues
 - 3.1 Privacy
 - 3.2 Plagiarism
 - 3.3 Spam
- 4 Social Issues
 - 4.1 Digital divide
 - 4.2 Security
- 5 Summary
- 6 Key Terms
- 7 Related Websites
- 8 References

Case Study

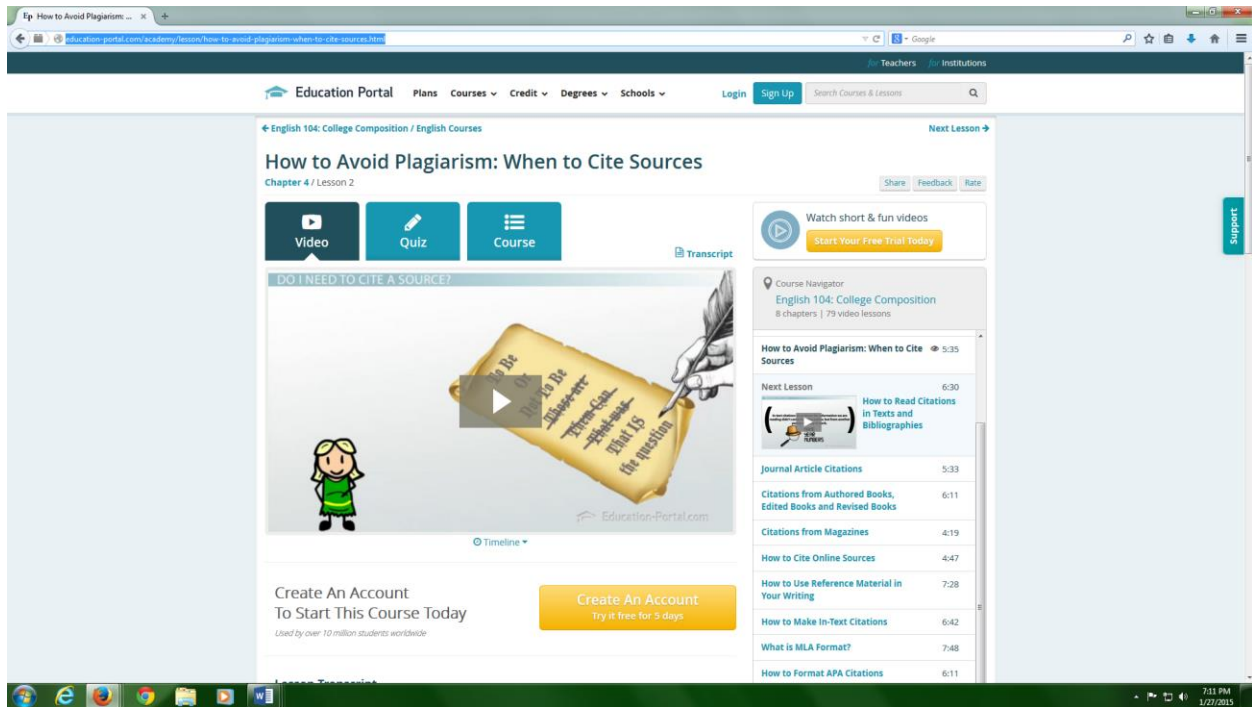
Mrs. Gonzales likes to supplement her instruction with visual aids (e.g., PowerPoint™ presentations, digital images, Inspiration) and often tries to use a CD-ROM full of clipart images, purchased with her own money, to enhance her presentations. Today she was unable to find an image for her lesson on dissecting a frog. She thought it important to have relevant images so that her students would get the proper overview before cutting into their own frog specimens. Fortunately, Mrs. Gonzales was able to remember a tip she'd received from another teacher about finding images on the Internet. She visited <http://images.google.com> and was able to search for and find many images of frogs in various stages of dissection. The dilemma she faced was that she was not sure if she was allowed to use the images she had found, or whether she would be violating copyright laws. What would you do?

