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Project STEPP Transition Curriculum Materials

Module 3: Technology			
Lesson Topic	**Learning Objective(s)**	**Support Materials Included**	**Preparation**
Lesson 1: Introduction to Technology: General, Instructional, and Assistive Technologies	The student will identify types of technology examples and classify them according to purpose (general, instructional, or assistive).	• Lesson Plan/Overview • PowerPoint file with teacher notes • Student-Guided Notes • "Where do they belong?" handout	• Review lesson plan and PowerPoint • Make copies of Student-Guided Notes • Make copies of "Where do they belong?" handout
Activity 1: Basic Computer Skills: Keyboarding	Students will complete an online keyboarding test with 90% accuracy and reflect on the results.	• Activity Plan/Overview	• Review activity plan • Arrange for students to have access to computers with Internet access
Activity 2: Basic Computer Skills: Formatting	1. The student will correctly format the following in Microsoft Word: cut/paste, header/footer, font size and styles, text justification, font emphasis, clip art and tables. 2. The student will correctly format the following in PowerPoint: new slides, titles, captions, colors, themes, and animations.	• Activity Plan/Overview • Formatting Exercise Handout	• Review activity plan • Make copies of Formatting Exercise Handout • Arrange for students to have access to computers with Microsoft Word and PowerPoint installed
Lesson 2: Postsecondary Technology Tools for Learning	The student will identify and describe at least three technology tools that are common to college settings and create a PowerPoint presentation describing one example of assistive technology.	• Lesson Plan/Overview • PowerPoint file with teacher notes • Student-Guided Notes • Completed Tree Map • Blank Tree Map • PowerPoint template for student presentations	• Review lesson plan and PowerPoint • Make copies of Student-Guided Notes • Make copies of tree map for students if desired • Arrange for students to have access to computers with Internet access • Examples of AT if available • Load the PowerPoint template for student presentations onto student computers
Activity 3: Technology Journal Entry	The student will identify types of IT/AT they use and the purpose of these technologies for them as learners.	• Activity Plan/Overview	• Review activity plan
Lesson 3: Online Learning	The student will identify and explain one online learning platform and three online course tools that will be found at the post-secondary school they plan to attend.	• Lesson Plan/Overview • PowerPoint file with teacher notes • Student-Guided Notes • Completed graphic organizer example	• Review lesson plan and PowerPoint • Make copies of Student-Guided Notes • Get clearance for online videos that will be shown in class • Gain access to a computer lab for extended practice

Lesson 4: Using Technology Responsibly	The student will evaluate their online presence based on criteria for responsible technology use and social networking.	• Lesson Plan/Overview • PowerPoint file with teacher notes • 10 "Spacebookster" profiles and key for guided practice activity • "Social Networking Site Evaluation" Worksheet	• Review lesson plan and PowerPoint • Make copies of "Spacebookster" profiles for each small group • Make at least 2 copies of "Social Networking Site Evaluation" Worksheet for each student

Lesson: Module 3 Lesson 1   **Topic**: Introduction to Technology: General, Instructional, and Assistive Technologies

Objective: The student will identify types of examples of technology and classify them according to purpose (general, instructional, or assistive).

Lesson Element	Procedures	Materials
Lesson Setup & Lesson Opening	Obtain PowerPoint for Module 3 Lesson 1 and make copies of Student-Guided Notes for each student in the class. Use the PowerPoint file to introduce the lesson and inform students that they will identify and discuss different types of technology they currently use and types of technology they will likely use in college.	PowerPoint File Module 3 Lesson 1 Student-Guided Notes
Lesson Body	**Teacher Input** Group the students into pairs or small groups and brainstorm different types of technology they use on a daily basis, along with how/why they use the product. Groups will share with the class while a recorder keeps a master list of the items shared on the board or chart paper. In tandem with brainstorming the technology items, it may be helpful to also brainstorm how they fit into categories, such as school, home, clubs, and entertainment. Add all the identified technology items to the appropriate category, noting with students that some items may fall into more than one category. Add more categories as needed. Teach students that there are three main types of technology: • General: All types of technology • Information/Instructional: Refers to anything related to computing technology, such as networking, hardware, software, the Internet, or the people that work with these technologies; types of technology that help teach skills or content • Assistive: Types of technology that help increase functional capabilities; see PowerPoint for more detailed information	Power Point with Teacher Notes Student-Guided Notes Method choice for tracking brainstorming ideas: sticky notes, bubble map outline, etc.

	Read federal definition of assistive technology with a focus on discussion of what the bold/underlined phrase means. *"…any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is* **used to increase, maintain, or improve functional capabilities** *of individuals with disabilities."* Specifically address what it means to **increase the function** of something. Common goals between IT and AT are to help students with reading, writing, and organization. While we think of instructional technology as teaching skills and/or content and assistive technologies as a way to increase function, most technologies today do both by helping teach content and skills while also increasing function. Use the Youtube link http://www.youtube.com/watch?v=UlkxOpXuNjU to show how instructional technology (The Disney Book app) can also be assistive technology. How could this app increase the function of someone with a disability? Can the students think of any other examples of tools that could be both instructional and assistive technology? **Guided Practice** Using the list generated at the beginning of class, have students categorize the technology items as being one of the following: general, informational/instructional, or assistive. Remind students that some types of technology may not fall into more than one of these three categories, while some may fall into all three—with advances in technology, the lines between the categories are becoming increasingly blurred.	Internet access for watching YouTube video http://www.youtube.com/watch?v=UlkxOpXuNjU
Extended Practice	Distribute copies of the "Where do they belong?" handout. Students should sort these into the categories from the lesson, general, instructional/informational, and/or assistive using the graphic organizer of your choice. Remind students that items can fall into more than one category.	Make copies of "Where do they belong?" handout
Lesson Closing	Ask students to share the category where they placed their technology items. Discuss any differences in answers. The ultimate goal is for students to have an accurate working knowledge of the definitions.	

Introduction to Technology:
General, Instructional, and
Assistive Technologies

Module 3 Lesson 1

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What types of technology do YOU use every day?

Group students into pairs or small groups and have them brainstorm different types of technology that they use on a daily basis, along with how they use the products. Groups will share while a recorder keeps a master list of the items shared on the board or on chart paper.

IPhone image from https://www.archives.tg-16.com
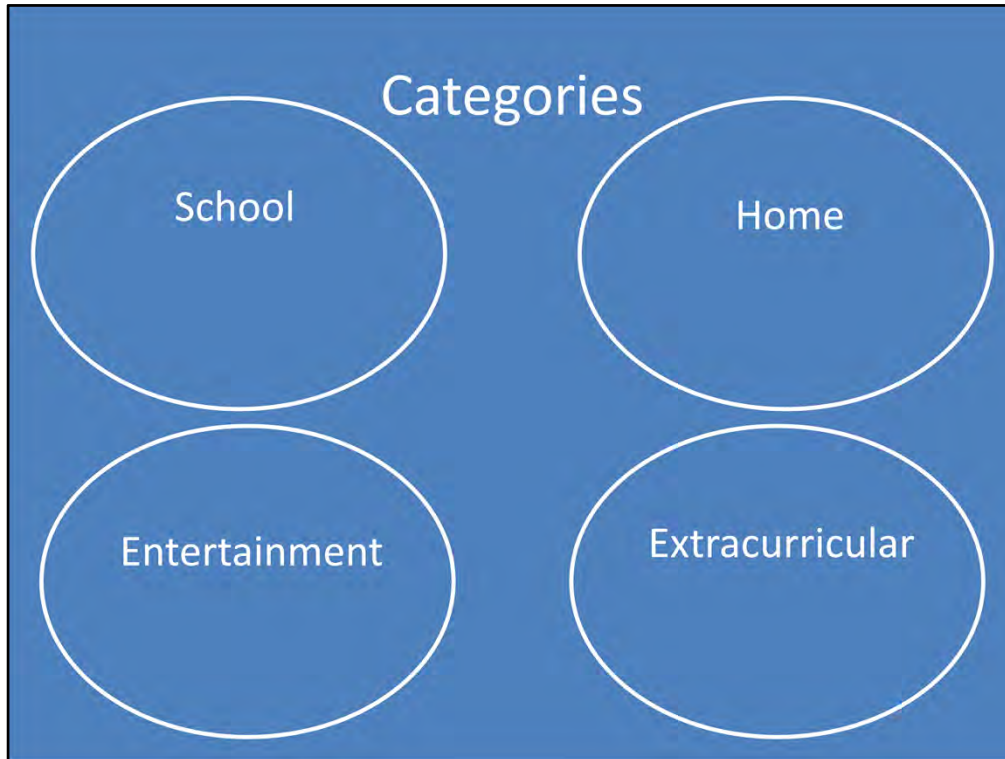
Brainstorm categories that all the technology addresses - examples may include school, home, extra curricular, entertainment. Add all the identified technology items to the appropriate category– noting with students that some items may fall into more than one category. Add more as needed.

Now let's think about the **PURPOSE**
of the technology we use….

General

Informational/Instructional

Assistive

General– all types of technology

Information/Instructional – Types of technology that help teach skills or content. It refers to anything related to computing technology, such as networking, hardware, software, the Internet, or the people that work with these technologies.

