



# CUBE

Computer Update Bulletin  
for Educators

# Cyber Connectivity and Citizenship

Ginger Long, ICE President

Cyber "connectivity" has evolved over the last ten years to become the single most influential aspect in our daily lives. The Internet, connectivity, and knowledge have become intimately linked together through our work, education, peer interactions and play experiences. Regardless of the degree or the manner in which any of us choose to "connect" in today's world, we all find ways to digitally connect with others.

Our students now have opportunities to connect with the world via data, voice, music, images, networking, consumerism, gaming and web presence. Our students connect instantly, seamlessly and multi-dimensionally, while we are often left behind fumbling with less sophisticated technologies such as our new cell phones. Most of us have finally admitted that we can't keep up with the Digital Natives that we teach. Our youth can amaze and delight us with their digital skills, yet we often feel a nagging fear and worry regarding safety and responsible choices.

On August 21, 2008, the Illinois Senate, acting on that fear, passed legislation amending the school code to require schools serving students in grades 3 and above to provide an Internet safety education curriculum to be taught at least once per year, beginning with the 2009-10 school year. The focus of this legislation is online safety for children and the Illinois State Board of Education is being directed to develop and provide educational materials for districts and parents. This legislation, however, does not address the complexities of responsible cyber behavior and citizenship for 21st century schools.

There are two truths that need to be stated. First, the ugly truth of the world is this – the vast majority of incidents of child sexual assault are perpetrated by a family member or trusted family friend. They occur in homes, schools, churches, camps, daycare centers, or best friend's homes. Our children and families need education on how to stay safe across every setting, not just the Internet, which represents the smallest, although currently the most visible form of child endangerment. Children need repeated exposure on how to stay safe in all settings. And most importantly, the systemic issues of sexual child endangerment must be addressed across our culture, and that includes addiction issues and the perpetrator/victimization cycles that are so prevalent.

The second truth is that all of us are bombarded daily with strangers approaching us while we are on the Internet. Each day, adults and children are approached on the Internet by spammers, gamers, pop-ups, vicious mal-

ware, school cyber bullies, networking professionals whom they have never met, forwarded e-mails, and so much more. A comprehensive education is needed for parents, schools and students on all aspects of Digital Citizenship in the Cyber Connectivity era.



The *International Society for Technology Education* (ISTE.org) has defined Digital Citizenship as the appropriate and responsible behavior regarding the use of technology. They have started the dialogue and begun a curriculum that addresses the multi-dimensional needs of "connecting" in the 21st century. ISTE has identified nine specific elements of Digital Citizenship:

**Digital Access** - full electronic participation in society

**Digital Commerce** - buying and selling of goods on-line

**Digital Communication** - the electronic exchange of information

**Digital Literacy** - capability to use digital technology and knowing when and how to use it

**Digital Etiquette** - the standards of conduct expected by other digital technology users

**Digital Law** - the legal rights and restrictions governing technology use

**Digital Rights and Responsibilities** - the privileges and freedoms extended to all digital technology users, and the behavioral expectations that come with them

**Digital Health and Wellness** - the elements of physical and psychological well being related to digital technology use

**Digital Security** - the precautions that all technology users must take to guarantee their personal safety and the security of their network

Mike Ribble and Gerald Bailey have prepared a text titled *Digital Citizenship in Schools* that addresses these concepts for educators and technology leaders in K-12 settings. Published by ISTE, it offers a guide to understanding Digital Literacy, lesson plans for school and families, and an analysis of potential needs for the future that our students may face.

In addition, a Google search on the topic of Internet Safety educational programs will provide a myriad of excellent websites and resources, including i-Safe, NetSmartz, and many more. But again, their focus is primarily

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# Inform and Protect: Internet Safety Standards for the 21st Century



*Dick Marchessault, Executive Director*

This issue of the ICE Cube newsletter is a fitting and timely companion to the new Illinois law that will require educators to add instructional units dealing with Internet safety to the general curricula for all schools who serve students from grades 3-12. In these pages you will learn more about the scope and content of the new law, and you will also see several excellent articles that contain lesson plans and strategies for working with parents. We have also included articles dealing with online ethical behavior, "netiquette," Acceptable Use Policies, and fair use considerations. The many issues that comprise the notion of Internet safety cannot be addressed exclusively by the schools, however, since we know that our students and children stay connected online long after they leave their classrooms for the day. Parents must also play a key role in this process of informing and protecting young people. This creates some new challenges for educators, but it also presents a powerful opportunity to strengthen home-school connections and establish meaningful partnerships with parents and community leaders.

On a different note, members of the ICE leadership team will be extremely active in the next two months representing our organization at a number of conferences and special events. On October 10, ICE president Ginger Long will join me for the annual Beardstown Regional Teacher Institute where we will conduct breakout sessions and distribute informational brochures. On October 17, Kathleen Molloy and I will join leaders of the Illinois Association of School Business Officials (IASBO) and the Illinois Chief Technology Officers (IL-CTO) to host the second annual TechCon conference in Naperville. Kathleen and I will travel to Mt. Vernon on October 30 and 31 for the 29th annual teacher conference coordinated by Mindy Fiscus and her colleagues at ROE 25 in Hamilton County and Jefferson County. Finally, several members of the ICE Executive Board will represent our organization at the 15th annual IETC Conference in Springfield on November 20 and 21. ICE is a Gold Sponsor for the event and we hope to see many of our members at this great conference.

Looking ahead, the many members of the ICE Conference Committee have been working very hard as they make plans for the 2009 event titled "Connecting to the World of Tomorrow." Jim Fruchterman and Dr. Yong Zhao have already been booked as the keynote speakers for the conference and we also have a full slate of half-day and full-day workshop sessions that will cover a broad range of topics. Registration for ICE Conference 2009 will open at the beginning of November, so be sure to mark your calendars and save the week of February 24-27, 2009, so that you can participate in the workshops, attend the general sessions, and visit the new and expanded ICE booth in the Exhibit Hall.

Many of our ICE members take advantage of the professional development opportunities that are provided by our organization, but if you are a new member or perhaps not aware of the resources that are available to you, be sure to visit the "Professional Development" page on the ICE web site. Your membership entitles you to access all of the tutorials and other materials on both the Atomic Learning site and the Star-Online site, and our leadership team is currently exploring other similar web-based resources that we hope to make available to our members in the months ahead. I encourage you to explore these online materials, but I also urge you to take an active role in the chapter events that are scheduled in your region of the state. Be sure to visit the chapter web pages, read the messages posted by chapter leaders on the new ICE blog network (<http://ice.typepad.com>), and participate in the meetings and presentations throughout the year. At every chapter meeting you will have the chance to gain some valuable teaching strategies and insights and share your expertise with your friends and colleagues at the same time.

The 2008-2009 school year is already well underway and the holidays are just around the corner. Best wishes for a satisfying and enjoyable year!

# Web 3.0 - The Semantic Web Cometh

## What Happens When the Read-Write Web Begins to Think?

Jason Ohler ©2008

### From Info Tease to Info Overload

When the web first appeared at my university I used a very early browser to search for the word "education" and received only a few pages of hits. It seemed like such a tease. As with many of my colleagues at the time, the question on my mind was, "When will the World Wide Web actually get here?"

As the saying goes, be careful what you wish for. We have gone from information tease to overload

*Is having too much information better than having too little?*

in two short decades. Now the questions on everyone's minds are the same questions that Credo the Mentor asked in, *Then What?*:

What happens when we ask a simple question and get so much information that we can't sort through it, let alone evaluate its trustworthiness? What happens when we get so much information that we can't understand it well enough to figure out how to recast our question in ways that might make the response more manageable? What do we do when we realize that having too much information is no better than having too little since neither allows us to act more responsibly?