Identifying current issues in technology is a constantly evolving process. Those of today will be solved by tomorrow's technology. Moreover, the essence of lifelong learning can be readily applied to issues in technology. Thus, identifying current issues in technology is an exercise in and of itself. As a classroom teacher, you will confront many technology-related topics that will rely on

1. Plagiarism in School Settings

<http://education-portal.com/academy/lesson/how-to-avoid-plagiarism-when-to-cite-sources.html>

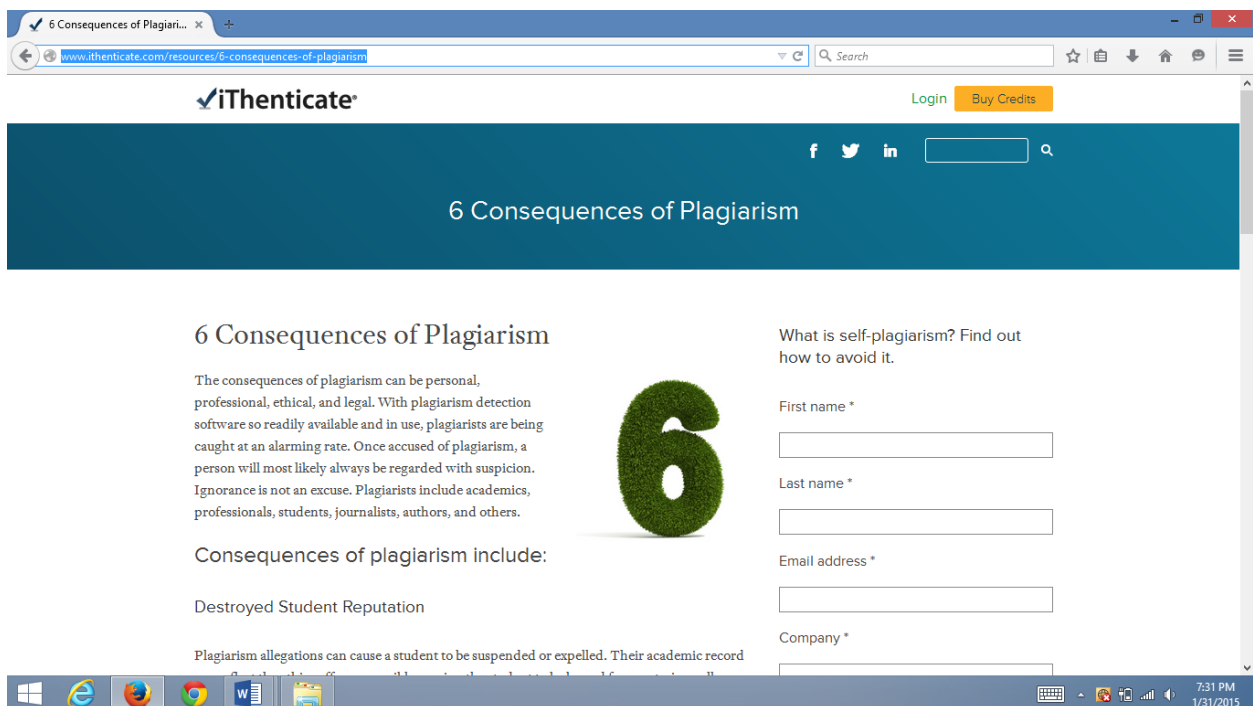
This website focuses on defining plagiarism. They separate into the categories of intentional and unintentional plagiarism, with a focus on the unintentional. With that as the focus, they highlight various ways you can avoid falling into the trap of plagiarizing someone else's work by accident. They reveal proper source citations as well as showing when it is necessary to cite a particular source. The aspect of this site that I find particularly useful is the frequently asked questions about citations.



2. Plagiarism in School Settings

<http://www.ithenticate.com/resources/6-consequences-of-plagiarism>

This website is a great resource to use to allow students to see the various ramifications of plagiarism in schools. Using this site would help them to couple tangible punishments with the slippery slopes of plagiarism. It focuses upon 6 specific consequences commonly associated with plagiarism. These consequences include: destroyed student reputation, destroyed professional reputation, destroyed academic reputation, legal repercussions, monetary repercussions, and the possible consequences of plagiarized research. This is a unique site that provides quality content.