Assistive – types of technology that helps increase functional capabilities – see next slide.

Assistive Technology

- Federal Definition: "…any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is **used to increase, maintain, or improve functional capabilities** of individuals with disabilities."

    [20 U.S.C. Chapter 33, Section 1401 (250)]

- In other words, a broad term referring to any kind of technology that helps people with disabilities function more effectively

According to the federal definition of assistive technology, it is anything that will help **increase the function** of an individual. Briefly discuss with the students what it means to increase the function of something (to help you do something better or easier as in less fatigue, less time and physical effort, using better form for increased physical performance). Ask the students if they have any areas where they need to "increase their function" and is there a tool that can help them. Explain that the tool that helps them "increase their function" is assistive technology.

Information Technology (IT)

Refers to anything related to computing technology, such as networking, hardware, software, the Internet, or the people that work with these technologies
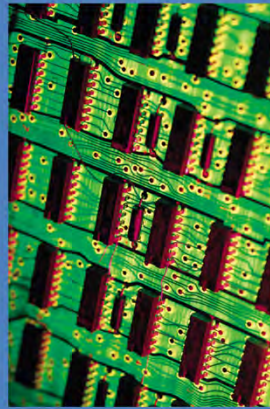
Let's take a look at IT and AT merged….

Digital book showing technology increasing knowledge of content, increasing skills, and increasing function!

Use the youtube link http://www.youtube.com/watch?v=UlkxOpXuNjU to show how instructional technology (The Disney Book app) can also be assistive technology. How could this app **increase the function** of someone with a disability? Can the students think of any other examples of tools that could be both instructional and assistive technology?
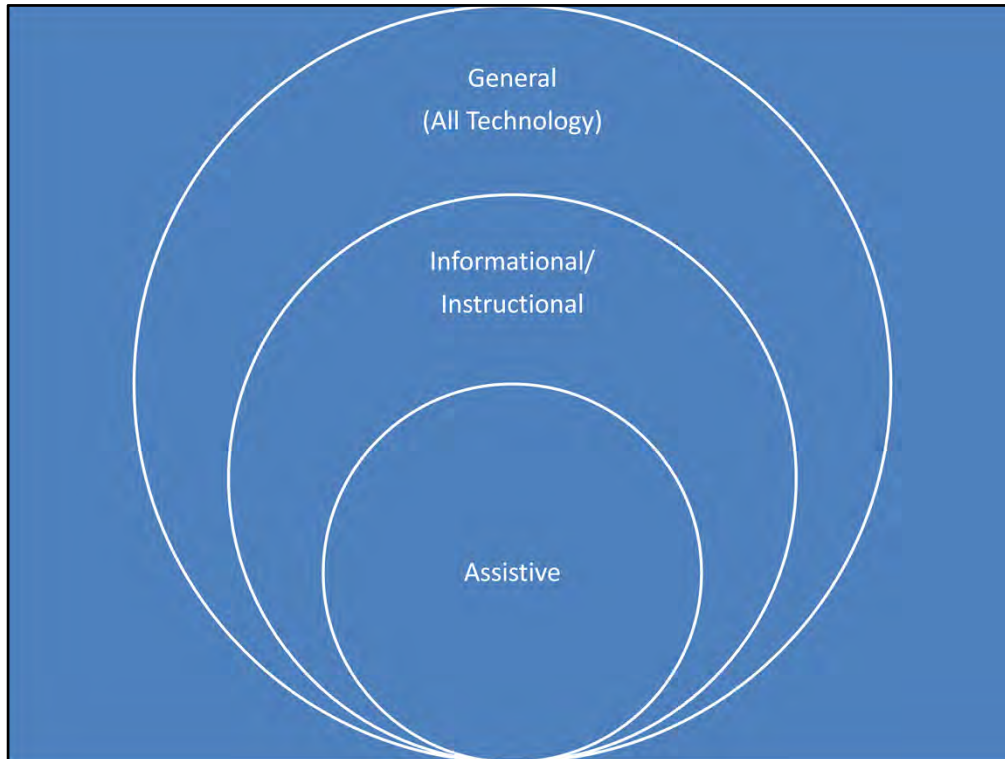
Common goals between IT and AT are to help students with reading, writing, and organization. While we think of instructional technology as teaching skills and/or content and assistive technologies as a way to increase function, most technologies today do both by helping teach content and skills while also increasing function.

Now that students know the full definitions, discuss the similarities and differences between the three categories.

Using the list generated as a class, work together to categorize them into the three fields identified. Make sure that the students understand that items may fall into more than one category. For example, a google calendar is considered informational technology. However, it can also be considered assistive technology because it can help **improve the function** of a student with a weakness in organization or attention.

Where do these technologies belong?

- Google calendar
- Photoshop
- Facebook
- Headphones
- Alternate keyboards
- Clickers
- SMART Board
- Paper overlays
- Scan read and write software
- Speech recognition software
- Fax machine

- Alarm clock
- Screen magnification
- Cell phone
- LCD projector
- Microwave
- Xbox
- iPad
- Computer
- Microsoft Office
- Printers
- Handheld audio readers

Show students this list of technology that is available and give them an individual copy. They are to categorize these technologies into general, instructional, or assistive using the graphic organizer of your choice. Remember to remind students that they can fall into more than one category. At the end of class have the students share where how they grouped the items. Talk about why some of the students may have put them into different categories. The overall goal is to have students have a working definition of each of the three types of technology.

Where do they belong?

- Google calendar
- Photoshop
- Facebook
- Headphones
- Alternate keyboards
- Clickers
- Smart Board
- Paper overlays
- Scan read and write software
- Speech recognition software
- Fax machine
- Alarm clock
- Screen magnification
- Cell phone
- LCD projector
- Microwave
- Xbox
- iPad
- Computer
- Microsoft Office
- Printers
- Handheld audio readers

Lesson: Module 3 Activity 1   **Topic**: Basic Computer Skills / Keyboarding

Objective: Students will complete an online keyboarding test with 90% accuracy and reflect on the results.

Materials Needed

- Transition Notebook
- Computer with Internet connection

Activity Description

In order to be successful in college, and in particular when using online course tools, students will need to have basic computer skills. A functional keyboarding level is critical. This activity is designed to allow students to explore their level of proficiency with keyboarding skills. Depending on levels of proficiency, you may want to work with students to develop some strategies for working on specific keyboarding skills.

Activity

Students go to the website www.typingtest.com* and complete the typing test. They may take it 3 or 4 times to get a feel for the way the test works. Students will print their final results. They will write a brief summary of their results, the challenges, and how they can work on getting faster and more efficient and put both in their transition notebooks.

This activity can be completed as a class in the computer lab, in class independently, or at home for independent work.

*Note: There are many free online typing tests (www.typingtest.com is only one example).

Lesson: Module 3 Activity 2   **Topic**: Basic Computer Skills / Formatting

Objectives: (1) The student will correctly format the following in Microsoft Word: cut/paste, header/footer, font size and styles, text justification, font emphasis, clip art, and tables. (2) The student will correctly format the following in Microsoft PowerPoint: new slides, titles, captions, colors, themes, and animations.

Materials Needed

- Transition Notebook
- Computer with Internet connection

Activity Description

In order to be successful in college, and in particular when using online course tools, students will need to have basic computer skills. A functional level of formatting skills is critical. This activity is designed to allow students to explore their level of proficiency with commonly used formatting procedures in college assignments. Depending on levels of proficiency, you may want to work with students to develop strategies in specific formatting skills.

Activity

Students will complete the formatting exercise below for both Word and PowerPoint. Write a brief summary of your results, the challenges, and how you can work on getting faster and more efficient. This activity may be completed in the computer lab as a class, in your classroom independently, or at home for an independent exercise.

Complete the following formatting tasks in Microsoft Word:
- Open a new blank document and change the page orientation from portrait to landscape
- Set custom-size margins of 2" on the left and right and 0.5" on the top and bottom
- Insert a header that says "Word Formatting Exercise"
- Insert a footer that automatically lists the page number
- On page 1, type three sentences about anything you want. Then press enter until you reach the second page of the document.
- Cut and paste one of your sentences from page 1 to page 2 using either the mouse (right-click and select cut/paste) or the keyboard shortcuts (Ctrl-x and Ctrl-v).
- Change the font size of the first sentence to at least 24.
- Change the font color of the second sentence to something other than the default.
- Change the font/typeface of the third sentence to something other than the default.
- Choose a few key words in your sentences and apply one of the following emphases to each: bold, underline, italics, and highlight.
- On page 2, insert a clip art illustration. Resize it to fit on the page while still leaving room for your sentence. Center the clip art and center the sentence on that page.
- On page 1, insert a table that is 5 cells wide and 3 cells tall.

In Microsoft PowerPoint, create a new presentation that meets the following criteria:
- At least 3 slides: 1 title slide, 1 title & content slide, and 1 content with caption slide
- Uses a design other than the default
- Includes a clip art/picture and a caption associated with it, a bulleted list, an animation or transition, a title, a subtitle, and something written in the notes section for each slide.
- Switch the view to see your presentation in the Slide Sorter and Notes Page views, and then switch it back to normal.
- Enter Print Preview and set it to print the presentation as a handout with 3 slides per page. (You do not have to actually print the presentation.)