### Enter the Semantic Web

Enter the Semantic Web, often called Web 3.0, which will bring the web much closer to Tim Berners-Lee's original conception of it as a universal network in which computers adapt to humans rather than the other way around.

To understand what the Semantic Web offers, consider a simple search example. Currently, if you want to know my phone number you need to go to my web page and root around until you find it. That's because the current coding system used to build web pages, largely HTML, displays information without identifying it in any meaningful way. That is, my phone number is not coded as "a phone number." It simply appears as a series of characters on the screen, requiring a human being to recognize what it is. Contrast this with

a database about your friends that contains a specific column called "phone number." Even if your database includes millions of entries, locating a specific phone number is an easy task.

The Semantic Web converts "display only" information to meaningful information by tagging it with descriptors like "phone number." Further, it allows users to find relationships between tagged information (like phone number and mailing address) using inference rules and data organizational tools called "ontologies" that provide logic and structure to the information embedded in web pages. Taken to its extreme the Semantic Web becomes a heavily tagged, relational database on steroids that connects all technologies, from book chapters to cell phones to Second Life. As a result, computers can do a good deal of the information grunt work that is currently reserved for humans. When it comes to a web search, for example, the Semantic Web will do a reasonable job of collating, cross-referencing and synthesizing the results for you. It does this in part by employing software agents that can find, distill and exchange information with other agents to build meaningful information collages.

*Web 3.0: the read, write, think web ...*

As Tim Berners-Lee pointed out, the ultimate goal of the Semantic Web is data integration.<sup>2</sup> Because the Semantic Web understands my phone number, it can relate it to another semantically defined term, such as my address. It can then relate that to other semantically defined concepts like walking distance, postal rates, climate, or driving directions to the nearest airport. In practical terms, it can then help me plan for a vacation, chart driving directions, and plan activities while I am en route. It is the use of common definitions, inference rules and ontologies, as well as proactive tools like web agents, that will turn the web from a thicket of superficially connected information containers into an ecosystem in which the parts of the web are truly interrelated. In so doing it will give the web the appearance, but not yet the reality,

of being able to think. The reality will come much later.

### Using the Semantic Web in Education

Let's consider the potential impact of the Semantic Web on three basic areas within the educational arena: knowledge construction, personal learning network (PLN) maintenance, and personal educational administration.

#### Knowledge Construction

Currently, Googling a term like "global warming" returns a minimum of a gazillion hits, most of which link to complex data resources that are themselves linked to other resources and so on. Unless a topic is important to us, there is a very good chance we won't explore much beyond the first page or two of hits returned by a Google search. The presumption of knowledge in this approach to information gathering and evaluation is presumptuous, faulty and potentially dangerous.

*Web 2.0 searches for pages;  
Web 3.0 searches for information.*

In one vision of a well-developed semantic web, a search returns a multimedia report rather than a list of hits. The report draws from many sources, including websites, articles, book chapters, blog dialogue, YouTube presentations, cell phone memory, virtual reality resources – anything that is accessible by the rules of Web 3.0. The information in the report – which may be very wiki-like in structure<sup>3</sup> – would be compared, collated and synthesized in a basic way, presenting points of agreement and disagreement, and perhaps evaluating these in light of political positions or contrasting research. The information would also be personalized, alerting us to personal and even local resources based on our profiles. Ideally, the Semantic Web reduces the amount of time we spend searching and sifting so that we can spend more time thinking and participating.

#### Personal Learning Network Maintenance

Each of us spends far too much time searching the web, trolling blogs, wading through long podcasts and so on just to find

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## Web 3.0 - The Semantic Web Cometh

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the few nuggets we can use for our personal learning networks. Besides being inefficient, this approach to managing our own educational resources can often lead to inaccuracies simply because we run out of the time or motivation to do a thorough job.

One of the primary shifts under Web 3.0 is that PLNs could be built around subjects and information relationships rather than tools and services. Personal learning agents would identify relevant information from any source that is semantically accessible and provide an information synthesis tailored to a personal learning objective.

### *Personal Educational Administration*

Universities and other educational institutions tend to be isolated entities that don't play well together. But even if the economic and turf concerns that cause this were to disappear, developing a student-centered multi-institutional approach to education would still be logistically impossible because education providers typically do not share common languages to describe course or degree requirements. Students who transfer between universities will bear witness to how difficult it can be to do something as basic as try to transfer credit for Sociology 101 from one institution to another.

Semantic Web technologies have the potential to challenge institution-centric education with the same force that distance learning technologies challenge place-centric education. At some point institutions will describe courses and degrees semantically to help their own internal functioning. This will have the secondary effect of making many of the components of education somewhat comparable across institutions. The result will be that students may be able to identify comparable coursework from several education providers and, in the process, even meet the graduation requirements of yet another. Smart schools will get out ahead of this now.

### Will it happen?

The short history of digital age education is a study in reactive planning. What is truly unique about the Semantic Web is that it constitutes a major shift in technology that we can see well in advance of its arrival. This allows us not only to prepare for it, but also shape it, which includes addressing the many biases that are sure to creep into its basic structure. We can already see glimpses of the Semantic Web's arrival. Educators would do well to jump into the Web 3.0 discussion now to help ensure that it can serve education in the best possible ways.

*The "ancient human" will make sure the Semantic Web happens...*

Will the Semantic Web fully arrive? Absolutely, not due to forces of digital determinism, but because of what MIT computer scientist Michael Dertouzos called "the ancient human in each of us."<sup>4</sup> As ancient human beings, we want to develop tools that help us connect, develop relationships, and explore and understand the world around us, regardless of how technologically advanced we become. Those in the 1980s who told me e-mail would never catch on ignored the ancient human, as did those who told me just a few years ago that the world would come to see blogging as superfluous. The Semantic Web will happen. The ancient human will see to it.

### Endnotes

1. Jason Ohler, *Then What: Everyone's Guide to Living, Learning and Having Fun in the Digital Age* (Juneau: Brinton Books, 2001).
2. Paul Miller, "Sir Tim Berners-Lee: Semantic Web Is Open for Business," *The Semantic Web*, posted February 26, 2008, <http://blogs.zdnet.com/semantic-web/?p=105>.
3. Note that Web 3.0-type search engines are being developed just for Wikipedia to intelligently access the massive amount of interconnected information it provides.
4. Michael Dertouzos, *The Unfinished Revolution: Human-Centered Computers and What They Can Do for Us* (New York: Harper-Collins, 2001).

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# New Internet Safety Legislation and Illinois Schools: Keeping Kids Safe!

Faith Bishop  
Principal Consultant  
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The topic is not new but the focus is widening. Increasingly worrisome trends in cyber bullying, child endangerment from online predators and a long list of online safety concerns have prompted new legislative requirements for Illinois Public Schools. Prior legislation only encouraged Internet safety instruction in Illinois schools, yet starting with the 2009-2010 academic year, Illinois schools **will be required to** incorporate into the school curriculum a component on Internet safety to be taught at least once each year to students in grade 3 or above.<sup>1</sup> The complete legislation is available online at [www.ilga.gov/legislation/ilcs/fulltext.asp?DocName=010500050K27-13.3](http://www.ilga.gov/legislation/ilcs/fulltext.asp?DocName=010500050K27-13.3). Signed into law on August 21, 2008, by Governor Rod Blagojevich, the legislation lists several Internet dangers to be addressed in curriculum that will be selected for adoption at the district level. The areas incorporated into instruction should include, but are not limited to, Internet threats and risks, child predators, unsafe communication, exploitation, identity theft, and many other Internet dangers.<sup>2</sup>

Prior to the enactment of the new law, The Illinois State Board of Education (ISBE) called upon individual school districts to submit samples of best practices regarding Internet safety instruction at the local level as well as links to district Internet safety pages. The

agency is still seeking this information for possible inclusion on a portal now housed on ISBE's website at: [http://www.isbe.net/curriculum/html/internet\\_safety.htm](http://www.isbe.net/curriculum/html/internet_safety.htm). The agency will be working hard to continue to reach out to districts through the Learning Technology Centers to compile a list of model school programs and assemble an appropriate list of resource materials for posting online as allowable under the law. Additionally, agency staff members have been in communication with other state agencies about an engaging cyber bullying awareness initiative that will be featured soon on ISBE's website. Details were still in development at the time this article was written. Check the ISBE web at [www.isbe.net](http://www.isbe.net) for news, information, and updates!