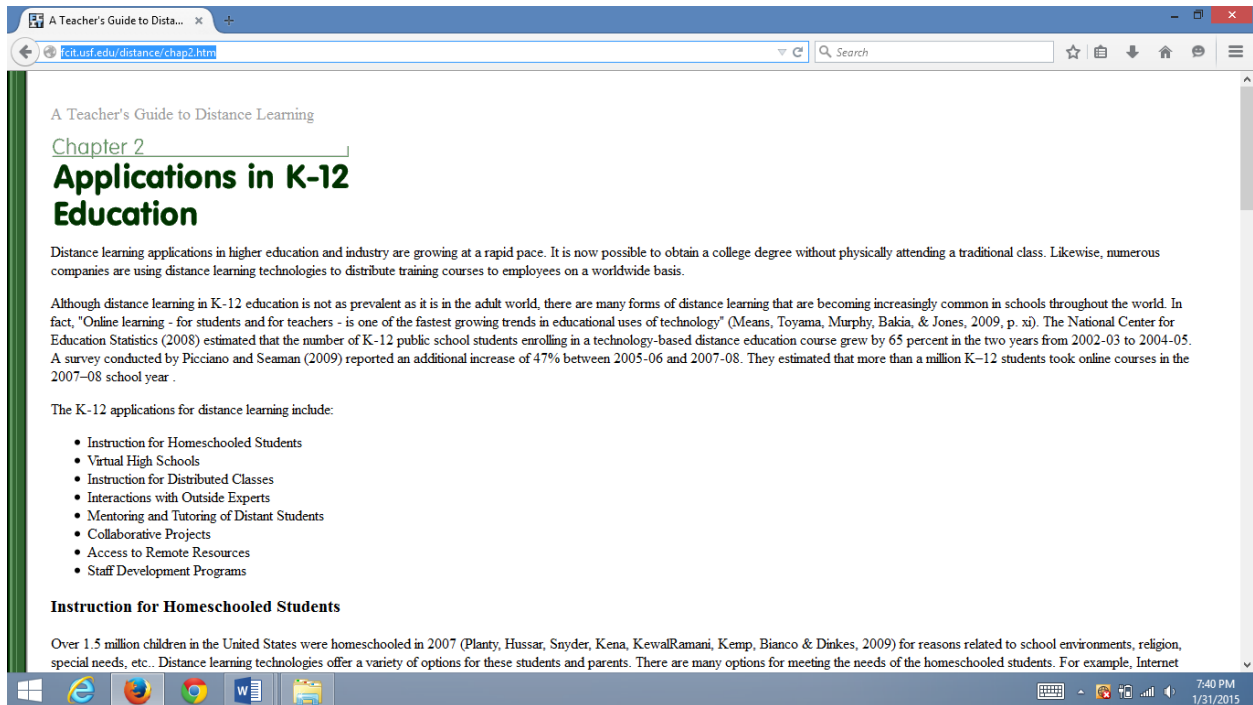


The screenshot shows a web browser window displaying the iThenticate website. The page title is "6 Consequences of Plagiarism". The iThenticate logo is visible in the top left, and there are "Login" and "Buy Credits" buttons in the top right. Below the logo, there are social media icons for Facebook, Twitter, and LinkedIn, along with a search bar. The main content area features a large green number "6" made of grass. To the left of the number, there is text explaining the consequences of plagiarism and a list of consequences including "Destroyed Student Reputation". To the right of the number, there is a section titled "What is self-plagiarism? Find out how to avoid it." followed by a registration form with fields for "First name *", "Last name *", "Email address *", and "Company *". The Windows taskbar is visible at the bottom of the browser window, showing the time as 7:31 PM on 1/31/2015.

1. Distance Education in K-12

<http://fcit.usf.edu/distance/chap2.htm>

This website provides a wealth of information on the issues associated with distance learning in K-12. It talks about how distance education is being utilized more and more in these classrooms. The article on the main page discusses some of the advantages to distance education, and that it isn't just for students that are homeschooled. It can also be for students that need more flexibility in their schedules for a variety of reasons. Another topic of discussion specifically around virtual high schools.



A Teacher's Guide to Distance Learning

Chapter 2

Applications in K-12 Education

Distance learning applications in higher education and industry are growing at a rapid pace. It is now possible to obtain a college degree without physically attending a traditional class. Likewise, numerous companies are using distance learning technologies to distribute training courses to employees on a worldwide basis.

Although distance learning in K-12 education is not as prevalent as it is in the adult world, there are many forms of distance learning that are becoming increasingly common in schools throughout the world. In fact, "Online learning - for students and for teachers - is one of the fastest growing trends in educational uses of technology" (Means, Toyama, Murphy, Bakia, & Jones, 2009, p. xi). The National Center for Education Statistics (2008) estimated that the number of K-12 public school students enrolling in a technology-based distance education course grew by 65 percent in the two years from 2002-03 to 2004-05. A survey conducted by Picciano and Seaman (2009) reported an additional increase of 47% between 2005-06 and 2007-08. They estimated that more than a million K-12 students took online courses in the 2007-08 school year .