Basic Computer Skills: Formatting Exercise

In order to be successful in college, students need to have basic computer skills. A functional level of formatting skills is critical. This activity is designed to help you explore your level of proficiency with commonly used formatting procedures in college assignments.

Complete the formatting exercises below. When you finish, write a brief summary of your results, the challenges, and how you can work on getting faster and more efficient.

Complete the following formatting tasks in Microsoft Word:
- Open a new blank document and change the page orientation from portrait to landscape
- Set custom-size margins of 2" on the left and right and 0.5" on the top and bottom
- Insert a header that says "Word Formatting Exercise"
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- Enter Print Preview and set it to print the presentation as a handout with 3 slides per page. (You do not have to actually print the presentation.)
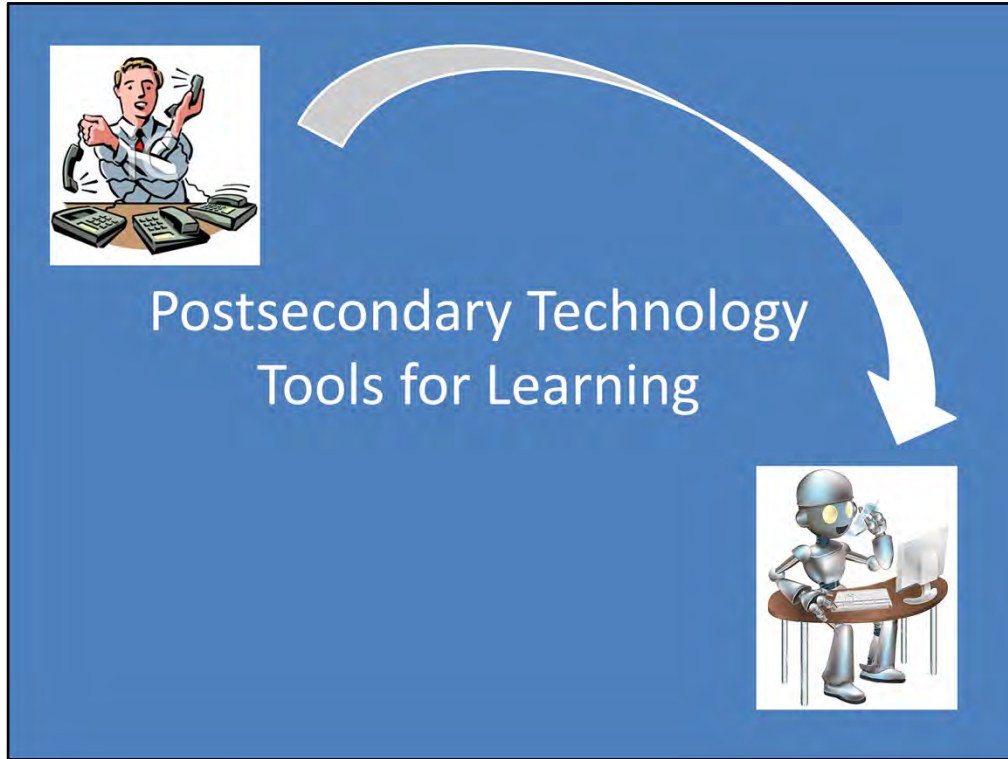
Lesson: Module 3 Lesson 2   **Topic**: Postsecondary Technology Tools for Learning

Objective: The student will identify and describe at least three technology tools that are common to college settings and create a PowerPoint presentation describing one example of assistive technology.

Lesson Element	Procedures	Materials
Lesson Setup & Lesson Opening	Obtain PowerPoint for Module 3 Lesson 2 and make copies of Student-Guided Notes for each student in the class. Ask students to give you a working definition for informational technology and assistive technology. Review how they can be similar and different. Let students know that at the conclusion of this lesson they should be able to identify a variety of assistive technology products and discuss their use in postsecondary settings.	Power Point File Module 3 Lesson 2 Student-Guided Notes
Lesson Body	**Teacher Input** Use the PowerPoint file with teacher notes to discuss assistive technology for postsecondary settings. Why is it important? • AT helps students with learning difficulties be more successful in college. • Many students say that AT resources make learning more effective and efficient, thus making learning less stressful. • Students who use AT in high school are more likely to use AT in college. Exploration: Review the technology items discussed in Module 3 Lesson 1. Expand the discussion to include an exploration of using technology in college. Discuss the impact of continuing to use what already works for the students, as well as exploring new technology options for areas where additional support may be needed. Watch demo videos online of the following: • Dragon Naturally Speaking: Speech-to-text software that the student installs on the computer. The program converts speech into text, allows for voice commands of the computer, searching the Internet, etc. Watch the demo online at http://www.nuance.com/videoplayer/videoplayer.asp?n=Nuance_DNS_11_Launch_100_640x360&w=640&h=360&p=naturallySpeaking/product-demos/&autoPlay=false&videoPage=true • Livescribe Smart Pens: This is a ballpoint pen with embedded digital audio recorder; it synchronizes written notes on special paper with audio recording. View the demo online at http://www.livescribe.com/en-us/	PowerPoint file with teacher notes Student-Guided Notes Internet connection with clearance to watch specific video demos Copies of a blank tree map for each student Teacher copy of completed tree map

	• TextHELP, Read & Write Gold: This is a text-to-speech software that installs on your computer and is controlled via floating taskbar. The software reads text aloud and has many other features such as dictionary, phonetic spell checker, screen masking, and converting to mp3 files. View the demo online at http://www.texthelp.com/videotours/rw10marketing/intro/intro_stream_us.html • Classmate: This is a portable audio book player that reads books aloud while highlighting text on the device screen. It includes integrated dictionary, voice or text notes, highlighting, and bookmarking passages. View the demo online at http://www.humanware.com/en-usa/products/learning_disabilities/_details/id_107/classmate__reader.html Hold a group discussion about the use of laptop computers, netbooks, tablet PCs, and iPads. • Tablet PC: This is a cross between a traditional laptop and a tablet. It looks like a laptop, but the display panel swivels and folds down to an all touchscreen interface. A stylus can be purchased for input, which allows for handwriting on the screen instead of typing. A benefit is that notes or editing can be done by hand directly on the document for later revisions. • Netbook: Smaller and lighter than a traditional laptop to increase portability; however, they typically have less power and fewer features than a traditional laptop. Students may be limited with basic functions. • Tablets: Increasingly popular, mobile devices such as the iPad are smaller and lighter than laptops and netbooks and increase portability. They have numerous apps for different types of supports as needed. **Guided Practice** Allow the students to work in groups to complete a graphic organizer that will expand students from having a basic knowledge of these products to the application of them. Using the seven products listed above, brainstorm the academic uses and life purposes of each.	
Extended Practice	Students will select one of the following AT items to explore on their own and create a short PowerPoint about the item using the provided template: iPad, Audio recorder, Kurzweil, Smartphone, Inspiration graphic organizer software, Speech-to-text software, Smart pens, Tablets, Text-to-speech software, Other: Students will discuss with the teacher to determine appropriateness of the item.	PowerPoint template Computer access
Lesson Closing	Students will share their Power Points with the class. This can be done in a subsequent lesson if needed.	

Module 3 Lesson 2

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Why Is It Important?

- AT helps students with learning differences be more successful in college.
- Students report that AT resources help them learn more effectively and efficiently, making learning less stressful.

Students who use AT in high school are more likely to use AT in college.

Review of technology items discussed in Module 3 Lesson 1 and segue to the connection of learning the academic and personal applications of assistive technology and the impact they will have on the students' educational experience.

Let's Explore!

There are many different brands and kinds of assistive technology available today. Some products, such as iPads, are usually bought for entertainment but can be used for AT purposes.

Speech-to-Text Software

- Install on your computer
- You talk, it types
- Example: Dragon Naturally Speaking
- Watch the demo online

View the demonstration video and discuss.

http://www.nuance.com/videoplayer/videoplayer.asp?n=Nuance_DNS_11_Launch_100_640x360&w=640&h=360&p=naturallySpeaking/product-demos/&autoPlay=false&videoPage=true

View the demonstration video and discuss.

http://www.livescribe.com/en-us/

Text-to-Speech Software

- Install on your computer and control via floating taskbar
- Reads text aloud to you
- Many other features such as dictionary, phonetic spell checker, screen masking, and converting to mp3 files
- Example: textHELP
- Learn more online

View the demonstration video and discuss.

http://www.texthelp.com/videotours/rw10marketing/intro/intro_stream_us.html

Classmate

- Portable audio book player
- Reads aloud while highlighting text on screen
- Includes integrated dictionary, voice or text notes, highlighting, and bookmarking passages
- Watch the guided tour online
  Click on Features/Specs; scroll down and click the guided tour link in the right margin

View the demonstration video and discuss.

http://www.humanware.com/en-usa/products/learning_disabilities/_details/id_107/classmate__reader.html

Brief discussion of key points.