ISBE understands that many schools or districts may be seeking information about specific training materials or have specific training needs. Individuals are encouraged to contact the Directors of their local Learning Technology Centers (LTCs) for help and support in these areas. LTC information is available online at [www.isbe.net/curriculum/html/internet\\_safety.htm](http://www.isbe.net/curriculum/html/internet_safety.htm). Illinois has 15 regional center directors, some of whom are certified under the i-SAFE<sup>®</sup> training model. The Directors of the Learning Technology Centers will soon be launching a website that will contain training dates and information to support schools in their effort to comply with the Internet safety education requirements under the law as well as other e-learning news and information.

The protection of Illinois children is at the forefront of this initiative. The inclusion of Internet Safety topics instruction will not only satisfy requirements under the law, but will help students become more technologically literate. Helping students to become safer, socially and ethically responsible users of technology is a step toward encouraging very important 21st century skills. As students mature through their school years through careful instruction, they will be much better prepared to positively and effectively interact in an ever increasingly technologically connected global society.

## Author's Note:

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<sup>1</sup> Illinois General Assembly. (2008). Bill Status of SB2512 95th General Assembly. Retrieved Sep. 10, 2008, from <http://www.ilga.gov/legislation/BillStatus.asp?DocNum=2512&GALD=9&DocTypeID=SB&LegID=36886&SessionID=51&GA=95&SpecSess=0>

<sup>2</sup> IBID



# Internet Safety Education Curriculum

Phil Lacey  
Director of Instructional  
Technology Services  
Niles Township High School District 219

Beginning with the 2009-2010 school year, a school district must incorporate into the school curriculum a component on Internet safety to be taught at least once each school year to students in grades 3 or above. The school board shall determine the scope and duration of this unit of instruction. The age-appropriate unit of instruction may be incorporated into the current courses of study regularly taught in the district's schools, as determined by the school board, and it is recommended that the unit of instruction include the following topics:

(1) Safe and responsible use of social networking websites, chat rooms, electronic mail, bulletin boards, instant

messaging, and other means of communication on the Internet.

- (2) Recognizing, avoiding, and reporting on-line solicitations of students, their classmates, and their friends by sexual predators.
- (3) Risks of transmitting personal information on the Internet.
- (4) Recognizing and avoiding unsolicited or deceptive communications received on-line.
- (5) Recognizing and reporting on-line harassment and cyber-bullying.
- (6) Reporting illegal activities and communications on the Internet.
- (7) Copyright laws on written materials, photographs, music, and video.

iSafe is one of many agencies offering free video certification through their Virtual Training Academy. There are many different program offerings for a variety of audiences including, parents, educators, students and community members. Extensive support materials are available. <http://www.isafe.org>.

Other web sites that include valuable information on this topic include:

Illinois State Board of Education Internet Safety Resources:  
[http://www.isbe.net/curriculum/html/is\\_resources.htm](http://www.isbe.net/curriculum/html/is_resources.htm)

State of Illinois Attorney General Internet Safety Resources:  
<http://www.illinoisattorneygeneral.gov/children/internet.html>

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# Fair Use Guidelines

Diane Bell

Benito Juarez Community Academy

Chicago Public Schools District 299

**Grade Level(s):** High School

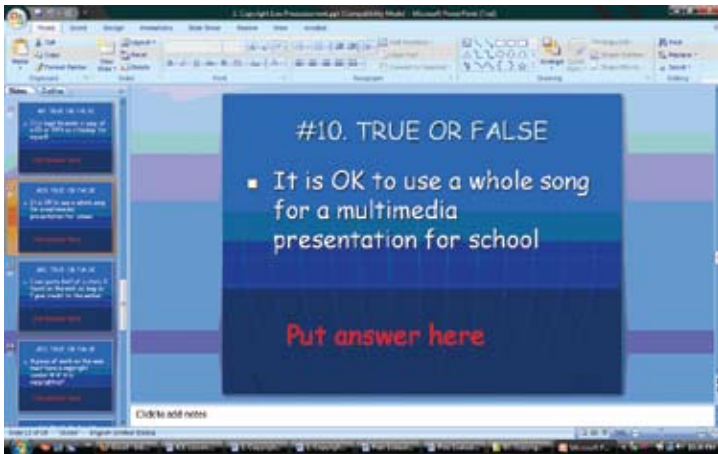
**Goal and Objective:** Copyright law is tricky. Students often have the misconception that they can use as much of an original work for whatever they want. This lesson focuses on how much of the different type of media is allowable under Fair Use guidelines. Students will learn how to apply these guidelines and spot violations in peer presentations.

**Materials:** One computer per student (preferred), Microsoft PowerPoint, internet access.

**NETS-S Standards: 3, 5**

**Preparation:**

1. Create pre-assessment questions. It might be helpful to do this in PowerPoint. Students copy the PowerPoint file and answer directly on the slides. These questions are usually in true/false and multiple choice formats, and they feature large font sizes so that they can be graded on the fly during class.



2. Make many copies of the "Get out of Jail Free" card from Monopoly to equal the number of students times the number of assessment questions you plan to use. Hopefully, you will not need all of them.

3. Create a WebQuest from websites such as:

[www.cyberbee.com/copyrt.html](http://www.cyberbee.com/copyrt.html)

<http://21cif.imsa.edu/tutorials/micro/mm/copyright>

<http://www.copyrightkids.org/quizframes.htm>

<http://www.umuc.edu/library/copy.shtml>

Make sure the WebQuest makes it possible for students to fill out a blank version of a table of Fair Use guidelines similar to the following:

Media Type	Percentage	No.	Limitations
Text		OR	
Poem			
# poems by 1 poet			
Images			
# images from a single published work		OR	
Music		OR	
Motion media		OR	
Database		OR	
Music video		OR	

**Day 1:** Have students answer true/false and multiple-choice questions about copyright law as a pre-assessment. As a group, go through the questions one at a time making sure you can quickly see the students' answers. As you discuss the current question, walk around giving everyone who answered a question incorrectly a "Get out of Jail Free" card, BUT turn it upside down and ask them not to look at what they are receiving. When the cards are revealed to the students, it naturally leads to discussions of consequences for violations and personal responsibility for knowing the law. Lastly, the number of cards handed out should give you an idea of how much your students know.

**Day 2:** WebQuest. Make sure the quest allows them to successfully fill out the table.



Media Type	Percentage		Number	Limitations
Text	10%	OR	1000 words	Whichever is less
Poem	n/a		Up to 250 words	n/a
# poems by 1 poet	n/a		3	n/a
Images	Whole image		Up to 5 from single artist	n/a
# images from a single published work	10%	OR	15	Whichever is less
Music	10%	OR	30 seconds	Whichever is less
Motion media	10%	OR	3 minutes	Whichever is less
Database	10%	OR	2500 fields	Whichever is less
Music video	10%	OR	30 seconds	Whichever is less

*continued on page 7*

## Fair Use Guidelines

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**Day 3:** Review Fair Use guidelines in the table and go over examples of how to determine whether the example violates copyright law. If necessary, review how to quickly count words in applications such as Microsoft Word, calculate 10%, convert minutes to seconds, and accurately time music and motion media files using the computer clock.