The K-12 applications for distance learning include:

- Instruction for Homeschooled Students
- Virtual High Schools
- Instruction for Distributed Classes
- Interactions with Outside Experts
- Mentoring and Tutoring of Distant Students
- Collaborative Projects
- Access to Remote Resources
- Staff Development Programs

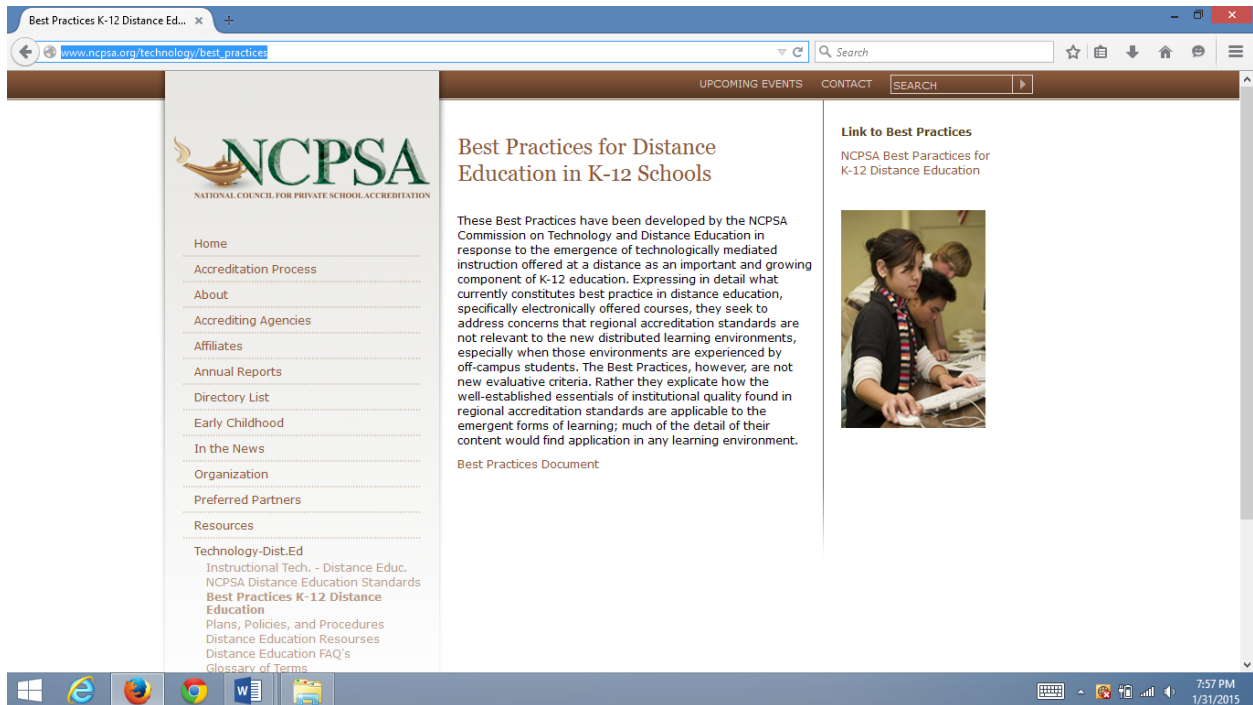
Instruction for Homeschooled Students

Over 1.5 million children in the United States were homeschooled in 2007 (Planty, Hussar, Snyder, Kena, KewalRamani, Kemp, Bianco & Dinkes, 2009) for reasons related to school environments, religion, special needs, etc. Distance learning technologies offer a variety of options for these students and parents. There are many options for meeting the needs of the homeschooled students. For example, Internet

2. Distance Education in K-12

http://www.ncpsa.org/technology/best_practices

This website provides some valuable information from a highly credible source. The National Council for Private School Accreditation has composed this site to help people understand the best practices in distance education for k-12. Their purpose in compiling these best practices are to address various concerns regarding this ever-expanding type of learning. From this main page there is a link to a 'best practices' document. There is also a link to the official NCPA best practices in k-12 distance education.



