

**Week 4 Assignment (62 Points) (72 Points, includes Discussion Board and Journal)**

**Overview: Cyberbullying**

The purpose of the Week 4 assignment is to provide opportunities to understand cyber-safety and the role of the technology leader regarding cyber-safety and protecting personal information.

During this week’s activities, you will:

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

**Assignment Due Date:** All weekly assignment components are due by 11:59 p.m. on the seventh day of Week 4 unless the activity directions specify different instructions.

**Week 4 Assignment, Part 1: Web Conference (6 points)
Due Week 4**

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

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

**Workspace**

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| **Some insights I gained from the meeting was that we need to make sure that we are responding with 4 or more sentencing in our paragraphs not 2 to 3 and watching our grammar. Synthesis and analyzing. We need to also make sure we are not just copying what we said in discussion and putting it in our reflections. They need to be original and not what we already said. It was also made clear again about being aware of our digital footprints and being careful with what we are leaving on the screen. We need to also make sure we are hyperlinking our links by hitting the space bar after the link. We also need to make sure to also include resources to our eportfolios weekly.**  |

**Week 4 Assignment, Part 2A and 2B: Discussion Board (12 points)**

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

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

For this week’s discussion board prompts, you are to view two videos, then participate in a discussion with your colleagues. This discussion will give you the opportunity to get a better understanding of the issues related to cyberbullying.

**Discussion Board Prompts:**

**Part 2A)** **Prompt 1.** Prompt 1: Video - Monica Lewinsky Ted Talk - The Price of Shame ([https://www.youtube.com/watch?v=H\_8y0WLm78U)](https://www.youtube.com/watch?v=H_8y0WLm78U)

* How do we guard against an overzealous government demanding private data and information?
* How do we cope with the “shame game” when the game is played out over the Internet?
* The Clinton-Lewinsky scandal occurred before the advent of social media (Twitter, YouTube, Facebook, etc.).  Discuss how things would have been different if the scandal had broken on social media.

**Part 2B) Prompt 2.**Video - To This Day Project – Shane Koyczan (<https://www.youtube.com/watch?v=sa1iS1MqUy4>)

* If you had unlimited resources (money, time, people), what would you do to prevent cyberbullying and promote kindness?

**Week 4 Assignment, Part 3: Journal Reflection and ePortfolio Resource Update (10 points)**

Directions:

Each week, as a part of the weekly journal reflection, you are to add resources to your ePortfolio.

**Workspace**

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| ePortfolio URL: <http://mrsandrearmiller.weebly.com/digital-citizenship.html>  |

**Week 4 Assignment, Part 4: Cyberbullying Essay (10 points)**

**Due Week 4**

**Directions:**

After completing this week’s required readings, in the workspace below write a 3-4 paragraph essay on cyberbullying. Define cyberbullying, discuss who is affected by cyberbullying, explain how you would make students more aware of issues and consequences of cyberbullying, and how you would infuse information about the appropriate use of technology to students.

**Workspace**

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| **When reading the required readings I like Trudy Ludwig’s meaning of bullying. She explains that bullying is when someone says or does something intentionally hurtful and they keep doing it even though they have been asked to stop or have been shown that they are hurt by their actions. I think this is something that should be talked about to all students. Besides bullying she also explains the difference between being rude and mean. I think before we address cyberbullying we must talk about these three words so children understand the difference and what each mean.** **Cyberbullying is defined as “willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices.” Willful meaning a person means to make the act and its not an accident, repeated meaning there is a resemblance a pattern of behavior, and harm meaning harm was inflicted because of the act. Cyberbullying affects mostly teens. 95 percent of teens are on-line all of the time searching or interacting with each other. Teens today have not known a world where they were not able to search or communicate electronically from anywhere and at anytime. These reasons support the reason why teens are the most affected by cyberbullying.** **I think a way we can make students more aware of the issues and consequences of cyberbullying is by creating a class that is required for all students that informs then of these issues and consequences of cyberbullying. It needs to stress the importance of what cyberbullying can lead to and how to stop it. The class should also address the etiquette of being online and what it means to have digital citizenship.**  |