**Day 4-6:** Students work in pairs to create an “illegal” PowerPoint presentation. Actually, they will create a PowerPoint with one type of media per slide. The different types of media should all approach copyright infringement, but only one should actually violate law. For example, with a poem, approaching copyright infringement would be the use of exactly 250 words or a little less; a violation would be the use of more than 250 words. Many teenagers seem to enjoy walking this fine line.

Students find all media themselves on the Internet. Students should put the count of words or duration of time of the original work on each slide, so that 10% can be calculated.

**Day 7:** Evaluation day. Student pairs move from computer to computer scrutinizing the “illegal” PowerPoint presentations of other student pairs by filling out the following evaluation slip:

<b>PowerPoint Owners' Names:</b>					
<b>Evaluator Names:</b>					
		<b>CIRCLE WHICH IS LESS</b>			
<b>Media Type</b>	<b>Total length of original</b>	<b>10% of original</b>	<b>Maximum according to law</b>	<b>Length you counted or timed</b>	<b>Legal or Illegal?</b>
<b>1. Text</b>					
<b>2. Poem</b>	<b>N/A</b>	<b>N/A</b>			
<b>3. Images (1 artist)</b>	<b>N/A</b>	<b>N/A</b>			
<b>4. Music</b>					
<b>5. Motion Media</b>					
<b>6. Music Video</b>					
<b>7. Number of LEGAL slides:</b> _____					
<b>8. Number of ILLEGAL slides:</b> _____					
<b>9. If the number of illegal slides is greater than 1, explain to the PowerPoint owners why you think their illegal slides violated Fair Use guidelines:</b>					

**Day 8:** Discuss common unintentional errors found in peer presentations. To bring it full circle, possibly end with a discussion of the legality of the use of the “Get out of Jail Free” card from Monopoly on day 1. Note that a copyright symbol © is required for a work to be considered copyrighted, but the Monopoly “Get out of Jail Free” cards do have a clearly visible copyright ... from 1936! This might also be a good transition to or review of copyright duration.

Electronic versions of files available upon request from [dbell1@cps.edu](mailto:dbell1@cps.edu). Please put “Fair Use Lesson” in subject.

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## Cyber Connectivity and Citizenship

continued from page 1

safety only, not citizenship. Our students need to know how to stay safe from identity theft, recognize signs of cyber addiction, and know the legalities of copyright. It is our responsibility to prepare our students to become life-long learners and to accept their digital citizenship in our world.

# Internet Safety and Ethics – Don't Forget the Parents!

Vinnie Vratny  
Director of Academic Technology  
North Shore Country Day School

As in many schools, Directors of Academic Technology such as me focus our attention to deliver curriculum about Internet Ethics and Safety primarily to two groups at our schools, faculty and students. We spend countless hours working with large groups, small groups, and individuals so that users can construct a framework to recognize how they collaborate with others in a more increasingly inter-dependent world.

Forgotten, or at least pushed to the side, is an important and influential group in the education of our students - their parents. It begs me to think about the following questions:

1. How much time do you spend on creating opportunities to teach parents about the new communication tools such as blogs, podcasts, and social networks and how to operate in a safe and ethical way? Is it only a fraction of the time that you spend on faculty and students? Why is that so, since students will spend significantly more time at home than they do at

school? Do you focus only on Internet Safety, or do you show them some of the tools and how they can be used?

2. Most educational institutions talk about life-long learning, but do we model this by providing opportunities for our parents to learn about the shifting landscape? We need to provide parents with the skills and experiences so that they can better parent and partner with us as they work with their children.
3. Are we offering opportunities to support parents as they begin to participate using these tools? If not, why not? Wouldn't parents benefit from first-hand experience in the use of social networks?
4. Do we provide forums for parents to converse with other parents to develop parenting strategies so that they can more effectively parent our children? Isn't it better to know what other parents allow?
5. Do we have any methods of delivering the message beyond the lecture format? Do we provide access to our parents so that they may experience the positive aspects of the new web tools?

I feel that it is our imperative to do as much as we can to not only provide information, but to challenge our parents to participate. For the past two winters, I provided an opportunity for our parents to participate and experience aspects of Web 2.0. This opportunity is done in a hybrid fashion, first as a face-to-face lecture based class to provide the background. Then the course moves online where parents are encouraged to download audio and video files that focus on topics of Internet Safety, all while participating in a networked environment. Parents are provided learning opportunities that challenge them to visit web sites such as Club Penguin or Webkinz, create a Facebook account, read blogs, listen to podcasts, and hopefully excite a few of them to begin to contribute to the conversation.

If you take time to create experiences and areas for parents to safely learn some of the lessons themselves, you will help to forge a better partnership with the adults as they attempt to help guide children safely through the emerging and shifting technological landscape.

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## Internet Ethics and Acceptable Use Policies

Josh Mika  
LRC Director, Beebe Elementary  
School  
Naperville District 203

**Suggested Grade Level:** 4th / 5th grade

**Content Areas:** Writing, reading, technology, citizenship, cyberbullying

**Goal:** Students will learn the rules of proper technology use as outlined by the school's technology use policy. The students will also learn about the power of the written word, its implications, and possible misinterpretations when used with modern communication methods.

**Required Materials:** A computer connected to the internet and hooked up to LCD projector/ TV and speakers.

**Background:** Students begin to dabble in many of the modern communication methods beginning at the elementary level. Text messaging, emails, instant messaging, and Twitter are all examples of this brief, text driven, communication which often times is transmitted in phrases, made-up acronyms, or short sentences. Unfortunately, this provides a challenge when addressing the Illinois State Board of Education's (ISBE) writing goal, "The ability to write clearly is essential to any person's effective communications" (ISBE, 2008). This also gives a new twist to state goal #1 where context clues, decoding, and clarifying the meaning of the text are applied to mediums where made up words, acronyms, and abbreviations are rampant.

**Lesson:**

Introduction

By using technology at school, students take on a great responsibility. Many schools have adopted a technology use policy to remind students of the consequences for improper use. Before you begin the lesson, take a pool of your students. You might ask, for example, "How many of you email, instant message, text message, or use twitter to communicate?"

Power Point

\*Use the Power Point "Your Words 08-09" available at AuthorStream: <http://www.authorstream.com/> for use online or download and adjust the links

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## Internet Ethics and Acceptable Use Policies

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for your school. Here is the full link: <http://www.authorstream.com/Presentation/jmika-86286-words-08-09-cyberbullying-textmessaging-instantmessaging-email-twitter-education-ppt-powerpoint/>

SLIDE ❶: When you logon to a computer at school, you're accepting the guidelines of our school's technology use policy. Remind students that their words can be powerful tools to communicate.

SLIDE ❷: Sometimes, however, these words might be misinterpreted while others might be used to hurt someone. Click on the "NetSmart" link and it will take you to NetSmart's Workshop: Real Life Stories, <http://www.netsmartz.org/resources/reallife.htm>. Click on the first story, "Feathers in the Wind" <http://www.netsmartz.org/stories/feathers.htm>. After you watch the video folktale, ask the student, "What is the moral of this story?" Most likely the students will respond in kind to the wise man in the story; once your words are out there, you can't get them back.

SLIDE ❸: Go through the three bulleted consequences of a written message. Remind them that they are responsible for those words and if they were meant to harm someone, they could get into trouble for it. \*You may wish to dive into the new Illinois Cyberbullying Law here, or wait until the end of the lesson.