The screenshot shows a web browser window displaying the NCPA website. The browser's address bar shows the URL www.ncpsa.org/technology/best_practices. The website's header includes navigation links for "UPCOMING EVENTS", "CONTACT", and "SEARCH". The main content area is titled "Best Practices for Distance Education in K-12 Schools" and features a paragraph explaining that these practices were developed by the NCPA Commission on Technology and Distance Education to address concerns about regional accreditation standards in distributed learning environments. A "Best Practices Document" link is provided below the text. To the right, a "Link to Best Practices" section includes a photo of two students working at a computer and a link to the "NCPA Best Practices for K-12 Distance Education" document. A left-hand navigation menu lists various site sections such as Home, Accreditation Process, About, and Technology-Dist.Ed. The Windows taskbar at the bottom shows the time as 7:57 PM on 1/31/2015.

1. Digital Citizenship

<http://www.digitalcitizenship.net/>

This website talks about the growing topic of digital citizenship. It briefly touches on how to use technologies in an appropriate manner. They discuss how important it truly is to teach kids these responsibilities in a world that is full of technology. One of the major components of the article on the main page is when they define digital citizenship. Contact information is also provided for those who have any interest in further exploration of the ideas covered.

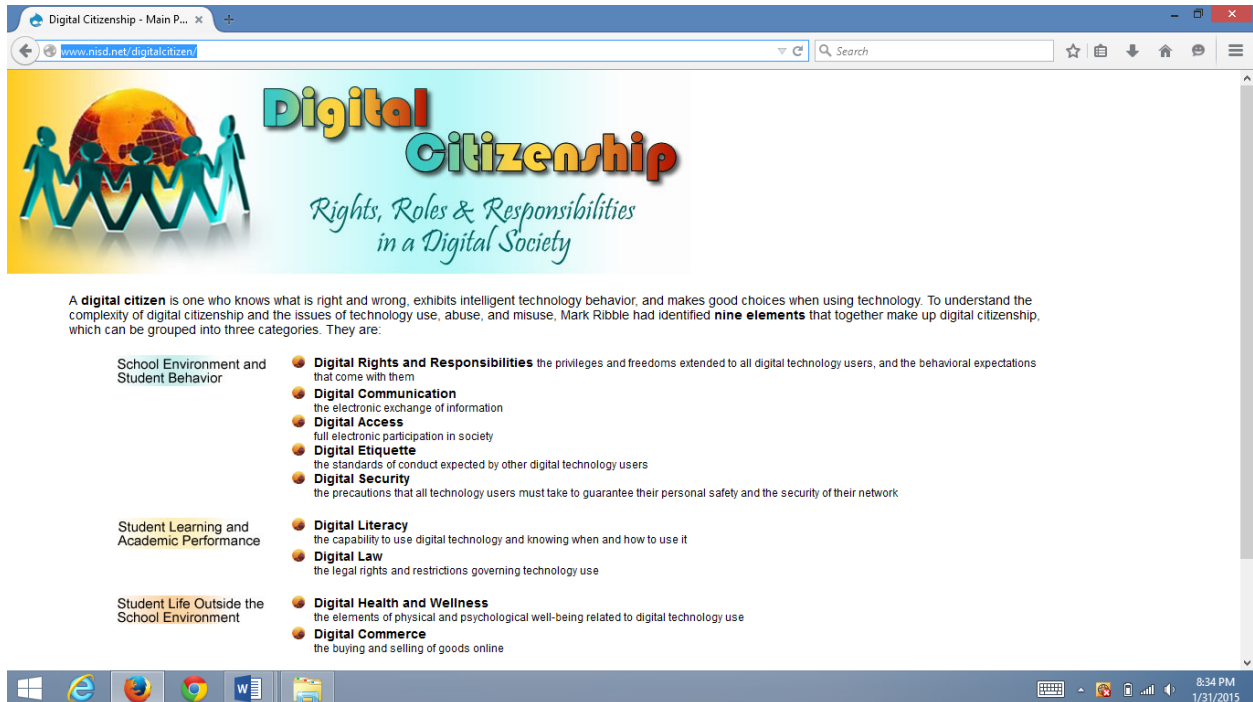


The screenshot shows a web browser window displaying the homepage of the Digital Citizenship website. The browser's address bar shows the URL www.digitalcitizenship.net/. The website's main header features the title "Digital Citizenship" in a large, bold, serif font, with the subtitle "Using Technology Appropriately" in a smaller, italicized serif font below it. The header background is a collage of images related to technology and education. Below the header is a navigation menu with five items: "Home Page", "Resources", "Publications", "Nine Elements", and "Contact Us". The main content area is titled "Home Page" and contains a "Welcome to the Digital Citizenship Website" section. This section includes a photograph of a woman and two children looking at a laptop. To the right of the photo is a paragraph of text defining digital citizenship as a concept that helps teachers, technology leaders, and parents understand what students/children/technology users should know to use technology appropriately. It states that digital citizenship is more than just a teaching tool, but a way to prepare students/technology users for a society full of technology. The