Portable Tablets

- Smaller and lighter than laptops and netbooks to increase portability
- Numerous apps for different types of supports as needed

Brief discussion of key points.

Research

Select one of the following AT items to explore on your own and share with class in the next session.

- iPod
- iPad
- Audio recorder
- Smart pens
- Netbooks

- Smartphone
- Speech-to-text software
- Inspiration graphic organizer software
- Other

Students should choose one brand/type of AT and research the uses and advantages of that product. They will need to include the following:
- Description of the product
- Ways it supports learning
- Skills needed to use the product
- Possible challenges it can present
- Cool Factor (what makes this AT really attractive to users)

11
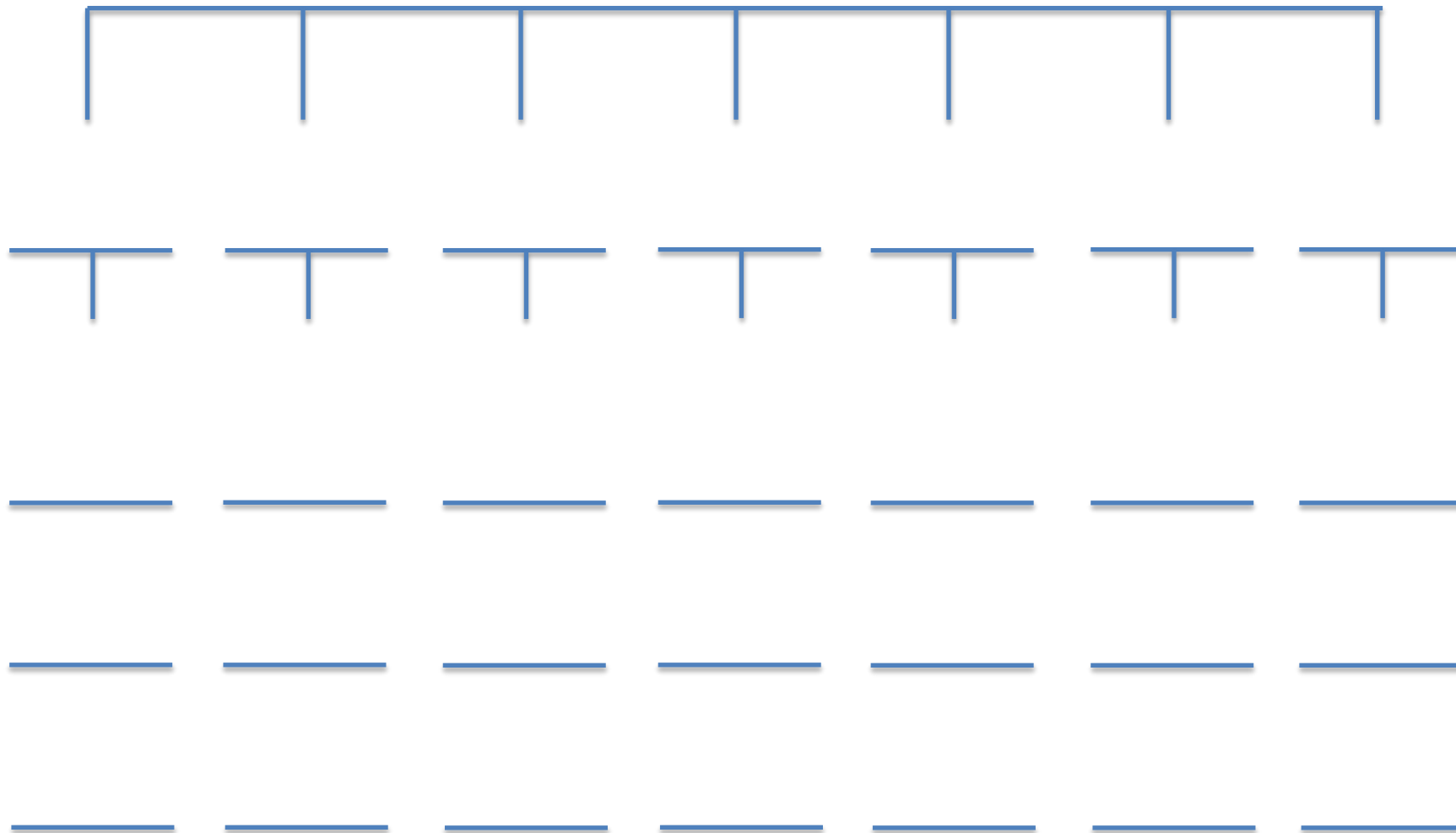
Assistive Technology

Assistive Technology

Speech to Text	Smart Pen	Text to Speech	Classmate	Netbook	Tablets	Tablet PC
Focus on Content	Improve self-esteem	Facilitate Research	Increase vocabulary	Portable	Writing to text	Portable
Multi-purpose	Improve note taking	Improve fluency	Includes study tools	Large keyboards	Study tools	Swivel screen
Type papers	Organize notes	Encourage independence	Reading independence	Internet access	Apps available	Laptop capabilities

ASSISTIVE TECHNOLOGY PRESENTATION TEMPLATE

Your Name

PRODUCT

▶ Description of technology

▶ Picture of technology

HOW THIS ITEM SUPPORTS LEARNING

SKILLS NEEDED TO USE PRODUCT

POTENTIAL CHALLENGES

"COOL FACTOR"

▶ What makes this AT attractive to users? Why do people like it?

SUMMARY/OTHER
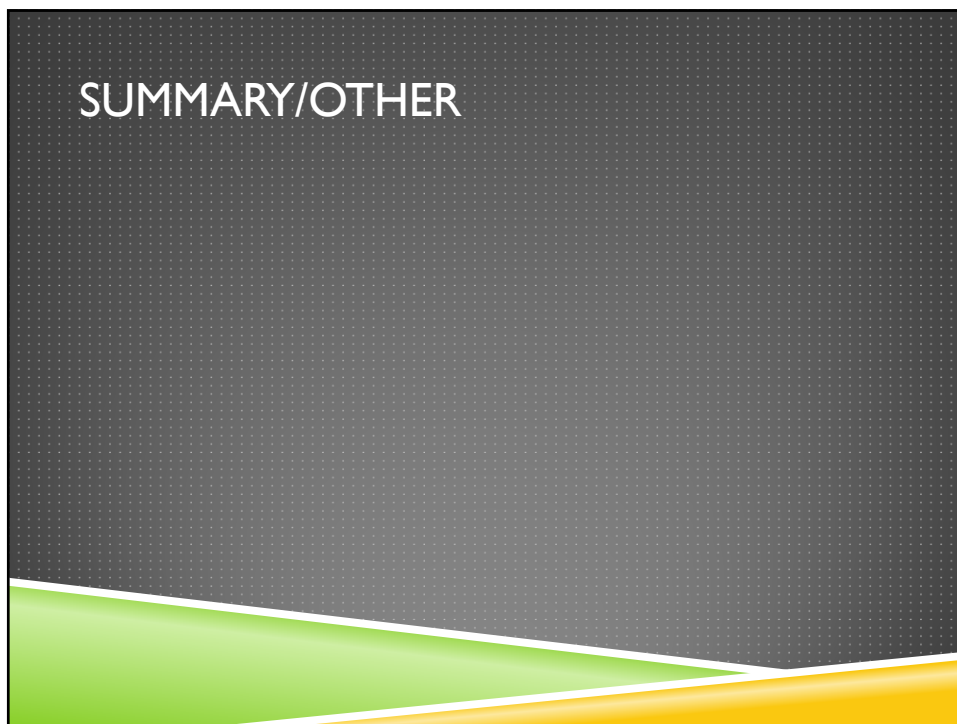
Lesson: Module 3 Activity 3   **Topic**: Technology Journal Entry

Objective: The student will identify types of IT/AT they use and the purpose of these technologies for them as learners.

Materials Needed

- Transition Notebook
- Any needed writing accommodations

Activity Description

Teacher Input

After discussing the information on types of technology in Module 3 Lesson 1, think about and take notes on the types of technology you currently use for school. Include both items on your IEP and items that may not be listed on your IEP. Once you have created your list, how would you categorize them? Would you place the items in instructional or assistive, and why?

Journal Entry

Reflect on the types of technology you currently use. Classify each item into a category and explain why you placed it there. Discuss how each item helps you. Did you place any in both categories? Explain why. Are there other types of technology that you know about that you think would help you with schoolwork? List them.

Lesson: Module 3 Lesson 3   **Topic**: Online Learning

Objective: The student will identify and explain one online learning platform and three online course tools that will be found at the postsecondary school they plan to attend.