SLIDE ❹: Read through the example email. Ask the students, "Is there anything in this email that might be misinterpreted?" Most likely they'll clue in on the final comment. At this moment, you may wish to say this line aloud to your class. Depending upon your tone or inflection, the phrase might take a different meaning. You could invite one or two students to try saying it in a different tone.

SLIDE ❺: Ask the class, "How might this conversation play out face-to-face?" You could choose someone to read through the previous email example with you, but it might be overkill at this point. Proceed to review the other bulleted consequences of these short communications by continuing the PowerPoint. At the end of this slide you

could back up and ask the students how they might reword the previous email to clarify the author's intention.

SLIDE ❻: Ask the students how they feel when they read the email on this slide. Some may pick up on the classic ALL CAPS equates to "YELLING", but they may not. If this situation arises, you might want to read the email in a soft shout to give the class an idea.

SLIDE ❼: This is where a short video segment of an actual instant message discussion would be welcome (see "adaptations" section below). Not only would the video break up the format of the lesson, but it would give the students a chance to experience a synchronous conversation if they never had before.

SLIDE ❽: "IM-speak" is a difficult topic to bridge, but one that needs addressing. Again, ask the students if they can read this email. Chances are some can and some cannot. Invite an eager student who feels he/she can read it to clarify what it's saying to the class. You may wish to show an online IM dictionary that some of us need to reference in order to read these types of messages, but the idea to get across is that many of these can get misinterpreted, take too long to figure out, or present the possibility that the receiver might simply give up and not read your email.

SLIDE ❾: This is your chance to introduce your school's technology policy and review it with the students. The PowerPoint file has a link to ours online, but you can adapt this to your school/district. This is also an opportunity to expound upon the Cyberbullying Law (effective January 1, 2009).

SLIDE ❿: References

**Extensions:** Some progressive schools are experimenting with blogging or synchronous online communication tools similar to instant messaging. DAY ❶: See if you can find a way to safely hold these types of communications and then print them out for review. DAY ❷: Divide up the groups and have them read the transcripts of the previous day's conversations. What might be misinterpreted? Students can practice rewriting some of the discussion, practicing editing, better word choice, and identifying that some things are

better said over the phone or face to face.

**Adaptations:** Many of the examples in this PowerPoint file are emails, but true examples of text messaging or instant messaging aren't properly addressed. One way to add this element would be to take video of an actual IM chat during a game or on screen. I choose to do this for my 08-09 lesson, but a small shortcoming of AuthorStream is its inability to neither distribute nor incorporate video segments.

**Assessment:** This lesson is not one that typically invites a specific, on the spot assessment. More likely this lesson would be a benchmark for future situations that might arise where inappropriate use of technology, cyberbullying, or use and interpretations of words might come into play.

### Standards Addressed:

ISTE NETS 2b: [Students will] communicate information and ideas effectively to multiple audiences using a variety of media and formats.

ISTE NETS 5d: [Students will] exhibit leadership for digital citizenship.

ISBE SEL 1A.2b. [Students will] describe and demonstrate ways to express emotions in a socially acceptable manner.

ISBE SEL 2C.2a. [Students will] describe approaches for making and keeping friends.

ISBE 3.C.2a [Students will] write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).

ISBE 3.C.2b [Students will] produce and format compositions for specified audiences using available technology.

ISBE 1.C.2b [Students will] make and support inferences and form interpretations about main themes and topics.

\*Implications for Illinois Laws: Harassing and Obscene Communications Act & the new Cyberbullying Law (effective January 1, 2009)

# Internet Safety: Proper Netiquette

Susan Chaplik

A Family Partnership-trust increases when families work together.

Do not "minimize" your screens when your parents enter the room-work together and create a partnership with your parents.

We all need to educate ourselves-it is all about Education

We have taught "Stranger Danger" for years. We now have a broader, more expansive playground to be concerned about: The World Wide Web. Strangers are now entering our homes, our living rooms, and our bedrooms. Education is the key to safety. We must teach how to be appropriate with social networking. As an educator I truly believe that Knowledge is Power. Again, educating ourselves in the ways and terms of Internet usage is the key to being vigilant in protecting our children's safety. This playground is a dangerous place to make friends and build relationships. Parents, teachers, and community leaders need to advise their children at all ages to keep their personal data personal.

Let's begin with a look at a "top ten" list of suggestions and guidelines that parents, teachers, and even students should consider as they approach this important topic of Internet safety and proper "netiquette":

1. Empower our children/students! Make them a part of the solution by encouraging them to report illegal activities and behaviors that cause fear and anxiety for them.
2. Never use personal information online; Never meet a stranger online. Avoid chatrooms
3. Make sure your children or students know that certain behaviors, such as bullying online, are illegal and they can be prosecuted for participating in these activities. Our parents must know that they have rights to report these activities to their Internet Service Provider, the local authorities, and school administrators.
4. Form a partnership with your parents and create an Internet contract that list rules for you to follow. Communication is the key!
5. Show your parents what websites you are visiting. Educate your parents!
6. Know your resources. Educate yourselves with resources such as [safekids.com](http://safekids.com). and [www.NetSmartz.org](http://www.NetSmartz.org).
7. Be aware of the newest, latest software programs that ensure safety on your

computers. Contact your Internet Service Provider (ISP) to learn what other options are available for your computer. For example, many offer Parental Preferences that allow parents to block out unwanted instant messages and solicitations. This is not a replacement for active parental involvement on a regular basis.

8. Increase your own awareness of the benefits of the internet and the areas that could be dangerous. Spend time with children while they access their favorite websites and learn why they enjoy these over others. Make sure that you also inquire about some of the more "Naughty" websites being passed around, so that they can use this as a springboard to talk about the dangers.
9. Rely on your own common sense to help ensure an internet safe environment. Look and be watchful for patterns your kids exhibit using this tool. Ask Questions....Create family time...Watch their schedules.
10. Create time as a family to enjoy the computer by asking questions about the internet, setting up schedules, and limiting time on the computer. Install the computer in a common area within the household so that your kids aren't isolated behind their bedroom doors accessing the computer when you're not observing at all hours of the night.

Since acronyms are such a prevalent part of texting and online chats, here are some of common acronyms that you will want to know:

**AFAIK**-As far as I know  
**AFK**-Away from computer keyboard  
**AIM**-AOL Instant Messenger  
**AM**-Away Message  
**ASAP**-As soon as possible  
**A/S/L**-Age/Sex/Location  
**ATM**-At the moment  
**BBL**-Be back later  
**BBS**-Be back soon  
**B**-Because  
**BCNU**-Be Seein' You  
**BFN**-Bye for now  
**BMG**-Be my guest  
**BRB**-Be right back  
**BTA**-But then again  
**BTW**-By the way  
**CFN**-Ciao for now  
**CID**-Consider it done  
**CTN**-Can't talk now  
**CUL** or **CUL8R**-See you later  
**DOM**-Dirty old man

**DQMOT**-Don't quote me on this  
**EOM**-End of message  
**FAQ**-Frequently asked questions  
**FWIW**-For what it's worth  
**FYI**-For your information  
**F2F**-Face to Face  
**GMTA**-Great minds think alike  
**GRA**-Go right ahead  
**HTH**-Hope this helps  
**IA**-In any case  
**IM**-Instant message  
**IMHO**-In my humble opinion  
**IMO**-In my opinion  
**IMS**-I am sorry  
**IOW**-In other words  
**IPN**-I'm posting naked  
**ISO**-In search of, or Is seeking other  
**JIC**-Just in case  
**KIS**-Keep it simple  
**L8R**-Later  
**LOL**-Laughing out loud  
**MMA**-Meet me at  
**NBD**-No big deal  
**NRN**-No response necessary  
**OH**-Off hand  
**OTOH**-On the other hand  
**OTP**-On the phone  
**PLS** or **PLZ**-Please  
**POC**-Point of contact  
**POS**-Parent Over Shoulder  
**POV**-Point of view  
**P2P**-Private conversation  
**P911** - **PAL**-Parents! Listening  
**ROTFL**-Rolling on the floor laughing  
**RSN**-Real soon now  
**RUOK?**-Are you okay?  
**TAFN**-That's all for now  
**TBA**-To be announced  
**TBH**-To be honest  
**TTYL**-Talk to you later  
**WE**-Whatever  
**WFM**-Works for me  
**WTG**-Way to go  
**WU?**-What's up?  
**YT?**-You there?  
**9-99**-Someone has come/gone