**Week 4 Assignment, Part 5: Cyberbullying Case Study 1 (12 points)**

**Directions:**

1. First, read through the case quickly to get a sense of the information that is being provided. An important objective is to get a sense of what the situation is like.
2. Read the case again very carefully, annotating, highlighting and distinguishing important information, omissions and questions raised by the reading.
3. Define what you believe to be the basic issues. Determine if there are any deeper underling issues. Write them down, notes are always useful. Maybe you will have to read some additional material to even understand these issues.
4. Choose a course of action from the analysis and explicitly consider and reject plausible alternative courses because of the analysis.  Identify the relevant areas for analyzing these issues, Study the information as you have sorted it out, weighing both the qualitative and quantitative evidence carefully.
5. Develop a plan by which the desired action may be achieved or implemented within the case context (i.e., organization, people, and other constraints encountered in this situation).
6. In the Workspace below:
	1. Think and respond as if are the district’s Chief Technology Officer.
	2. Place yourself mentally in each situation as if the case happened in your district.
	3. Draw from your experiences and from what your have learned from this course and others.
	4. Make distinctions between action you would personally take and actions you would delegate to others.
	5. Utilize resources (personnel or otherwise) to assist you.
	6. In 2-3 paragraphs, identify the main issues/problems, analysis and evaluate the issues/problems, and recommend effective solutions/strategies. Include the following:
		1. Identify what kind of cyberbullying was involved. There may be more than one kind, see descriptions in Hinduja and Patchin text, chapter 2.
		2. Describe how cyberbullied made the victim feel?  What were the physical, social, and emotional effects of this kind of cyberbullying?
		3. Did the victim follow the rules for dealing with cyberbullies (ignore them, save the messages, and tell a trusted adult)?  What could they have done differently?
		4. What steps, if any, were taken by trusted adults (parents, guardians, school officials, or law-enforcement) to stop the cyberbullying?  Were they effective?
		5. Were there consequences for the cyberbully/bullies?  If not, what do you think should have happened to them?

**Case Study 1 – The Ryan Patrick Halligan Story:** [**http://www.ryanpatrickhalligan.org/**](http://www.ryanpatrickhalligan.org/)

At the age of 13, Ryan committed suicide after a lengthy battle with bullies at school and online. Ryan was constantly teased at school because he was developmentally slow. In seventh grade he had problems with a bully, who later pretended to be his friend and then revealed personal information about Ryan and spread rumors online. During the summer before he started eighth grade, Ryan received frequent e-mails and IMs from classmates making fun of him because of the rumor the bully had started. Ryan had a crush on one girl who pretended to like him: then she sent his personal e-mails to her friends so they could laugh at him. While his parents knew of the bullying at school, Ryan never told them about the cyberbullying. He kept it to himself and went into a deep depression. Just after he started eighth grade, Ryan committed suicide.

**Workspace**

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| In this case the kind of cyberbullying that was involved was rumor spreading and information spreading. The cyberbullying made the young man feeling very low and unwanted. It embarrassed him and made him feel lonely and he couldn’t trust anyone. The effects of this kind of bullying eventually made him take his own life since he felt so alone and ashamed for trusting people. Adolescent is a very hard age especially when you have no friends and the friends you thought you had really weren’t. Ryan did let his parents know about the school bullying but did not let them know about the cyberbulling and I think that was the must hurtful because people tend to be a lot more brutal behind a screen. They also can say a lot more on the screen without any adult knowing than what they can say in public/school. What Ryan should have done was tell his parents, school counselor, or principle about the cyberbullying and talked about it together to get it to stop. When Ryan told his parents about the school bullying they did not do anything to help nor did it say if they told any school officials. I feel that if it was known that these kids were bullying Ryan then something should have been done and maybe then the cyberbullying wouldn’t have even happened. It’s hard to say what should have happened to the students if there wasn’t any rules put in place but if I could choose I would say they have detention or suspension depending on how many times they continue to bully. I also think that if they played sports they would have to sit the bench and not play a certain number of games. I would also say no phones in school and if they need one then it stays in the office with the secretary. |

**Week 4 Assignment, Part 6: Cyberbully Case Study 2 (12 points)**

**Directions:**

1. First, read through the case quickly to get a sense of the information that is being provided. An important objective is to get a sense of what the situation is like.
2. Read the case again very carefully, annotating, highlighting and distinguishing important information, omissions and questions raised by the reading.
3. Define what you believe to be the basic issues. Determine if there are any deeper underling issues. Write them down, notes are always useful. Maybe you will have to read some additional material to even understand these issues.
4. Choose a course of action from the analysis and explicitly consider and reject plausible alternative courses because of the analysis.  Identify the relevant areas for analyzing these issues, Study the information as you have sorted it out, weighing both the qualitative and quantitative evidence carefully.
5. Develop a plan by which the desired action may be achieved or implemented within the case context (i.e., organization, people, and other constraints encountered in this situation).
6. In the Workspace below:
	1. Think and respond as if are the district’s Chief Technology Officer.
	2. Place yourself mentally in each situation as if the case was happening in your district.
	3. Draw from your experiences and from what your have learned from this course and others.
	4. Make distinctions between action you would personally take and actions you would delegate to others.
	5. Utilize resources (personnel or otherwise) to assist you.
	6. In 2-3 paragraphs, identify the main issues/problems, analysis and evaluate the issues/problems, and recommend effective solutions/strategies.

