Title of Session: Targeting Librarians!
Moderator: Lesley Farmer
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Room: Hot Tub Conference Room

LesleyF: Hi, Patti, here to talk about ethics and tech and kids?
PattiK: Thanks
PattiK: For a short time.
LesleyF: Since you're the first one, besides **BJ**, what's your specific interest so I can address it from the start.
LesleyF: So what do you want to know about tech ethics?
PattiK: I really just had a few minutes and decided to spend them here! I am trying to learn more about Tapped In. But I was a computer teacher for a time.
LesleyF: OK, cool! How have you dealt with the topic?
PattiK: Ethics such as Internet access?
LesleyF: What level of students did you work with?
PattiK: I taught K4-5th
PattiK: It was the best job I ever had!!
LesleyF: At least to start you off with a couple of items, here are 2 URLS. Ready?
PattiK: Yup
LesleyF projects http://www.cyberbee.com/cb_copyright.swf
BJ: cool site, Lesley.
LesleyF: A couple of other sites for kids are located at www.yahooligans.com. If you click on computers, and then click on ethics, you'll find some relevant sites.
PattiK: Very kid friendly
LesleyF: Even though you're not teaching computers, could you make use of these sites?
PattiK: This is really a difficult topic for children to understand
LesleyF: Did/do you use yahooligans?
PattiK: I think teacher too
BJ: I think all educators who use technology should teach ethics
LesleyF: Why do you think that is the case?
LesleyF: ... that it's difficult to understand?
PattiK: I saw many teachers ask students to add a picture to their project and never gave credit where due
LesleyF: True -- if it's for the class, then anything goes...
BJ: because it's so easy to just use stuff rather than teach ethics
PattiK: I really stressed that students document where a picture or information was from (it also helps their typing skills)
LesleyF: In fact, there are very specific regulations concerning images.
LesleyF: I think there's probably a double standard in terms of visuals vs. text. Plagiarism is usually couched in terms of writing...
BJ nods
LesleyF: Plus, when kids see clipart or see parodies of paintings, they get the wrong message.

PattiK: I also found that students were especially fond of the encyclopedia pics, and those were copied most often

BJ: could filtering also add to the confusion? If you can access it, it must be ok to use.

LesleyF: What might get people's attention is to say, sure, let's broadcast your own photo of yourself, and then call you someone else...

LesleyF: Good point, BJ. People think that if the info is on the Internet it is free and it is up for grabs.

PattiK: Another huge problem was teachers wanting to load software on their computers that was also on their home computer

PattiK: Well wasn't that the original concept ---free?

LesleyF: somehow I bet they weren't willing to pay for the second copy...

LesleyF: yes, free Internet for the sake of research and sharing information so that quicker progress could be made, particularly in science. But not to make money or steal each other's ideas. It's actually amazing how open and honest folks were at the start.

LesleyF: And folks were still supposed to give credit where credit was due.

PattiK: One problem with things like clip art was that they were not loading the clip art from the application on the computer instead they used the CD's, but they were regularly misplaced!

LesleyF: The CDs were?

PattiK: Yes

LesleyF: Sort of like a lost book, which no one can then read...

LesleyF: One of the reasons that copying has become such a problem is that it's become so fast and easy to do.

LesleyF: The good news/bad news of the digital age.

LesleyF: Particularly for kids who didn't have to pay $1 a page for a photocopy, downloading and file sharing have been their norm for years...

LesleyF: When crime is hard to do, it's not as appealing....

PattiK: I tried to encourage students to use their own voices in projects rather than songs... They could even sing if needed! This way their projects were original and they learned more about the technology they were using.

LesleyF: Gee, when my son did a report on file sharing of music, I told him to do the same thing, and he grimaced because he thought that would sound unprofessional -- which was sort of the point...

LesleyF: so as the product "image" becomes more important, then kids think the look is more important than the source...

PattiK: How unfortunate, our children are held to the standards of what another child's parent may do to HELP with a project.

LesleyF: I wonder where they got THAT idea...

LesleyF: yes, I know that HELP word -- and how it stretches...

LesleyF: ends justifying the means.

PattiK: Well thank you for this conversation, but I must go. Maybe we will meet again. Bye

LesleyF: So the issue is really more than technology, it's a cultural expectation or mindset that needs some "adjustment":

LesleyF: Ciao. thanks for sharing!

PattiK: True

PattiK left the room (signed off).

LesleyF: Tech really is a good "hook" for talking about ethics and good citizenship because it's so high-profile and obvious.

LesleyF: So, tell me, BJ, what do you think of an art assignment where the students are asked to copy a painting as closely as possible.

BJ thinks

BJ: originally, that is how art students learned how to paint

LesleyF: true. Apprentice. But I'm wondering if it is more useful to have them paint something similar -- or even different -- in the STYLE of the artist.

BJ: I think copying would be permissible as long as the student didn't try to sell the work

BJ: yes, painting in a artist's style would be better

LesleyF: And the teacher is clear as to why they are doing the copying -- as a model to emulate.

BJ nods

BJ: a lot of confusion also exists because a lot of things come under 'fair use'

LesleyF: Do you participate in the Scholastics Arts competition? They are usually pretty strict in that area -- although a silver key was given to a painting of the girl with the ferret (only it was an electronic gadget in her hand, I think...

LesleyF: Fair use usually has to stop at the Web "gate."

LesleyF: don't put Mickey Mouse on your class extranet...

BJ nods

LesleyF: I'm despairing that anyone else is coming so I'd like to make sure you get this URL which has some great papers on a number of ethic issues related to ethics http://lrs.ed.uiuc.edu/wp/

LesleyF: How about next month I do a session on visual literacy and technology? That might spark more interest than being good...

BJ: that would be great, Lesley

BJ . o O (although I was looking forward to this session)

LesleyF: Me too!

BJ: that works much better!

LesleyF: So are we the strange ones, or does everyone think that they know everything about ethics already??

BJ chuckles. What's to know?

LesleyF: Hierarchy might be: doing good, knowing what's good, what's good?

BJ: define good?

LesleyF: There's another instructor teaching a course on info and society (besides me), and his only ethical issue in the course is privacy....

LesleyF: good as in morally right -- which is culturally defined, which is a reason why there's an ethics issue...

BJ nods sadly

LesleyF: or is there a True Good? Relativism vs. dogma??

LesleyF: Except when someone is NOT good towards another person, that other person usually calls "not fair" -- so that's usually a "good" place to start the discussion...

LesleyF: So I guess we'll go on to other good acts and sign off, huh?

BJ: sounds good

LesleyF: thanks for chatting -- good thoughts...

BJ: yes, as always I learn much from you!
LesleyF: Emerson said there are 1-story minds, 2-story minds, and the equivalent of skyscrapers...
LesleyF: since skyscrapers post-dated him...
LesleyF: Once a mind stretches it is hard to squeeze it back to its smaller state...
LesleyF: thanks for your support, as always.
BJ agrees