The following is a list of valuable web sites and Internet resources that provide information about cyber bullying and Internet safety:

Illinois ICAC: Illinois Internet Crimes Against Children  
<http://illinoisicac.org>

Missing Kids  
<http://www.missingkids.com>

i-Safe-Internet Safety Training and Education  
<http://www.isafe.org>

NetSmartzKids activities

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## “Internet Safety: Proper Netiquette”

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<http://www.netsmartz.org>

SafeKids  
<http://safekids.com>

SafeTeens  
<http://www.safeteens.com>

StaySafe

<http://www.staysafe.org>

Stop Cyberbullying  
<http://www.stopcyberbullying.org>

Center for Safe and Responsible Internet Use  
<http://cyberbully.org>

In conclusion, a safe Internet is everyone’s responsibility. Educate yourself so that you can educate your kids. Our children are vulnerable targets for potentially dangerous interactions. With your involvement, you may be surprised

to see their use of the Internet will be more rewarding and productive, and you will be minimizing danger and risk at the same time. The most important thing to stress is that the Internet should not be used by kids as a vehicle to expose their intimate and personal details as it can pose harmful risks to their well-being. Create a partnership and build trust so that using the computer is a positive experience.

# Internet Safety Lesson Plan

Nancy Fitzgerald  
University of Phoenix  
Ss. Peter & Paul School

Subject Area: Technology  
Grade Level: 8

## Problem Statement

Student safety is paramount in any classroom situation, and Internet usage is no exception. It is important to educate the students about how they can protect themselves from being exposed to harmful material as well as from predators. They should never divulge personal information about themselves online. It is surprising to note that it does not take very much information to track a person down. For example, if a student discloses his school name, sport and team number, his identity can be discovered. Use of chat rooms and unsupervised email should not be allowed in school settings. Students should also be advised never to agree to meet someone they have “met” online.

Students today use the Internet as a major form of communication. They instant message and use social networking sites to exchange information and photographs. Unfortunately, they are not always cognizant of the dangers and ramifications of using these sites.

Internet safety has grown to encompass many areas that require protection. The challenges faced by schools mirror those of the business world and responsible administrators must address these issues. If students and staff are educated in these matters, they learn how to safely surf for information that expands their knowledge base.

## Objectives

1. Students will learn about the dangers and responsibilities of Internet communication.

2. Students will demonstrate responsible use of Internet communication.

## Learning Standards

### N.E.T.S. 1-6

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

## Illinois Standards

**SEL Goal 2** - Use social-awareness and interpersonal skills to establish and maintain positive relationships.

**SEL Goal 3** - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts

**Science - Goal 13** - Science, Technology and Society

## Procedures

**Lesson 1** – The teacher can access a story from the following link: <http://www.cfnsn.com/melas/story009.html> to demonstrate to the students that they need to be careful about providing personal information online. Hand out copies of the story, assign parts to students, and read it together. This seems to have more of an impact than just talking about the dangers. Classroom discussion and brainstorming provide students with additional ideas about proper Internet use.

Students are then asked to type their phone numbers into a search engine such as Google. The search results bring up their addresses

and maps to their houses. The reality that their houses can be located so easily is a frightening prospect to many of them. They are then shown how this can be removed on the site, but are asked to discuss this with their parents first. Many other search engines have the same feature and they are encouraged to check that out as well.

**Lesson 2** – Students are shown a few videos that depict teenagers going to meet strangers from the Internet. Some of these videos were created by other students to “teach” about the dangers of giving out too much information and meeting someone they met online. Here are some examples of videos that show dangerous practices on the Internet:

<http://www.msnbc.msn.com/id/11064451/>

[http://www.youtube.com/results?search\\_query=myspace+danger&search\\_type=&aq=f](http://www.youtube.com/results?search_query=myspace+danger&search_type=&aq=f)

[http://www.teachertube.com/view\\_video.php?viewkey=6c7e691c5438115e54e0](http://www.teachertube.com/view_video.php?viewkey=6c7e691c5438115e54e0)

Next, the students are directed to go to “Think Before you Post!” at <http://tcs.cybertipline.com/knowthedangers7.htm>. The students are divided into groups of three and use a graphic organizer to brainstorm the “do’s” and “don’ts” of Internet safety. Once they are satisfied with their lists, they create posters using a desktop publishing program such as Microsoft Publisher.

## Additional Internet Safety Resources

<http://www.teachersfirst.com/safety.cfm>

<http://www.cbsnews.com/stories/2006/02/06/eveningnews/main1286130.shtml>

## Assessment

Students will be assessed by means of a rubric.

Illinois School Library Media Association presents



November 6 – 8, 2008

Sheraton Chicago Northwest  
Arlington Heights, IL

### Featured speakers:

#### *Dr. Curt Bonk*

The Friday banquet keynote speaker is an expert in emerging educational technologies and pedagogical opportunities that can positively impact student learning

#### *Doug Johnson*

The Friday morning speaker is the Director of Media and Technology for the Mankato (MN) Public Schools, as well as a teacher, author, and blogger.

#### *Jordan Sonnenblich*

The author of the 2008 Caudill winner *Drums, Girls and Dangerous Pies*, will be accepting his award on Saturday morning.

### *Other presentations include:*

- *Google* for Teachers
- Teaching with Primary Sources
- Digital Storytimes
- Computer Game Design for Fun, Literacy and Learning
- Teaching Students Right from Wrong in the Digital Age
- Research Papers without Plagiarism

New this year is **BYOL - Bring Your Own Laptop**. These are professional development sessions on Thursday. Participants in these sessions will have an opportunity for some hands-on experiences with different topics.

Also, back by popular demand is the **Virtual Conference** on Friday, November 7.

For more information or to register for the conference, go to the ISLMA website – [www.islma.org](http://www.islma.org) and get the early bird rates until September 27, 2008.

# Classroom 2.0 Live

Lucy Gray  
The Center for Urban School  
Improvement  
University of Chicago

Following his standout sessions at the 2008 Illinois Technology Conference for Educators, Steve Hargadon will be returning to Chicago to facilitate Classroom 2.0 Live, a free professional development event for area educators, on November 7 and 8. Several of these events have already been held around the United States, and it's a great opportunity for Illinois educators to get a refresher course on topics presented at IL-TCE 2008. Classroom 2.0 Live is a collaborative conference in which sessions are determined by participants' interests and needs. Using an easily edited online document called a wiki, attendees plan and facilitate in-depth sessions related to using participatory technologies in education. Sessions will be streamed on the Internet so that others can participate virtually from around the world.

Participants with varying comfort levels with technology are welcome to attend. Beginners interested in trying out applications such as blogs and wikis can learn from the experiences of those who are already



integrating these technologies into their classrooms. In depth, hands-on sessions are typical of Classroom 2.0 Live events and participants usually bring their own laptops in order to try out new technologies. Deep discussions of pedagogical concerns related to integrating technology effectively into instruction are another focal point when planning Classroom 2.0 Live sessions. In general, these conferences tend to be great opportunities to network and develop collegial relationships.