text emphasizes that digital citizenship is the norms of appropriate, responsible technology use. Below this is a "Digital Citizenship Today" section, which discusses the growing momentum of digital citizenship globally and the need for responsible use of technology in schools, particularly with the growth of Bring Your Own Device (BYOD) and 1:1 initiatives. It mentions that there are many organizations and individuals working on this topic and encourages visitors to check out resources and search for ideas on Twitter using the #digit tag. The browser's taskbar at the bottom shows the Windows logo, several application icons (Internet Explorer, Firefox, Chrome, Word, and a folder), and system tray icons including the date and time (8:28 PM, 1/31/2015).

2. Digital Citizenship

<http://www.nisd.net/digitalcitizen/>

This website aptly explains what digital citizenship is. Digital citizenship is more complex than most people realize. Mark Ribble has identified 9 elements that compose digital citizenship. He groups these elements in different criteria, and attempts to bring about a more clear definition of digital citizenship. This is a fairly extensive look into a concept of growing importance.



Digital Citizenship
Rights, Roles & Responsibilities in a Digital Society

A **digital citizen** is one who knows what is right and wrong, exhibits intelligent technology behavior, and makes good choices when using technology. To understand the complexity of digital citizenship and the issues of technology use, abuse, and misuse, Mark Ribble had identified **nine elements** that together make up digital citizenship, which can be grouped into three categories. They are:

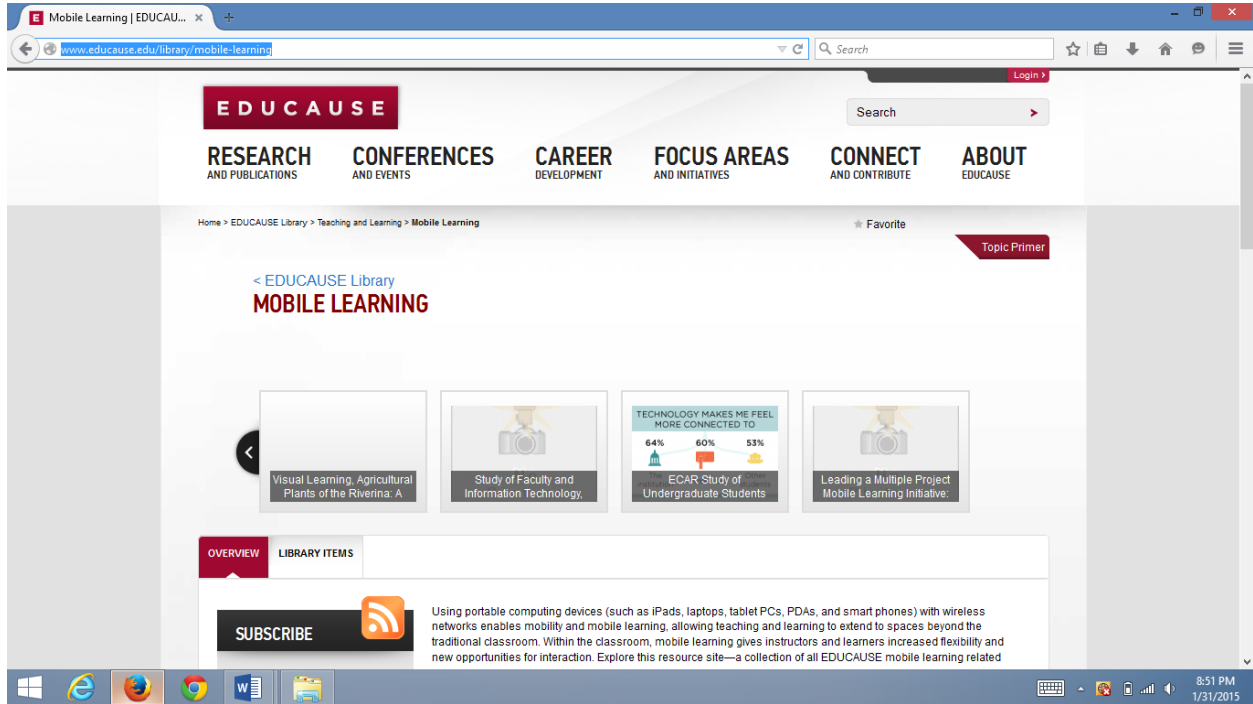
- School Environment and Student Behavior**
 - Digital Rights and Responsibilities** the privileges and freedoms extended to all digital technology users, and the behavioral expectations that come with them
 - Digital Communication** the electronic exchange of information
 - Digital Access** full electronic participation in society
 - Digital Etiquette** the standards of conduct expected by other digital technology users
 - Digital Security** the precautions that all technology users must take to guarantee their personal safety and the security of their network
- Student Learning and Academic Performance**
 - Digital Literacy** the capability to use digital technology and knowing when and how to use it
 - Digital Law** the legal rights and restrictions governing technology use
- Student Life Outside the School Environment**
 - Digital Health and Wellness** the elements of physical and psychological well-being related to digital technology use
 - Digital Commerce** the buying and selling of goods online