Lesson Element	Procedures	Materials
Lesson Setup & Lesson Opening	Obtain PowerPoint for Module 3 Lesson 3 and make copies of Student-Guided Notes for each student in the class. Let students know that at the conclusion of this lesson they should be able to identify different online learning platforms and course tools.	PowerPoint File Module 3 Lesson 3 Student-Guided Notes
Lesson Body	**Teacher Input** Lead a group discussion about experiences in school using online learning. After sharing K-12 online learning experiences, the teacher will note that while there are still classes in college designated as either face-to-face/campus-based classes, the reality is that all courses now incorporate some type of technology tools to facilitate the course. Using PowerPoint outline, explain to the class that postsecondary settings have two aspects of online learning. There is a **learning platform** and **online course tools.** Understanding the differences and similarities in these, the way they work together, and the characteristics of each will help students have an understanding of how online learning works. **Learning Platforms** refer to an integrated set of online services that provide teachers and learners with information, tools, and resources to support and enhance educational delivery and management. Essentially, it is a set of online tools that work together in a type of operating system where students can go to one place and access all of their classes and each class' respective email, message boards and discussion forums, text and video conferencing, shared diaries, online social areas, as well as assessment, management and tracking tools (Wikipedia). Most online courses will use a specific learning platform. Face-to-face courses typically use certain *aspects* of the learning platform. View the videos of three commonly used online learning platforms. After each video, hold a discussion on the key points of each platform and its uses. • Blackboard/WebCT: http://www.blackboard.com/Platforms/Learn/Overview.aspx • Centra web conferencing: http://www.sabameeting.com/product/classroom • Moodle: https://moodle.org/about/ **Online Course Tools** can be used with face-to-face, partially online, or fully online courses. Online course tools refer to any online method for delivering content or communication. They may be accessed through the **learning platform,** or they may be accessed through an independent website. All students and professors are required to use them;	PowerPoint with Teacher Notes Student-Guided Notes Access to online videos Completed example of graphic organizer

	therefore, it is necessary to understand how they work in order to be successful in school. Lead a discussion on the following course tools:	
	• Grade Center: Teachers may use this tool to post feedback, points, grades, list assignments, have students submit assignments, have online tests in any format (multiple choice, essay, etc.) Students may keep up with how they are doing in their coursework. This is typically found in the learning platform. • Delivery of content: Professors may use the online environment for course content either live through videoconferencing tools, in an interactive format, or through written material in learning units. This may or may not be in the learning platform. • Discussion Boards, Wikis, Blogs: Students and faculty typically engage in discussions about topics through these tools, allowing for more student interaction in the online environment that is evident in classes that meet face-to-face. This may or may not be in the learning platform. • Synchronous/Asynchronous Chats: Asynchronous chats take place outside of real time. Examples include email and posts to a discussion board. Students involved in asynchronous chats can digest the information and respond to it at a time that is convenient for them. During synchronous chats, all participants are expected to be online and available at the same time. Examples include chat rooms, whiteboard drawing boards, and interactive group work. **Guided Practice** Students will work in pairs or small groups to complete a graphic organizer, such as a double bubble map, that compares/contrasts online learning platforms and online course tools including examples of each. See the completed example for ideas.	
Extended Practice	Students will go to the website of the school they plan to attend and find out the online learning platform that school uses. They will then go to the learning platform's website to find out more about it, **including** the online course tools that it contains. They will also give one example of an online course tool that may be used but is not included in the learning platform. Use the PowerPoint template as a model for the students to follow. The students will put together a PowerPoint presentation to demonstrate what they have learned.	Venn Diagram/ Double Bubble Thinking Map® Template (not included)
Lesson Closing	Refer back the quote on the last slide of the PowerPoint, "The question is no longer IF the internet can transform learning in powerful ways." Reiterate that mastering basic technology skills and understanding the different types of tools *will* be needed to be successful in postsecondary settings.	

Online Learning

Module 3 Lesson 3

This lesson is aimed at exposing students to online learning platforms.

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Using PowerPoint outline, explain to the class that postsecondary settings have two aspects of online learning. There is a **learning platform** and **online course tools.** Understanding the differences and similarities in these, the way they work together, and the characteristics of each will help students have an understanding of how online learning works.

Online Learning Platforms

Set of online tools that work together so that there is one place for access to:

- Email
- Message boards
- Discussion forums
- Text and video conferencing
- Shared diaries
- Online social areas
- Assessment, grade management, and tracking tools

Learning Platforms refer to an integrated set of online services that provide teachers and learners with information, tools and resources to support and enhance educational delivery and management. Basically it is a set of online tools that work together in a type of operating system where students can go to one place and access all of their classes and each class' respective email, message boards and discussion forums, text and video conferencing, shared diaries, online social areas, as well as assessment, management and tracking tools (Wikipedia). Most online classes will use a specific, and fairly comprehensive, learning platform. Face to face classes typically use certain *aspects* of the learning platform.

Commonly Used Learning Platforms

Blackboard: Widely used education system that includes course management, content authoring, collaborative discussions, virtual classrooms, as well as testing and grading

Moodle: Web-based course system

Commonly Used Learning Platforms

- Blackboard/WebCT

- Centra/Saba Classroom

- Moodle

View each of website/intro videos of three commonly used course learning tools/platforms

Blackboard video - http://www.blackboard.com/Platforms/Learn/Overview.aspx   The video is on the right side of the website about half way down.

Centra/Saba Classroom - http://www.sabameeting.com/product/classroom

Moodle - https://moodle.org/about/ Scroll down for the video.

Online Course Tools

- Any online method for delivering content or communication
- Can be used in:
  - Face-to-face courses
  - Partially online courses
  - Fully online courses
- May be accessed through:
  - The learning platform
  - An independent website

Online Course Tools refer to any online method for delivering content or communication. Online course tools can be used with face to face, partially online, or fully online courses. They may be accessed through the **learning platform,** or they may be accessed through an independent website. All students and professors are required to use them, therefore, it is necessary to understand how they work in order to be successful in school. Lead a discussion on the following course tools:

Grade Center - teachers may use this tool to post feedback, points, grades, list assignments, have students submit assignments, have online tests in any format—multiple choice or essay, etc. Students may keep up with how they are doing in their coursework. This is typically found in the learning platform.

Delivery of content – professors may use the online environment for course content either live through videoconferencing tools, in an interactive format, or through written material in learning units. This may or may not be in the learning platform.

Discussion Boards, Wikis, Blogs – students and faculty typically engage in discussions about topics through these tools, allowing for more student interaction in the online environment that is evident in classes that meet face-to-face. This may or may not be in the learning platform.

Synchronous/Asynchronous Chats (This is typically found in the learning platform)

Asynchronous communication and activities take place outside of real time. For example, a learner sends you an e-mail message. You later read and respond to the message. There is a time lag between the time the learner sent the message and you replied, even if the lag time is short. Bulletin board messages can be added at any time and read at your and the learners' leisure; you do not read someone else's message as it is being created, and you can take as much time as you need to respond to the post. Asynchronous activities take place whenever learners have the time to complete them. For example, viewing videos linked to the course site, reading a textbook, and writing a paper are all asynchronous activities.

There are some key **advantages to asynchronous collaboration** tools. For one thing, they enable flexibility. Participants can receive the information when it's most convenient for them. There's less pressure to act on the information or immediately respond in some way. People have time to digest the information and put it in the proper context and perspective. Another advantage is that some forms of asynchronous collaboration, such as email, are ubiquitous. These days, it's hard to find a co-worker, customer, business partner, consultant, or other party who doesn't have an email account.

The **drawbacks** of asynchronous collaboration are that they can lack a sense of immediacy and drama. There's less immediate interaction. Sometimes people have to wait hours, days, and even weeks to get a response to a message or feedback on a shared document. The lack of immediacy means that information can be out of date by the time someone views it. This is especially true in light of the rapid pace of change in today's business environment

In contrast, **synchronous, or real-time, communication** takes place like a conversation. If your class uses only writing-based tools to communicate, the only synchronous communication possible is a chat session. Everyone gets online in the same chat room and types questions, comments, and responses in real time. Synchronous activities may include chat sessions, whiteboard drawings, and other group interactive work. If your class involves multimedia tools, synchronous communication might involve audio or video feeds to the computer. Some "online" courses require learners and teachers to get together at least once (or sometimes several times) in person, by conference call, or through closed-circuit television links.

One of the **advantages of synchronous collaboration** is its immediacy. You can send and receive information right away. This more closely resembles a face-to-face or telephone conversation between two or more people, so can present a more natural way of communicating. The sense of immediacy is more like to solicit a timely response from people. Synchronous collaboration, in general, is more interactive than asynchronous.

The **downside** of synchronous collaboration is that not everyone uses it. Although instant messaging, chat, and other such tools are becoming more common, they're still not as ubiquitous as technology such as email. Another drawback is that synchronous collaboration is not as flexible as asynchronous. All the parties involved must be ready and willing to collaborate at a given moment-or the session doesn't work as well. Also, not everyone does well with this kind of collaboration, particularly people who like to think over what they want to communicate.

(More information can be found online: http://academictech.doit.wisc.edu/ideas/otr/communication/asynchronous-synchronous)

Common Online Course Tools

- Grade Center
- Delivery of content: *Live and through learning units*
- Discussion Boards, Wikis, Blogs
- Synchronous/Asynchronous Chats

Online Course Tools can be used with face to face, partially online, or fully online courses. Online course tools refer to any online method for delivering content or communication. They may be accessed through the **learning platform,** or they may be accessed through an independent website. All students and professors are required to use them, therefore, it is necessary to understand how they work in order to be successful in school. Lead a discussion on the following course tools:

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(More information can be found online: http://academictech.doit.wisc.edu/ideas/otr/communication/asynchronous-synchronous)

"The question is no longer **IF** the Internet can transform learning in powerful ways."