**Case Study 2 – The Kylie Kenney Story:** [**http://www.deseretnews.com/article/645194065/Schoolyard-bullying-has-gone-high-tech.html**](http://www.deseretnews.com/article/645194065/Schoolyard-bullying-has-gone-high-tech.html)

Kylie was in eighth grade when two of her classmates started a website called "Kill Kylie Incorporated." On this website, the cyberbullies posted degrading comments and made threats of physical harm. Another cyberbully also created an IM screen name very similar to Kylie's and sent people messages that made Kylie look bad. Kylie was devastated: she told her parents and the police. After an investigation, the police filed charges against the cyberbullies for the death threats. In the end, Kylie transferred to another school.

**Workspace**

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| The kind of cyberbullying that was involved in Kylie’s case is captions, commenting, and messaging, and impersonation. The victim felt threated, devastated, and degraded. The effects of this cyberbullying ruined Kylie physically, socially, and emotionally. She followed the rules for dealing with the cyberbullies. She told her parents and the police. The police filed charges against the cyberbullies for the death threats. This is the most that could be done by the police. I feel the school should have stepped in also and had them have an in-school suspension and no phone use at school. I think everyone needs to work together to stop this kind of behavior. It can become so damaging to someone’s life. As for Kylie even though the police did step in, which I think had to be somewhat effective, she still felt the need to change school because she still felt threatened and embarrassed. This is a case that at least was solved hopefully by moving to another school. However in other cases like Ryan who took his life due to the bullying, the bullies were lucky that Kylie didn’t take her life like the bullies claimed they wanted to because then they would have gone to jail since the police were made aware of the death threats. |

**Week 4 Assignment, Part 7: Week 4 Quiz (5 points)**

Directions:

Complete the Week 4 Quiz. Weekly quizzes are required and may be taken as many times as you like until you achieve a passing score (at least 90%). Only the highest score will be retained. Record your score in the workspace below.

**Workspace**

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| Week 4 Quiz Score: 100/100 |

**Rubric**

Use the following Rubric to guide your work on the Week 4 Assignment.

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| **EDLD 5316****Week 4****Tasks** | **Level 1****Does not meet the minimum criteria** | **Level 2****Approaches minimum criteria** | **Level 3****Meets minimum criteria** | **Level 4****Demonstrates target criteria** |
| **Part 1Web Conference(6 points)** | The participant does not participate in the weekly web conference.**(0 points)** | **n** | **n** | The participant participates in the weekly web conference (or views the recording and submits a reflection.**(6 points)** |
| **Part 2ADiscussion BoardPrompt 1****(6 points)** | The participant does not address the discussion prompt. **(0 points)** | The participant very minimally addresses the discussion prompt AND/OR does not respond to at least one other post.**(4 points)** | The participant addresses the discussion prompt with one or two sentences AND responds to at least one other post.**(5 points)** | The participant clearly addresses the discussion prompt with a minimum of one paragraph AND responds to at least one other post.**(6 points)** |
| **Part 2BDiscussion BoardPrompt 2****(6 points)** | The participant does not address the discussion prompt. **(0 points)** | The participant very minimally addresses the discussion prompt AND/OR does not respond to at least one other post.**(4 points)** | The participant addresses the discussion prompt with one or two sentences AND responds to at least one other post.**(5 points)** | The participant clearly addresses the discussion prompt with a minimum of one paragraph AND responds to at least one other post.**(6 points)** |
| **Part 3****Journal Reflection ePortfolio Update****(10 points)** | The participant did not add resources to their ePortfolio AND/OR post their journal reflection.**(0 points)** |  |  | The participant added resources to their ePortfolio AND posted their journal reflection.**(10 points)** |
| **Part 4****Cyberbullying Essay** **13 points)** | **The Essay Structure*** No apparent organization to the essay
* Difficult to follow
* No or poor transitions

**Content/Information*** Central idea and clarity of purpose are absent or incompletely expressed and maintained.
* Little or no evidence of critical, careful thought or analysis and/or insight
* There are too few, no examples and evidence or they are mostly irrelevant.
* Essay lacks well organized paragraphs.

