

LINC 95B: TECHNOLOGY ETHICS & EDUCATIONAL LAW

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2023
Units:	1
Hours:	1 lecture per week (12 total per quarter)
Advisory:	Basic computer skills and knowledge of Macintosh or Windows operating systems; familiarity using Web browsers, email, bookmarking, searching, and downloading; not open to students with credit in LINC 220.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Evaluate current issues in cyber law and cyber ethics and their impact on education.
- Create a multimedia project that teaches about a relevant topic in cyber law or cyber ethics.

Description

Overview of current issues and legislation in computer ethics and cyberlaw. Topics such as copyright, fair use, acceptable use plans, digital divide, accessibility, internet filtering, social media, and cyber bullying are discussed, with emphasis on the implications for the student, classroom teacher, school site, parent obligation, civic government, and broader society.

Course Objectives

The student will be able to:

- Summarize current copyright and fair use laws and their effect on classroom use of technology
- Summarize issues of the digital divide
- Summarize accessibility guidelines and legal obligations
- Debate the ethics of internet filtering or monitoring in schools or public libraries
- Discuss social media in the context of ethical behavior
- Explain cyber bullying and legal ramifications
- Analyze acceptable use plans for school sites and civic departments
- Develop strategies and policies to address student safety online

Course Content

- Copyright and fair use laws
 - Fair use
 - Published work
 - Software
 - Copyright infringement
- Digital divide
 - Define digital divide
 - Identify effects on groups or populations (national and global)
 - Identify measures to shrink the gap
- Accessibility
 - Sections 504 and 508 of the Americans with Disabilities Act
 - Universal Design for Learning (UDL)
- Internet filtering
 - Legal rights vs. moral obligation
 - Who is responsible?
- Social media
 - Irresponsible use of social media
 - Negative vs. positive effect of social media
- Cyber bullying
 - Case studies in cyber bullying
 - Social impact of cyber bullying
 - Measures to reduce cyber bullying
- Acceptable use plans
 - School or district, parent, and student responsibilities
 - Reviewing an acceptable use plan
 - Ethical technology use
 - Implications for students
 - Educational acceptable uses for internet, multimedia, computer
 - Resources and samples
- Develop strategies and policies to address student safety online
 - Governmental policies
 - CIPA - Children's Internet Protection Act (1998)
 - COPPA - Children's Online Privacy Protection Act (1998)
 - SOPPA - Student Online Personal Information Protection Act (2014)
 - Policies are made from strategies
 - Socially acceptable practices affect policy

Lab Content

Not applicable.

Special Facilities and/or Equipment

- When offered on/off campus: Lecture room equipped with projector, whiteboard, and a demonstration computer connected online. Computer laboratories equipped with computers or laptops with internet access.
- When taught via the internet: Students must have current email accounts and ongoing access to computers with web browsing capability and internet access.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Developing a multimedia project on a topic within cyber law and cyber ethics
Presenting their design and project to peers
Making constructive contributions to class discussions and peer reviews

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture presentations delivered in a student-centered learning style, during which students take notes, follow demonstrations, or complete an activity
Facilitated discussions of live presentations, readings, or video presentations
Student presentations in small group and whole class situations

Representative Text(s) and Other Materials

Instructor-assigned notes, materials, and resources, including instructional materials, open education resources, multimedia, and websites.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Reading assignments include analysis of texts, selected examples, and student projects
2. Writing assignments include a course project and multiple developmental projects, reflections, discussion responses, and peer feedback on projects
3. Outside assignments include project planning and development, participation in online peer collaboration activities, and project development through an iterative process

When taught online, these methods may take the form of multimedia and web-based presentations. Assignments will be submitted online as well.

Discipline(s)

Instructional Design/Technology