- The Web-Based Education Commission

Technology is changing education from Pre-Kindergarten through college. It's important to work on your technology skills and comfort level in order to be ready for what will be expected of you in college settings. While campuses have supports in place for all course platforms and tools, the more comfortable you are with basic computer skills, the easier your transition to college will be in regard to whichever aspects of online learning your professors use.

[Some high schools use Blackboard or other online course management tools. Teachers may also create opportunities for students to practice their online skills within these tools.]

Online Learning Technology

Sample Graphic Organizer

Grade Manager

One place for all course information

Online tools that help students learn

Message boards

Operates similar to an operating system

Online tools that facilitate communication with professor/classmates

Online Learning Platform

Email

Online Course Tools

Requirement for online courses

Video conferencing

Blogs, online videos, other websites not on the learning platform

Face-to-face courses can use aspects of both

Lesson: Module 3 Lesson 4   **Topic**: Using Technology Responsibly

Objective: The student will evaluate their online presence based on criteria for responsible technology use and social networking.

Lesson Element	Procedures	Materials
Lesson Setup & Lesson Opening	Obtain PowerPoint for Module 3 Lesson 4. Let students know that at the conclusion of this lesson they should be able to summarize tips for using technology responsibly and evaluate their online presence based on what they have learned.	Power Point file Module 3 Lesson 4 Student-Guided Notes
Lesson Body	**Teacher Input** Use the PowerPoint file with detailed teacher notes to lead a discussion about the following technology-related topics: the prevalence of and uses of technology in college students' daily lives; the potential risks using technology irresponsibly exposes students to; and how to mitigate those risks by becoming "tech-savvy" and "web wise." **Guided Practice** Divide the class in pairs. Distribute the packet of *Spacebookster* pages to each pair. Tell them to assume that they are moving to a new city, and that they have been using *Spacebookster* to check out profiles of a few people for a potential roommate for their new apartment. Each pair should identify the top two profiles of people with whom they would like to be roommates. Do **not** tell the students that these profiles are based on specific people/characters at the beginning of the activity; they should assume that they're simply generic, made-up profiles. Ask each group to share their choices and provide a rationale for why they think these individuals would be good candidates for a roommate. After the students have finished, make a list of all the individuals who have been chosen. Reveal the true identities from the *Spacebookster* profiles, and see if the students feel the same way once they know the actual identity of the people. Collect the packets from each student pair when they have finished this activity.	PowerPoint file with teacher notes Student-Guided Notes *Spacebookster* packet for each pair Social Networking Site Evaluation Worksheet

Extended Practice	In their transition notebooks, students will write a journal entry reflecting on the following topics: • Why is it important to use technology, especially social networking sites, responsibly? • Based on what you have learned in this lesson about becoming tech-savvy and web wise, review your own online presence (including any social networking profiles as well as other aspects of your online footprint) with a critical eye. List any issues or concerns you may have regarding what your online presence is sharing with the world, along with what you plan to do (or have already done) to correct these issues. If you did not see any areas that need to be addressed, describe the good safety practices you already use online.	Transition Notebook
Lesson Closing	As their "ticket" out of class, students should tell you one thing that can be learned about many people from the Internet.	

Using Technology Responsibly

Best Practices for Safe and Savvy Technology Use

Module 3 Lesson 4

This lesson is aimed at helping students become more aware of technology issues, including their own online presence, and enabling them to make smart choices about the ways they use technology, how they interact with people online, and the information they share with the online community

Sincere thanks to Sir Peter Romary, Director of Student Legal Services at East Carolina University, for a large portion of the information contained in this lecture.
Additional source of information: ECU's Information Technology and Computing Services website at http://www.ecu.edu/cs-itcs/itsecurity/Safe-Computing.cfm

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Why Become Tech-Savvy?

- College students rely heavily on technology for both academic and non-academic purposes
  - Laptops   Netbooks   MP3 Players   Smart Phones
  - Tablets   E-Readers   Assistive Technology Devices

- Near-constant access to technology

- Need to accomplish many tasks online

- Skills are more than just how to use it; need to be truly savvy about technology

Becoming tech-savvy is important for college students because of how much they rely on technology every day for both academic and non-academic purposes. These are just a few of the technology items college students often use.

Unlike in many high schools, college students have near-constant access to technology. Because there's more freedom in college, there's often nobody enforcing limits on things like non-academic computer use or when and where a smartphone can be used.

In addition, college students need to do many more things online than they likely had to do in high school. For example, many colleges only post grades online, and many professors use web-based course software that requires students to do things like complete homework assignments, take quizzes, and submit papers online.

Becoming tech-savvy is a key skill for college students because not only do they need to know how to use these technology items, but they also need to become truly savvy about technology in many different ways.

Let's start by considering all the reasons why people use technology.

Both students and adults use technology – especially computers, tablets, and the internet – for a wide variety of purposes such as the ones listed here. What other reasons that students might use technology can you think of? Be sure to think about academic and non-academic purposes.
[Have students consider these purposes and name any others they can think of. See more purposes listed below.]

Some possible purposes for using computers and internet to consider including in the discussion:
Email: including use for personal, educational, and professional purposes
Social media/social networking sites: Keeping in touch with friends and family; Sharing information with people; Dating websites
Employment: including job-hunting, professional networking, and many ways technology is used within people's job duties
Education: Research, writing papers, etc.; Online courses; Connecting with classmates/teachers; Seeking out further information about schoolwork, doing homework, etc.; Assistive technology
Conducting business: Paying bills; Online banking/finances; Shopping; Selling things (e.g., Craigslist, Etsy, Ebay); Other personal business such as searching for a new roommate, seeking a ride-sharing/carpooling network, etc.
Entertainment: Listening to music; Watching movies or TV shows; Reading content websites or online magazines or books; Video games (both online and offline)
Organization: such as online calendars or planners; tracking and organizing any kind of information through software/apps
Personal websites: Blogging; Disseminating information (e.g., wedding website, personal interest website)

A Double-Edged Sword

- Technology is so well-integrated into daily life that we may not realize its extent

- Pros: convenience and efficiency
  Cons: dependence and vulnerability

- Technology's benefits usually outweigh its risks

- However, serious problems can arise if you're not safe and savvy when using technology

In our daily lives, the ubiquity of technology is a double-edged sword.

As you can see from the myriad of uses we just discussed, technology is so completely integrated into most people's lifestyles that it often tends to blend into the background. When it works seamlessly, as it often does, we forget that it's even there. This can be dangerous because it leads to us taking it for granted, becoming lax about safety/responsibility, and forgetting that there are still risks associated with its use.

The convenience and efficiency that technology provides also come with the tradeoffs of dependence and vulnerability. We generally don't remember or notice these drawbacks until something goes wrong…there's no concern about the security of your computer until you get a virus that fries your entire hard drive, or you take for granted that your bank's website is secure until there's a data breach and your identity is stolen.

Although the benefits of technology generally *far* outweigh the risks, we cannot forget that there *are* risks. It's important to get into the habit of recognizing those risks early on and consistently taking actions that minimize and/or avoid them.

Risks associated with technology come in different types. Some of them fall into multiple categories at the same time.

In general, here's what these broad categories refer to:
- Security – keeping information out of the wrong hands
- Safety – issues that can cause harm to someone
- Privacy – sharing more information than is preferred or advisable
- Data integrity – loss of information

If You Post It, They Will Find It

- **Anyone** can find **a lot** of information about you online.

- All it takes to find many details about you is...
  - The motivation and persistence to look for them
  - A small amount of prior knowledge about you

- If you are careless about online safety and security, they may also be able to access more sensitive or private information about you

To start off, we'll talk about the risks associated with the large volume of information that's available online about most people. This ties into all the different types of risks listed on the previous slide (privacy, safety, and security more so than data integrity).

The knowledge required about you to get started is minimal. For many of the details, it's as simple as looking at Facebook or Twitter and using the information gleaned from that site as clues to where else to start looking. Even for further depth, the prior knowledge needed could be as simple as where you go to school or when your birthday is.

Someone with nefarious motives and just a little bit of technological expertise can gain access to even more information – IF you're careless about security. *What* they can probably access is even scarier: how much money you make, credit cards you own, where you bank, etc. The carelessness doesn't even have to be something as drastic as leaving a list of your passwords out somewhere. Something as simple as forgetting to log out of a social networking or email account on a public computer could give a total stranger access to completely take over the account and lock you out!

What Can I Find Out About YOU?

- Where you go to school
- What kind of car you drive
- What you did last Saturday night
- Your favorite songs
- Where you work
- What you want for your birthday
- Where you live
- The brand of pizza you prefer
- The people you admire
- Where & when you're going on vacation
- What you're looking for in a significant other

- Who your friends are
- Where to find you on Tuesday evenings
- Illegal activities you've participated in
- Who your roommates are and whether you get along
- Your opinion of your teachers
- Your political views
- Your sense of humor
- Where you are and what you're doing right now
- What you think of your boss
- Items you own and items you want to purchase

- Your favorite sports teams
- Your sexual orientation
- Who your family members are
- Your favorite movies
- Your birthday and age
- What causes/issues you support
- Where you shop
- How you're doing in school
- Which websites, books, and magazines you read
- What you look like
- **And much more…**

This is a list of a few of the tidbits of information about you that I may be able to find online. Anyone can find out hundreds of details about you if they know where to look online, and many of these can be found if I know nothing more than your name.