8:34 PM
1/31/2015

1. Mobile Learning (Cellphones and tablets)

<http://www.educause.edu/library/mobile-learning>

This website talks about the importance of mobile learning. This idea, in the form of portable computing devices such as cell phones and tablets, has the potential to dramatically increase the potential of classroom learning. The use of wireless networks increases a teacher's mobility, among other things, and thus provides a greater chance for success. This website provides a comprehensive list of EDUCAUSE mobile learning resources. No doubt, this would greatly benefit any teacher.



EDUCAUSE

RESEARCH AND PUBLICATIONS CONFERENCES AND EVENTS CAREER DEVELOPMENT FOCUS AREAS AND INITIATIVES CONNECT AND CONTRIBUTE ABOUT EDUCAUSE

Home > EDUCAUSE Library > Teaching and Learning > Mobile Learning

< EDUCAUSE Library
MOBILE LEARNING

Visual Learning, Agricultural Plants of the Riviera: A

Study of Faculty and Information Technology

TECHNOLOGY MAKES ME FEEL MORE CONNECTED TO:
64% 60% 53%
ECAR Study of Undergraduate Students

Leading a Multiple Project Mobile Learning Initiative

OVERVIEW LIBRARY ITEMS

SUBSCRIBE

Using portable computing devices (such as iPads, laptops, tablet PCs, PDAs, and smart phones) with wireless networks enables mobility and mobile learning, allowing teaching and learning to extend to spaces beyond the traditional classroom. Within the classroom, mobile learning gives instructors and learners increased flexibility and new opportunities for interaction. Explore this resource site—a collection of all EDUCAUSE mobile learning related

8:51 PM
1/31/2015

2. Mobile Learning(Cell phones and tablets)

<http://mlearning-conf.org/>

This website is the official website for the international conference on mobile learning. This conference provides a unique forum for the presentation and discussion of mobile learning research. This is an integral aspect to the continued advancement of mobile learning. It also provides direct information regarding the next international convention for mobile learning. Conference proceedings will be submitted to various indexing sights after it takes place.



The screenshot shows the official website for the 11th International Conference on Mobile Learning 2015. The page features a navigation menu on the left with options like 'Home', 'Co-located events', and 'Contacts'. The main content area highlights the conference dates as '14 - 16 March' in Madeira, Portugal, and lists the keynote speaker as Dr. Gitte Bang Stald. The website also mentions that the conference proceedings will be submitted for indexing to INSPEC, EI Compindex, Thomson ISI, and ISTP. The page is sponsored by Turismo de Portugal and Madeira Islands.

ML 2015 | Mobile Learning

mlearning-conf.org

mobile learning 2015 International Conference Madeira, Portugal

Home Co-located events Contacts

Call for papers
Committees
Submissions
Important Dates
Registration / Rates
Venue / Hotel Info
Travel
Sponsors
Location
Publication Ethics Statement
Guidelines

Previous Editions
2014
2012

11th International Conference on
Mobile Learning 2015
14 - 16 March
Madeira, Portugal

Sponsored by:
TURISMO DE PORTUGAL madeira islands

NEW Keynote Speaker (confirmed):
Dr. Gitte Bang Stald, Associate Professor, IT University of Copenhagen, Denmark

NEW TAP Portugal is official carrier of the Conference

The conference proceedings will be submitted for indexing to INSPEC, EI Compindex, Thomson ISI, ISTP and other indexing services.