**Grammar/Mechanics/Use of APA Style*** Uses simple sentences
* Surface errors disrupt the meaning of the essay and make the essay difficult to read.
* Does not adhere to APA style.
* Multiple punctuation and/or mechanical errors.
* Numerous errors with spacing and formatting.

 **(0 points)** | **The Essay Structure*** Limited organization though digressions, ambiguities, irrelevances are too numerous
* Difficult to follow
* Ineffective transitions
* Rambling

**Content/Information*** The central idea is express though it may be vague or too broad.
* Some sense of purpose is maintained throughout the essay.
* Some evidence of critical, careful thought and analysis and/or insight.
* There are some examples of evidence, though general.
* Some paragraphs well organized.

**Grammar/Mechanics/ Use of APA Style*** Uses complex sentences
* Multiple punctuation or mechanical errors (more than four).
* Adheres to APA style inconsistently.
* Numerous errors with spacing and formatting.

 **(10 points)** | **The Essay Structure*** Clear organizational structure with some digressions, ambiguities or irrelevances.
* Easily followed
* Basic transitions

**Content/Information*** Central idea and clarity of purpose are generally evident throughout the essay.
* Evidence of critical, careful thought and analysis and/or insight
* There are good, relevant supporting examples and evidence

**Language*** Vocabulary is varied, specific and appropriate.
* Frequently uses subject specific vocabulary correctly.
* Most paragraphs are well organized.

**Grammar/Mechanics/Use of APA Style*** Uses complex sentences.
* Few punctuation or mechanical errors (less than four).
* Some misappropriation of word usage (effect vs. affect).
* Adheres to APA style with minor violations (three or fewer errors).
* Some minor errors with spacing and formatting.

 **(11 points** | **The Essay Structure*** logically organized
* easily followed
* effective, smooth, and exhibits logical transitions.

**Content/ Information*** Central Idea is well developed and clarity of purpose is exhibited throughout the essay
* Abundance of evidence of critical, careful though and analysis and/or insight.
* Evidence and examples are vivid and specific, while focus remain tight

**Language*** Writing is very easy to understand, clear, and not vague. Vocabulary is sophisticated and graduate level.
* Uses and manipulates subject specific vocabulary for effect.
* Paragraphs are well organized.
* Sentences vary in structure and length.
* Appropriate word selection.

**Grammar/Mechanics/Use of APA Style*** Manipulates complex sentences for effect/impact.
* No punctuation or mechanical errors.
* Adheres to APA style accurately; citations within essay follow APA format.
* The essay is polished and grammatically error free.

 **(13 points)** |
| **Part 5****Cyberbullying: Case Study 1****Identification of Main Issues/ Problems****Analysis and Evaluation of Issues/ Problems****Recommendations of Effective Solutions/ Strategies****(13 points)** | The participant does not submit a response**(0 points)** | The participant’s response:Identifies and demonstrates an acceptable understanding of some the issues/problems.Presents a superficial or incomplete analysis of some of the identified issues/problems.Presents realistic or appropriate recommendations, with little, if any, support from the information presented.**(10 points)** | The participant’s response:Identifies and demonstrates an accomplish understanding of most the issues/problems.Presents a thorough analysis of most of the identified issues/problems.Presents realistic or appropriate recommendations supported by the information presented.**(11 points)** | The participant’s response:Identifies and demonstrates a thorough understanding of the main issues/problems.Presents an insightful and thorough analysis of all identified issues/problems.Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented.**(13 points)** |
| **Part 6****Cyberbullying: Case Study 2****Identification of Main Issues/ Problems****Analysis and Evaluation of Issues/ Problems****Recommendations of Effective Solutions/ Strategies****(13 points)** | The participant does not submit a response.**(0 points)** | The participant’s response:Identifies and demonstrates an acceptable understanding of some the issues/problems.Presents a superficial or incomplete analysis of some of the identified issues/problems.Presents realistic or appropriate recommendations, with little, if any, support from the information presented.**(10 points)** | The participant’s response:Identifies and demonstrates an accomplish understanding of most the issues/problems.Presents a thorough analysis of most of the identified issues/problems.Presents realistic or appropriate recommendations supported by the information presented.**(11 points)** | The participant’s response:Identifies and demonstrates a thorough understanding of the main issues/problems.Presents an insightful and thorough analysis of all identified issues/problems.Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented.**(13 points)** |
| **Part 7****Week 4 Quiz****(5 points)** | The participant did not complete the week 4 quiz and/or did not score at least 90%**(0 points)** |  |  | The participant completed the weekly quiz and scored at least 90%**(5 points)** |