Of course, all of these will not apply to everyone. However students may be surprised by how much information is available and how actions you take online that you might assume are not being tracked actually are.

Where Can I Find All This Information?

- **Social networking sites**
  Facebook, Twitter, Google+
- **Blogs**
  Blogger, Tumblr
- **Personal websites**
- **Photo/video sites**
  YouTube, Instagram
- **Dating sites**
  eHarmony, Match.com
- **Online video games**
  Xbox Live, Steam
- **Message boards**
  Any website with this feature

- **Wish lists/registries**
  Amazon, Target, eBay
- **File-sharing sites**
  BitTorrent
- **Entertainment sites/services**
  Hulu, Netflix, Goodreads
- **Employment-related sites**
  Monster, CareerBuilder
- **Business sites**
  Craigslist, Etsy, Roommates
- **Other**
  Can you think of additional online resources where you may inadvertently be sharing more than you realize?

So where is all this information coming from?

In case you were thinking that some of those things mentioned on the previous slide couldn't possibly be public information, here's a list of some of the types of websites (and a few specific examples of each type) where these details can be found. A great deal of additional information that wasn't mentioned is also available on these sites and others.

If someone is looking to find out about you, these are the places they will probably start. Once they get started on one site, it's usually an easy jump to figure out other sites where they can find more information.

Let's take a moment to consider this: What are the possible consequences of people knowing this information?
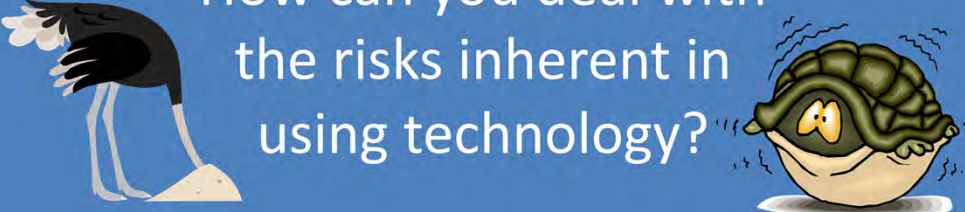[Have students briefly brainstorm potential consequences.]

Potential Consequences of Irresponsible Technology Use

- Disciplinary action from colleges/universities
- Losing a scholarship or athletic eligibility
- Stalking
- Use of posted information as incriminating evidence in legal matters
- Identity theft
- Being passed over for a new job or internship
- Disciplinary action from an employer, including getting fired

These are some examples of the consequences that can arise from using poor judgment about posting online or other lax online security, privacy, or safety behaviors.

- Colleges have disciplined students based on social networking posts depicting activities that violated laws or student codes of conduct. Disciplinary actions have been taken based on activities such as underage drinking, drug use, sexual activities, miscellaneous illegal activities, joining certain groups or posting controversial/hate speech, etc. Students have also lost scholarships for activities such as these. A specific example of something that could lead to this consequence: a student under age 21 posts a photo of himself drinking a beer that was clearly taken inside his dorm room.
- Students have been stalked after posting their schedules or other detailed information about their whereabouts on social networking sites, blogs, or personal websites. Some people have even been killed by someone who gained access to the victim through personal information found online. Since many schools have open campuses, information about a student's schedule may be all that's needed to pinpoint their location at a specific time and then show up at that location.
  The increase in apps that let you "check in" at a location (e.g., Foursquare) can make this even easier to do. When using these, not only are people advertising that they're not at home (useful information for anyone who wants to break in and steal something), but they're also sharing exactly where they are in real time (useful information for a potential stalker).
- Law enforcement officials can use photos, videos, and other information posted online as incriminating evidence against you. They can also arrest people for cyber-stalking and harassment, threats, and false statements against others online.
- Anyone who posts detailed personal information online is vulnerable to identity theft. Identity theft may not seem like a big deal to many high school students because they may not fully understand its implications; in fact, many adults don't fully understand how serious of a threat it is either. It's even more serious for high school and college students because they're less likely to check their credit reports or engage in financial activities that would call attention to and catch the problem before it reaches crisis levels.
- Many employers now check the internet, especially social networking sites, before hiring new employees. Even if you think your information is not accessible to potential employers, it may be. Under the Patriot Act, many agencies are now able to access the profile of any potential employee, regardless of their privacy settings, without any notification to the individual. (This could easily apply to a college student applying for an internship with a government agency, as well as in many other situations.)
  Even if an employer does not have access under the Patriot Act, they can still simply ask you to pull up your social networking profile in an interview (which prevents you from being able to "clean it up" like you might if they asked you to grant them access later on).
- Once you have a job, posting online can still cause you to lose it. There are numerous examples of people whose social media posts got them into trouble, and it's not always for the same reason. Some have gotten in trouble for breaking a law; while others have been disciplined for sharing information the employer does not want public or disparaging the employer or customers/clients.

How can you deal with the risks inherent in using technology?

You can't ignore the risks, but you also can't avoid technology entirely.

The solution is to become "web wise" and technologically-savvy.

This discussion is not intended to convince you to remove all of your information from the entire internet. That's neither practical nor realistic. On the contrary, the sites where all of these personal details are available are often highly effective and important tools for communication, information-sharing, education, business, and more.

Even experts on internet safety have an online presence, so the answer is not to disappear from the internet. The problem arises when people do not use good judgment related to the information they share online. By simply using your good judgment in conjunction with what you know about the risks and benefits of your online presence, you can drastically decrease the possibility of running into problems.

From "Street Smart" to "Web Wise"

- "Street smart" people…
  - Possess strong common sense
  - Have good instincts
  - Develop strong critical thinking skills
  - Are aware of their environment, including the risks it may pose
  - Use their skills to make good decisions and minimize risks
- "Web wise" is the internet version of "street smart"

Before moving on, let's define the term "web wise."

We've all heard the phrase "street smart" before – referring to people who possess strong common sense, good instincts, and wisdom, and as a result are able to safely navigate the world despite the risks they may encounter. Street-smart people use their skills to make good decisions. They don't avoid the world, but they know what risks they're likely to encounter and take steps to minimize the risks they take

"Web wise" is simply the internet version of "street smart." All the same skills are relevant; they're simply being applied in a different setting.

Becoming "Web Wise" and Tech-Savvy

- Understand that being tech-savvy is about more than knowing how to use technology

- Learn about technology-related risks

- Take steps to avoid or minimize risks

- Take responsibility for your role as a member of the online community by being a good cyber-citizen

- Apply critical thinking skills and good judgment to all your technology-related actions

So how do you become web wise and tech-savvy? The following slides will all talk about more specific aspects of being web wise and tech-savvy, but here's an overview first.

First, you need to understand that being tech-savvy is about much more than knowing how to *use* technology. Many people use that term to refer to people who can easily navigate technology - people who use technology effectively and efficiently and who can troubleshoot basic and intermediate tech problems without much support. But being truly tech-savvy entails also being aware of larger issues surrounding technology, such as: why it's an important tool, the purposes it serves, where people can run into problems with it, how to solve those problems, and what impact their use of technology has on the communities they're part of.

Being web wise and tech-savvy also means learning about the risks related to technology and taking steps to minimize or avoid those risks.

Web-wise and tech-savvy people also take responsibility for the impact they have within the online community. They become good cyber-citizens.

Finally – and most importantly by far – web-wise and tech-savvy people use critical thinking skills and good judgment in all their technology-related actions. They evaluate benefits and drawbacks with a critical eye, consider the purpose their actions are serving, and engage responsibly with technology and online.

Tips for Becoming a "Web Wise" & Tech-Savvy College Student

The next section contains more specific tips on how to use technology responsibly, especially as a college student.

Keep a Clean Machine

- Use reputable security software and ensure that it scans for threats regularly
  - Anti-virus
  - Anti-malware
  - Anti-spyware

- Don't bypass or disable security protocols

- Keep security software up-to-date

- Protect all devices that connect to the internet

- Don't forget about external devices like flash drives

To minimize your risks, you can start by keeping your computer clean and protected from online threats.

Downloading reputable and comprehensive security software is critical. Be sure that it's enabled and runs on a regular basis to check for threats or problems. It should go without saying that bypassing or disabling these functions defeats the purpose of having the software in the first place. For example, it may be annoying to have to repeatedly tell your internet browser that a certain kind of pop-up window is not a threat, but disabling the feature entirely can cause more problems than eliminating the annoyance was worth.

It's also crucial to keep this software updated, as threats change constantly and the software needs to be updated to handle new problems that pop up. You can set these things to update automatically, and it's a good idea to do so.

Your laptop isn't the only device that needs protection from potential security threats. Any web-enabled device can be vulnerable, including smart phones, tablets (iPad), game consoles (Xbox, Playstation), e-readers (Kindle, Nook), etc.