The Chicago Classroom 2.0 live event will be hosted by the University of Chicago Charter Schools and will commence on Friday,

November 7 at their Digital Youth Network studio, a multimedia space located in the Little Black Pearl Art and Design Center in Chicago's historic Hyde Park/Kenwood neighborhood. Starting on Friday afternoon, teachers and students will be demonstrating student projects in an informal showcase. Following a dinner and a brief keynote address, attendees will give a series of presentations in the Pecha Kucha style (<http://www.pecha-kucha.org/>), ending about 8 PM. On Saturday, both the North Kenwood/Oakland Campus of the University of Chicago Charter Schools and the Digital Youth Network space will be utilized as meeting places. Participant-led workshops will take place from 8 AM - 4 PM on Saturday, November 8.

For further information, please visit the Classroom 2.0 wiki (<http://wiki.classroom20.com/>). If you would like further information about the Chicago event details specifically, visit this page: <http://wiki.classroom20.com/Chicago+2008>. To RSVP as an attendee or as a presenter, make sure to fill out this form: <http://tinyurl.com/classroom20liveRSVP>. Contact organizer Lucy Gray (elemenous@gmail.com) with any questions!

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An astronaut.

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# STAR-Online -Onsite

SUPPORTING TEACHERS WITH  
ANYTIME/ANYPLACE RESOURCES

## *STAR-Online and ICE Partnership to Continue*

Ledith Whitehall  
Western Illinois University

STAR-Online and ICE will continue implementing a program that provides a revolutionary e-learning platform for educators. ICE members can access the STAR-Online site as a resource, providing technology integration content. To participate in the program please email the ICE Office your first and last name and email address. You will receive your username and password in about 2 weeks. For more information on this program you may go to: <http://www.star-online.org/>

As part of the ICE membership you will receive **free** access to STAR-Online resources to use for your own professional development and classroom use. STAR-Online is also available at a 25% discount if you are interested in earning CPDUs or graduate credit from Western Illinois University. Tuition fees will apply. Contact STAR-Online for your discount which is only available to ICE members.



### **STAR-Online's Virtual Teaching & Learning Community (VTLC)**

The Virtual Teaching & Learning Community (VTLC) is an online, interactive, self-paced, staff development model that allows teachers to gain knowledge and skills in the applications of educational technology. Through this VTLC, teachers can participate in quality online training modules, access resources, and network and collaborate with other teachers nationwide.

#### **The VTLC offers the following:**

- Over 30 proven online modules focusing on the use of technology in the classroom including a module focusing on technology integration in Special Education.
- Online support to educators, as well as to mentors and technology/staff development planners
- Online resources with links to relevant sites
- Online communication tools for networking and exploration
- Custom reports for districts/schools to assess need, use, and effectiveness of the online training

STAR-Online will continue to meet pressing technology needs, overcoming geographic isolation and limited resources by expanding its content and resources. STAR-Online is a comprehensive, collaborative communication system which provides a rich array of individualized training available to educators anytime, anyplace - thereby building capacity at individual, classroom, regional, state, and national levels.



### **CPDU Information (Illinois Teachers Only)**

STAR-Online is an ISBE Approved Professional Development Provider for Teacher Certification Renewal (Provider #100090) SISBE required verification forms will be available upon request at the completion of each module. If you have questions, contact STAR-Online at 309-298-2444 or email at [star-online@wiu.edu](mailto:star-online@wiu.edu)

### **Graduate Credit**

Western Illinois University Graduate Course IDT 573 Online Professional Development: Application of Technologies in the Pre-K-12 Classroom Office for Partnerships, Professional Development, and Technology College of Education and Human Services Western Illinois University

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## STAR-Online and ICE Partnership to Continue

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### Fall 2008

STAR Registration Number 30579 two graduate credits per semester. This class may be repeated for up to 4 semesters for a total of 8 graduate credits.

Instructor: Debbie Danner

For course information, contact:

Debbie Danner  
Horrabin Hall 113  
Macomb, IL 61455  
309-298-2444 x 293  
DE-Danner@wiu.edu

**Start Date:** Begin on or after August 25, 2008

**End Date:** All coursework must be completed and submitted by December 12, 2008

**Drop Date:** The official drop date for Fall classes is September 8, 2008. If you are adding this course AFTER the drop date, you will not be able to withdraw without paying a fee to the University. Contact Star-Online for details. You must also contact the Instructor for permission to add past the drop date.

### Cost

For tuition costs, refer to <http://www.wiu.edu/businessservices/tuition>. Unless you are taking other classes at WIU, scroll down to Non-Guaranteed Graduate Student Rate - Summer 2008 thru Spring 2009. There will also be a one-time transcript fee of \$7.00 upon proof of a bachelor's degree. All students taking graduate classes will be charged a one-time, non-refundable \$30.00 application fee. Contact the Registrar's at 309-298-1891 with questions about tuition

and other university fees. Please do not submit payment with registration. The university will bill you separately. Fees are subject to change due to actions by the Board of Trustees.

### Course Description

Studies leading to applications of Instructional Technology and Telecommunications that emphasize competency development in a specialized area such as distance learning, curriculum integration, presentations systems, and multimedia techniques. Course includes the completion of a project. This course does not apply to degree plan. Prerequisite: Graduate standing

### WIU Mission Statement

The mission of Western Illinois University is to provide the premier undergraduate and graduate education among all public universities in Illinois and, in selected disciplines, beyond Illinois' borders.



### Requirements

To participate in this class, registrants must have basic computer skills, access to the Internet, a bachelor's degree, be admitted into the WIU graduate school, and be a registered user of STAR-Online. ICE members may purchase this option at a 25% discount. For information, contact Ledith Whitehall (la-whitehall@wiu.edu).

In this asynchronous course, students will gain technology skills that can be applied in their classrooms. All of the instruction will be delivered via online modules through the Virtual Teaching & Learning Community on the World Wide Web. Online support will be available through a listserv as well as through Debbie Danner (DE-Danner@wiu.edu).

### Graduate Admission

To be accepted as a graduate student, go to <http://www.wiu.edu> to apply online, or contact the School of Graduate Studies at:

