**Module 1**

**Case Study #1 – Ethical Use of Web2.0 Technology**  
  
**The Scenario**

After getting in trouble several times for making inappropriate comments on his class blog and in class discussions, Mark made a poor decision.  
  
Mark decided that to vent some of his frustration he would post what he believed to be a mocking and funny description of the school principal and vice principal on his own web site.   
  
It did not take long for the principal to learn of Mark’s creative online work because several students and parents quickly sent the principal the web site address.  
  
The principal soon discovered that Mark had posted digitally altered photos of the principal and vice principal on his site. He had taken the original photos from the school’s web site and digitally changed each photo. Using a photo-editing program, Mark changed the principal’s photos to include rude and disgusting images and vulgar captions with swear words.   
  
The principal called Mark into his office to discuss the offensive posting, but Mark claimed that he was free to post whatever he wanted on his own web site. He refused to discuss the matter and stormed out of the office.

**Case Study #1 – Ethical Use of Web2.0 Technology**

**Discussion Questions through a Catholic Lens**

**Consider the following Catholic Social Justice Teachings when answering these questions:** *Dignity of the person, Community and the Common Good, Rights and Responsibilities.*

1. What possible consequences did Mark fail to consider before hastily posting digitally-altered images of his principal on his web site?

2. How might Mark have responded more respectfully to the principal after first being invited to discuss his online posting?

3. What personal responsibilities should Mark have considered before posting to his web site?

4. As a student, what do you think would be an appropriate consequence for Mark’s actions?

5. How could Mark’s computer skills be put to a use that supports the community and the common good?

**Case Study #2 – Students Post Video on YouTube**  
  
**The Scenario**

Students in Mrs. Smith’s Dramatic Arts class were busy rehearsing for their upcoming spring production. The stage is located in the cafeteria, where a group of senior students were working on homework.   
  
Noticing the students performing a dance, one of the senior students took out his cell phone and videotaped the students without their knowledge or consent.   
  
Later that evening, the students in Mrs. Smith’s Dramatic Arts class learned that the video had been posted to YouTube. Other students in the school were leaving mean comments about the students and their performance.

**Case Study #2 – Students Post Video on YouTube**

**Discussion Questions through a Catholic Lens**

**Consider the following Catholic Social Justice Teachings when answering these questions:** *Community and the Common Good, Rights and Responsibilities, Solidarity.*

1. How could posting the video affect Mrs. Smith’s Dramatic Arts students?
2. How could posting the video affect the school community?
3. What are the responsibilities of the senior student around the use of his cell phone, specifically the camera, while in school?
4. What are the responsibilities of the other senior students who were watching him take the video?
5. What can Mrs. Smith’s Dramatic Arts students do to have the video removed?

**Case Study #3 – Online Discussion Blocker**  
  
**The Scenario**

Mr. McCallum’s English class is having a class discussion in their online classroom. They have been asked to write a “chain story” where one student writes the beginning, another writes the middle, and a third student writes the end of the story.   
  
Dylan, who spends a lot of his spare time talking to friends in an online chat forum, responds to several students in the class by posting “I like cheese” or other random comments that end any meaningful or intelligent conversation in the online chain story.

Once this has been posted, other students don’t finish those stories. Many students are frustrated by these comments but they don’t know what to do.

Mr. McCallum is also frustrated with Dylan who is intentionally posting these random comments so that the story does not continue. Mr. McCallum looked up the words “I like cheese” online and discovered that these words are used by students who are trying to side-track or highjack an online discussion forum.

Mr. McCallum learned that some students, like Dylan, throw out comments in a blatant and obvious attempt to disrupt the discussion in some way. These comments do not promote a culture of sharing and respect. Students who are positively contributing to the discussion have a difficult time responding to these posts.

**Case Study #3 – Online Discussion Blocker**

**Discussion Questions through a Catholic Lens**

**Consider the following Catholic Social Justice Teachings when answering these questions:** *Dignity of the person, Community and the Common Good, Rights and Responsibilities.*

1. How do these random postings, such as “I like cheese”, affect the other students in the class?

2. How can Dylan contribute to the activity in a positive way?

3. What are the responsibilities of a student when contributing to a class discussion?

4. Is contributing to a class discussion the same or different when it is an *online* discussion?

**Module 1 Resources**

*Cast Your Net* lessons and modules are based on the Catholic Curriculum Corporation’s two documents below:

*Ethical and Responsible Use Of Information and Communication Technology: A Guideline for all Stakeholders in Catholic Education. November, 2009*.

*Ethical and Responsible Use of Information and Communication Technology Part II: K-6*

[*Rules ‘N Tools Checklist: for Parents, Educators, and Other Caring Adults.*](http://www.internetsafety101.org/upload/file/Rules%20'N%20Tools%20Checklist.pdf)  Implement both safety rules and software tools to protect children online. Focus on the positives of Internet use while teaching children about the dangers and how to make wise choices online.

[Internet Safety 101](http://www.internetsafety101.org/) is a very detailed resource dedicated to making the internet safer for children. There are videos, quizzes, and resources for parents, teachers, & students.

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| **Media Awareness Network** Understanding Cyberbullying and the Law  <http://www.media-awareness.ca/english/resources/educational/lessons/secondary/cyberbullying/upload/cyberbullying_law_9-12.pdf> |
| **Bullying.org** *Supports individuals and organizations to take positive actions against bullying through the sharing of resources, and to guide and champion them in creating non-violent solutions to the challenges and problems associated with bullying.* <http://www.bullying.org/> |
| **YouTube Copyright Policy**: Consequences of uploading copyrighted material  <http://www.google.com/support/youtube/bin/answer.py?answer=83756&hl=en-US> |
| **Ontario Ministry of Education** – Safe Schools – Get Connected, Get in the Know –  Online Respect and Responsibility May 2007  <http://www.edu.gov.on.ca/eng/safeschools/pdfs/OnLineRespect.pdf> |
| **Guidelines for contributing to online discussions**  <http://www.openschool.bc.ca/courses/discussion_guidelines.html> |