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Case Study Questions

**Case Study #3- Whose Fault is it Anyway?**

1. **How should cyber ethics be taught to students, teachers, and administrators?**

Cyberethics should be taught to students by implementing it into all subject areas. If it is consistently woven into the fabric of their education, there is a greater chance that it will become almost second nature. Students should be taught cyberethics with each and every activity that they do electronically. Cyberethics should also be engraved into the minds of the teachers. Unlike the teachers in the case study, the teachers should have to do more than just sign an Acceptable Use Policy form. The information should be taught to teachers first hand, and follow up informational sessions should also be held, just to make sure that the teachers are upholding the policy. Administrators should also be taught, like the teachers, but they should also be given warning signs to look for so that they may be able to prevent a situation like the case study.

1. **Are school and system-wide Acceptable Use Policies (formal sets of rules that govern use of a network) meant to teach cyberethics?**

I think that the case study makes it clear that the actual policies are not meant to teach anyone the ins and outs of cyberethics. The school in the case study had one of the best Acceptable Use Policies around, yet they still had to face a lawsuit because of errors that the students and faculty made. The policies are there to outline the boundaries, but faculty and students still need to learn what it actually means to adhere to a cyberethics code.

1. **Who is affected most by a lack of cyberethics education?**

This one can be arguable. The reason that there are cyberethics in place is to protect the people who put information out on the web. It prevents the loss of money and credit to the creator, which would make the producers arguably most affected. However, the violators of cyberethics can also be affected greatly. I am sure that the school district did not mean any intentional harm when they violated the code, yet now they have to face the lawsuit. If they had been educated on the topic, the entire mess could have been avoided. So in most scenarios of cyberethics, almost everyone involved is affected a lack of information.

**Case Study #5- Cyber bullying**

1. **Is there anything that Sara’s parents should do differently?**

There are a couple things that Sara’s parents could try to do differently. For one, if they notice that Sara’s depression and mood swings seem to worsen after she has used her computer, they could try moving the computer out to a family common space. This way, they might be able to see what exactly is making their daughter so upset. The move could also benefit Sara, because if she is around other people while she is seeing the painful messages, she might not feel quite so alone and helpless. They could also try to ask her if there is anything unusual going on. Even though the case study said that Sara was encouraged to talk about her problems, maybe she is embarrassed and is waiting for someone to ask her if there is something that she wants to talk about. Once her parents validate the problem, she might be able to move forward and try to figure out who is the source of her humiliation.

1. **Is there anything that Sara should do differently?**

Yes, she should tell someone. Bottom line, Sara should know that it is okay to go to someone that she trusts and tell him or her what is going on. Whether it is a teacher or one of her parents, she needs to let them know what is happening, so that the next step can be taken, and the occurrence ultimately stopped.

1. **How should Sara’s school deal with the issue once the problem is known?**

Once the issue surfaces, the school should first give the student(s) a chance to turn themselves in. If no one does, the school should explain how serious cyber-bullying is, and if the authorities find out who is the perpetrator is, they could be in some serious trouble. If still no one turns themselves in , the school should employ the authorities to trace the IP address and find out the source to end the matter all together.

**Case Study #6- Social Networking**

1. **Are social networks appropriate resources for us in education?**

It is hard to say. I think that, if the teacher would be able to govern in properly, the students could gain a lot from using a social networking sight. Maybe if the teacher was the one who did everything on the myspace page, and the group just told him what they wanted, it would work. The teacher could also make the page private, and just invite people from the school to join, that way the lessens the risk of getting comments and feedback that would pain the school in a negative way.

1. **Do students develop the social skills needed for their future careers through the use of social networks?**

To a degree, the answer is yes. If students have to solely rely on social networks to prepare them for their future careers, I think the answer would be different. But if used in conjunction with other skill building activities, I think that students could benefit from the use of social networks. For marketing students, such as the ones from the case study, it gives them concrete evidence on what a group of people may or may not respond to, just based on the activity that they receive from their page.

1. **Do social networks nullify ethics practices in education and business?**

No, they do not. Even though social networks make the likelihood of witnessing bad ethics practice higher; that does not mean that they completely nullify them. There will be irresponsible people on any of the networks, but if certain pages and groups are maintained and governed the way that they should be, then the outside people wont be able to access them or comment on the anyway.

**Case Study #7- Cell Phones**

1. **Should cell phones be allowed in school?**

I still do not think that cell phones need to play a part in the classroom. The pro-cell phone argument is that they are essentially computers. But if the students need it, then why can’t they just use a computer? I think that cell phone play a vital role in today’s society, I just don’t see why we have to justify them in the classroom. On top of the possibility of cheating, it also pulls the student’s attention away from what they teacher may be trying to teach them for that day. If students are texting all throughout the class, they are not listening and participating in the discussion that is being held right in front of them. I think in the case of cell phones, the risks out-weigh the benefits.

1. **What are the consequences of having cell phones in school?**

I just went over the consequences: cheating in class and using their phone at inappropriate times. Both of these consequences severely inhibit a student’s learning.

1. **Is there an educational impact in using cell phones in the classroom?**

There are some good things, like the student’s being able to look up anything instantly. But at the same time, I believe that the bad overpowers the good, and that cell phones really do more harm to students in the classroom than they do good.