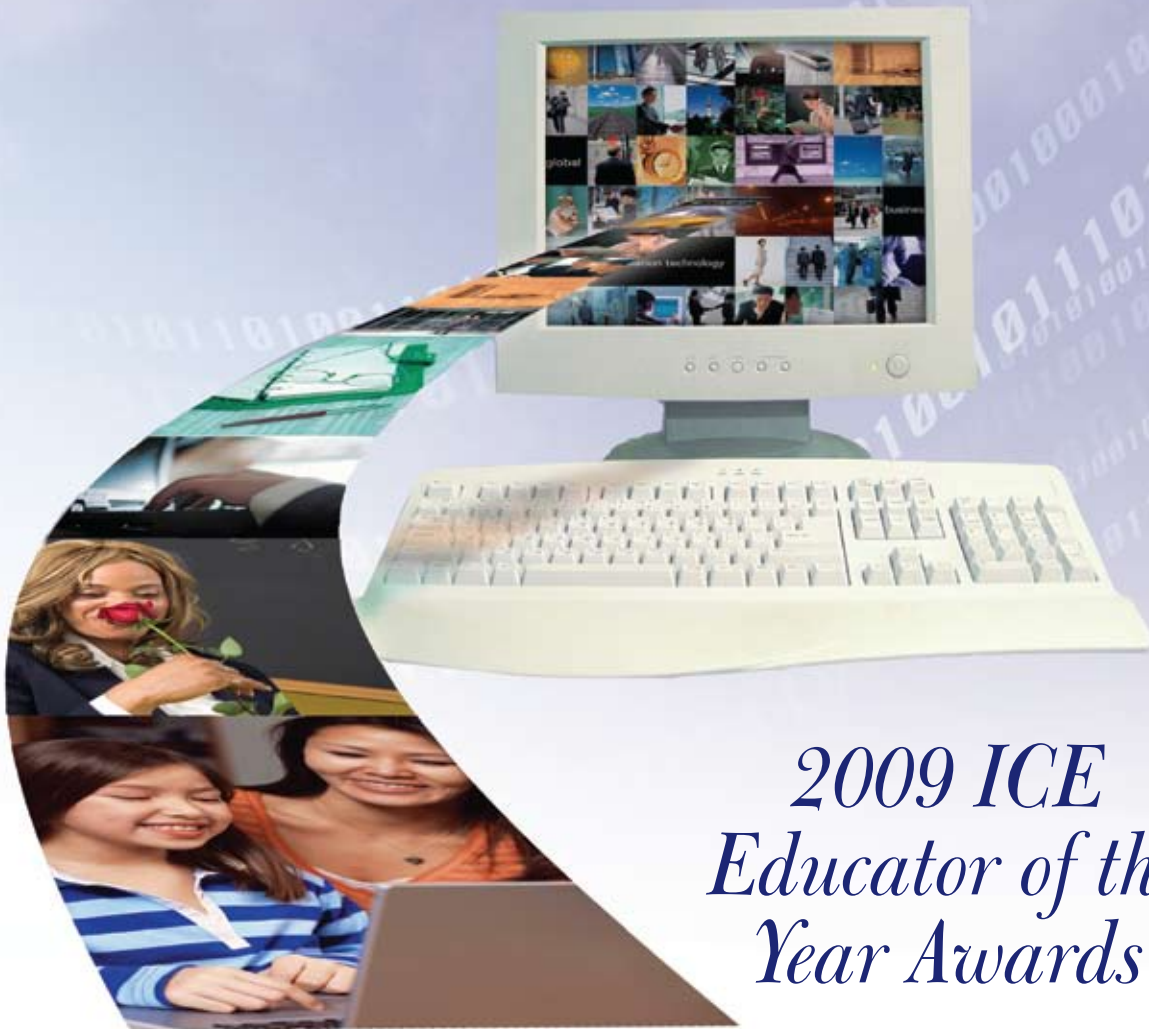
1 University Circle  
Memorial Hall 237  
Macomb, IL 61455-1390.  
E-mail: [Grad-Office@wiu.edu](mailto:Grad-Office@wiu.edu)  
Phone: 309-298-1806

### Course Assignments

1. Complete a staff development plan.
2. Complete three online staff development modules, integrating each into an educational setting.
3. Utilize online communication tools and submit a journal documenting participation.
4. Write a reflection paper.

## ICE Announces Digital Citizenship Instructor Registry

We encourage all ICE members who are certified Internet safety instructors in programs such as iSafe and are willing to teach workshops to send your contact information and certification type to Ginger Long, ICE President, at [long.ginger@gmail.com](mailto:long.ginger@gmail.com). This list will be published in upcoming ICE Cube issues and on our website. ICE supports informed digital citizenship of Illinois schools and communities.



## *2009 ICE Educator of the Year Awards*

In this election year, you now have a chance to nominate an ICE member for one of two annual Outstanding Technology Educator of the Year awards. Each year, winners are chosen in two categories:

*Classroom Teachers - ICE Educator of the Year Award*

*Tech/Administrators - ICE Outstanding Technology Using Educator Award*

If you know an outstanding educator or teacher, please take the time to nominate him or her. The ICE Educator of the Year Award is designed to honor a PreK-12 classroom teacher, while the ICE Outstanding Technology Using Educator Award is designed to recognize the accomplishments of Media Specialists, Technology Coordinators and Directors, Curriculum Directors, Instructional Technology Coordinators, and college or university staff and faculty.

Each award winner will receive a commemorative plaque, paid conference fees for ICE Conference 2009, and a one-year complimentary membership to ICE. Awards are presented annually at the Illinois Computing Educators Conference at Pheasant Run Resort and Convention Center in St. Charles, Illinois, to be held this year on February 26 & 27, 2009.

If you have questions about the program or would like to nominate a colleague, please contact Lorie Ferguson, ICE Educator of the Year Committee Chair, at [lferguson@lisle202.org](mailto:lferguson@lisle202.org).

Please note that candidates must be an ICE Member in good standing. If you would like to nominate someone who is not currently an ICE member, he or she may complete an ICE membership application at <http://www.iceberg.org>.

# Connecting to the World of Tomorrow

Pheasant Run Resort and Conference Center  
February 24–27, 2009

[www.iceberg.org](http://www.iceberg.org)

Accepting proposals to present beginning June, 2008

## Joint Statement of ISTE (International Society for Technology in Education) and CoSN (Consortium for School Networking)

*Washington, D.C.; October 2, 2008*

The International Society for Technology in Education (ISTE) and The Consortium for School Networking (CoSN) are extremely pleased that Congress passed, as part of S. 1492, an update to the Children's Internet Protection Act which requires schools participating in the E-Rate program to educate students regarding appropriate behavior on social networking and chat room sites and about cyberbullying. ISTE and CoSN have advocated for this approach for many years and we are pleased that Congress has now ratified our position. Education, not mandatory blocking and filtering, is the best way to protect and prepare America's students.

We must single out for particular praise today Senate Commerce Committee Chairman Daniel Inouye (D-HI) and Co-Chairman Ted Stevens (R-AK) for introducing the Internet safety education language in separate legislation and working tirelessly to ensure its inclusion in S. 1492. We also appreciate the efforts of Rep. Brad Ellsworth (D-IN), who introduced the very same language on the House side.

Both CoSN and ISTE believe that the Internet contains valuable content, collaboration and communication opportunities that can and do materially contribute to a student's academic growth and preparation for the workforce. However, we recognize that students need to learn how to avoid inappropriate content

and unwanted contacts from strangers while online. In our view, educating students on how to keep themselves safe while online is the best line of defense because no technological silver bullet has yet been devised that will guarantee that students are effectively protected. Therefore, we embrace wholeheartedly the thoughtful approach that S. 1492 takes, particularly the flexibility that it affords districts on determining how best to educate students about staying safe online.

Congress' passage of S. 1492 represents real progress in the area of Internet safety and we urge President Bush to sign it into law.

To learn more about the organizations, visit [www.cosn.org](http://www.cosn.org) and [www.iste.org](http://www.iste.org).



\*Encyclopedist\* Maugham Library, London.  
Image courtesy of the human network

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On the human network, a kid can rewrite the book of knowledge. Welcome to a place where an idea is created by one, tweaked by many and shared with the world. Where collaborative applications are rewriting the rules of business. And encyclopedias. One network makes this all happen. The human one. The story continues at [cisco.com/humannetwork](http://cisco.com/humannetwork).

welcome to  
the human network.



# Call for Articles

The issues dealing with Internet safety and ethics that were examined in this edition of the ICE Cube newsletter have tremendous relevance to teachers, parents, and students, and we hope that the articles have been useful to you as you seek information and resources. The content of our next issue will serve as a preview of the upcoming ICE Conference 2009. We will include articles about the keynote and spotlight speakers, half-day and full day workshops, special conference events, and a variety of new initiatives including the new and improved ICE booth in the exhibit area. We will feature articles written by members of the ICE Conference Committee, but we also encourage all ICE members to submit articles to share memories of past conferences as well as accounts of the ways that conference events have helped you to enhance the ways that you integrate technology resources in your classroom activities.

## 2009 ICE Cube Timeline

Volume	Topic	Article Due Date
Volume 2009, Issue 1	<i>Preview Issue: Ice Conference 2009</i>	December 15, 2008
Volume 2009, Issue 2	<i>Managing and Using Digital Images</i>	March 15, 2009