The Mobile Learning 2015 International Conference seeks to provide a forum for the presentation and discussion of mobile learning research which illustrate developments in the field.

9:09 PM 1/31/2015

1. Acceptable use policy

<http://whatis.techtarget.com/definition/acceptable-use-policy-AUP>

This site provides insight into what exactly an acceptable use policy is. Many establishments that have networks require an acceptable use policy be signed by an individual prior to any network use. They provide various policies you are normally presented with in conjunction with an acceptable use policy from an internet service provider. They also provide knowledge in regard to definitions of terms relate to acceptable use policy. Acceptable use policy deals with an idea that is crucial, yet nt considered as frequently as it probably should be.

The screenshot shows a web browser window with the URL whatis.techtarget.com/definition/acceptable-use-policy-AUP. The page content includes:

- DEFINITION**
acceptable use policy (AUP)
- Social sharing buttons: Like (5), Tweet (4), +1 (0), Share, Email.
- Text: "Part of the *Network administration* glossary:"
- Text: "An acceptable use policy (AUP) is a document stipulating constraints and practices that a user must agree to for access to a corporate network or the Internet."
- Text: "Many businesses and educational facilities require that employees or students sign an acceptable use policy before being granted a network ID."
- Text: "When you sign up with an Internet service provider (ISP), you will usually be presented with an AUP, which states that you agree to adhere to stipulations such as:"
- List of stipulations:
 - Not using the service as part of violating any law
 - Not attempting to break the security of any computer network or user
 - Not posting commercial messages to [Usenet](#) groups without prior permission
 - Not attempting to send junk e-mail or [spam](#) to anyone who doesn't want to receive it
 - Not attempting to [mail bomb](#) a site with mass amounts of e-mail in order to flood their server
- Text: "Users also typically agree to report any attempt to break into their accounts."
- Text: "This was last updated in July 2014"
- Text: "Contributor(s): [Angie D. Graves](#)"
- Text: "Posted by: [Margaret Rouse](#)"

On the right side of the page, there is a "Browse Definitions Alphabetically" section with a grid of letters A-Z and a "#". Below it is an advertisement for Qlik's "Gartner Report: Magic Quadrant for BI and Analytics Platforms" with a "Download Report" button. At the bottom right, there is a "Word of the Day" section for "STONITH (Shoot The Other Node In The Head)" with a brief definition.

2. Acceptable use policy

<https://www.common sense media.org/educators/1to1/aups>

This website provides information about common acceptable use policies within school districts. These generally outline the manner in which students and faculty should behave in regards to technologies. The site considers the sometimes difficult balance districts face when trying to protect students yet not hinder their learning processes. They provide a general set of guidelines districts should consider when composing their acceptable use policies. They also list links to the acceptable use policies of 5 cooperating districts, for added access.

The screenshot shows a web browser window displaying the website <https://www.common sense media.org/educators/1to1/aups>. The page title is "1-to-1 Essentials - Acceptable Use Policies". The website header includes the "common sense education" logo and the tagline "We rate, educate, and advocate for kids, families, and schools". A search bar is present in the top right. The main navigation menu includes "Graphite", "Digital Citizenship", "Connecting Families", "1-to-1 Essentials", "Professional Development", "Videos", and "Blog". The page content is organized into a "1-to-1 Essentials Program" with the subtitle "Helping schools, families, and students harness the power of technology responsibly." Below this is a navigation bar with four tabs: "Introduction", "PHASE 1 Envision", "PHASE 2 Communicate", and "PHASE 3 Implement". The "PHASE 1 Envision" tab is selected, showing the text: "PHASE 1 envision Start by envisioning your ideal program. We know the first steps can be the hardest, so we've given you tools to help you define your goals, survey your community, and lay the groundwork for going 1-to-1. Download Phase 1 Action Plan PDF". Below this is a section titled "Acceptable Use Policies" with a "Print" button. The text defines an AUP: "An acceptable use policy (AUP) is a policy that outlines, in writing, how a school or district expects its community members to behave with technology. Similar to a Terms of Service document, an AUP should define publicly what is deemed acceptable behavior from users of hardware and information systems such as the Internet and any applicable networks." The page also mentions that many schools address both acceptable and unacceptable online behavior in their AUPs.