Don't forget to use your security software to scan and clean up external devices like flash drives, external hard drives, etc. These items can become infected with viruses, malware, and spyware as well, and are often more vulnerable because (1) they may be plugged into multiple computers over time, some of which may be public and not subject to security as rigorous as your personal computer; and (2) they're not usually automatically scanned and protected by security software.

Be savvy when it comes to connecting to Wi-Fi hotspots. Although many businesses offer free Wi-Fi, not every network is set up the same, and some may present significant risks to your devices.

- Pay attention to where the Wi-Fi you're connecting to is coming from. If it's provided by a business as a perk to their customers (especially if it requires a password) then it's probably safer than some random network you can't identify the source of.
- Make sure that your security settings on your computer are more stringent when connecting to a public network. Designate any Wi-Fi network you don't personally control the security of as a public network to ensure that your computer is not sharing your personal information with unsecured networks. You can also set it so your device does not automatically scan and/or connect to networks without you first searching for and selecting them.
- If you're on a public network, make smart choices about the information you access and transmit. For example, watching funny animal videos on YouTube carries minimal risk, but making an online purchase with a credit card is a much riskier thing to do.

Protect your money by always checking whether a website is security-enabled before entering any kind of financial information for banking or shopping transactions. The web address should say https:// or shttp:// to indicate that the site takes additional measures to secure your information. (The s stands for secure.) Sites starting with simply http:// are not secured.

Using strong passwords is critical to protecting yourself online. (More about passwords on the next slides) In addition, many websites and online accounts also offer additional identity-verification and security measures, which you should take advantage of.

Create Strong Passwords

- Minimum length of 8 characters

- Include at least 3 different types of characters:
  Uppercase letters (A B C)   Lowercase letters (a b c)
  Numbers (1 2 3)   Symbols (@ & % * ? / + ~)

- NO personal information
  e.g., pet's name, significant dates, favorite teams, etc.

- NO dictionary words or names

- NO reverse-spelled words or common substitutions
  e.g., regrubeseehc, LuvDaPir@tez1, 3L!z@b3t4

Practicing excellent password security can go a long way toward keeping your information safe. Here are some key tips:

Create strong passwords: It's easy to find guidance on how to create a strong password. Many colleges provide guidelines and examples, and some even require your password to meet certain criteria in order to be accepted by the campus system. The key is to create something that is easy for you to remember but is extremely difficult for others (or a computer program) to guess.
- Passwords should be at least 8 characters long, preferably more. The longer it is, the harder it is for a human to guess or for software to crack.
- Passwords should include at least 3 of the 4 different types of characters: uppercase letters, lowercase letters, numbers, and symbols/special characters.
- Do not include personal information in your password. Many people use information that is significant to them and thus easy to remember, but these things are also easy for someone to find out. Your phone number, birthday, graduation year, names of pets/family/friends, favorite team/movie/book/band/etc., address, license plate number, make/model of vehicle, etc. should all be off-limits.
- If you can find the word in the dictionary, then a computer program can easily guess it. The same goes for any proper name.
- Be aware that you will not outsmart hackers by spelling a password backwards or substituting common symbols or misspellings. (e.g., regrubeseehc instead of cheeseburger; 3L!z@b3t4 instead of Elizabeth, etc.)

Don't Even Think About Using These Passwords…

- password
- 123456
- 12345678
- abc123
- qwerty
- monkey
- letmein

- dragon
- 111111
- baseball
- iloveyou
- trustno1
- 1234567
- sunshine

- master
- 123123
- welcome
- shadow
- ashley
- football
- jesus

- michael
- ninja
- mustang
- password1

These are the 25 "**Worst Passwords of 2012**" as compiled by SplashData, a company that makes password management software

The company that compiles this list bases it on passwords that have been posted by hackers and releases it yearly "in an effort to encourage the adoption of stronger passwords."

Source: "Scary Logins: Worst Passwords of 2012 – and How to Fix Them" from http://www.prweb.com/releases/2012/10/prweb10046001.htm and also referenced in "The 25 most common passwords of 2012" by Chenda Ngak, CBS News, 10/24/2012. (http://www.cbsnews.com/8301-205_162-57539366/the-25-most-common-passwords-of-2012/)

Change passwords regularly
- Some college computer networks (or other systems) require you to change your password at regular intervals. Even if yours doesn't, you should get into the habit of changing all your passwords every so often. You don't have to make drastic changes, but at least a few characters should be different.

Use a different password for every account
- Given the large number of online accounts that most people have, this can seem like a daunting proposition. However it actually doesn't have to be. The password you use don't have to be completely random or drastically different from each other, as long as there's no easily discernible way that they relate to each other. The important thing is that if someone gains access to one of your accounts by guessing or hacking your password, they should not be able to use that same password to access any of your other accounts. Furthermore, you can use a password manager to keep track of them all in case you forget. (See next tip…)

Store passwords securely
- The old advice given by security professionals (back when people only had 1 or 2 passwords to remember) was to never, ever write your passwords down anywhere. However, based on that advice, too many people chose extremely easy-to-remember – and thus extremely easy-to-guess – passwords (such as "password" or "123abc"). As a result, the newer advice is to write down your passwords if you need to do so in order to use strong, secure ones. However it's crucial to store your passwords securely.
- One option for this is to write them down and lock up the paper somewhere away from your computer. For college students, this might be in a lockbox in your room or somewhere at your parents' house.
- Another option is to use a reputable password manager app/software. Many of these exist, and plenty of them have excellent reputations and track records for keeping customers' data safe and secure. If you use an app like this, you only have to remember one password at a time, because you store the rest of them in the app and log in to see what they are anytime you need to log into a different account. Provided that you use secure software from a reputable company and that you use an extremely strong password to

secure your password manager account, this is a great option. However, in the wrong hands, it can also be a disaster for you and a windfall for a criminal.

Do not share your password with anyone
- This also applies to letting someone use your account, even if you logged in yourself and didn't actually tell them the password. Unless you're standing there watching what they're doing the entire time, you don't have any idea what they're doing, and yet you'll be responsible for any consequences stemming from their actions.

Choose security questions and answers wisely
- Many websites and online accounts require you to answer security questions. These are intended to allow you to access your account if you forget your password and sometimes to provide an additional layer of security by requiring you to answer them when you log in from a computer with a different IP address than the one you created the account from.
- It can be tempting to choose easy questions and answers – after all, if you've forgotten your password and need access to your account, you don't want to run the risk of being locked out forever because of your security questions. However, this can be just as dangerous as having an insecure password. Many security questions ask for information that is either easy to find or that many people who know you would have access to. (e.g., What is your father's middle name? What is the name of the hospital where you were born? What make and model was your first car?) Some even ask for information where there are only a few possible answers, meaning that they can be guessed quickly with no knowledge about you at all. (e.g., What month is your parents' wedding anniversary? What is your youngest sibling's birthdate?)
- If given the option, make up your own security question, and choose one that is meaningful to you, won't change over time, and won't be known by anyone else. Then give a specific answer. Good examples include:
    - "Where were you when…?" some specific life event occurred, such as you had your first kiss, your first speeding ticket, etc. Be specific in the answer – don't just say "at school" or "Milwaukee."
    - "What is the first name of the person whose middle name is…" People's middle names are less commonly known and harder to search for than their first names. As long as you don't choose an immediate family member or someone with a well-known or extremely unusual middle name, this should work.
    - "What was the name of your second…" Many security questions ask about "firsts"…your first boyfriend/girlfriend, first pet, etc. It's much less common for people around us to be aware of the second of these things.

(Source: Information and examples given in the security questions section are copied from or based on advice and examples from: http://geekswithblogs.net/james/archive/2009/09/23/how-to-pick-a-really-good-security-question.aspx)

Take Common-Sense Precautions

- Check and customize your security and privacy settings
- Never leave your technology unattended
- Always remember to log out of accounts on shared or public computers
- Don't open, download, or click on anything that looks even remotely suspicious
- Back up your data often and store it securely

The things listed here fall into the category of "common-sense ideas that are not common enough!" Although they may sound completely obvious, you may be surprised how many people don't follow them and run into problems as a result.

Check on the security and privacy settings for all your technology and accounts. Don't assume the default settings are acceptable. Also keep in mind that there is nothing wrong with choosing to set your security and privacy settings to maximum. This applies most often to how much people are willing to share on social networking sites – there can be some social pressure to share a lot of information online, but you need to own your online presence. If you're not comfortable sharing certain information online, then don't! It's ok to limit who has access to your information, even if others around you don't.

Never leave your computer, smart phone, or any other technology unattended. College students are terrible at following this advice, and that's likely one of the reasons why theft is one of the most common crimes on college campuses. If you make it easy for a criminal to walk up and take your technology, you're asking for trouble. Keep in mind that if someone walks off with your personal laptop, they'll have immediate access to anything that automatically logs you in…for many students, this includes social media sites, email, music/movie sites, and more.

When you're using a public or shared computer, always log out of everything you logged into. Then close every program you were using, especially the web browser. The best practice is to also completely turn off or restart the computer to make sure you haven't missed anything.

When it doubt, throw it out. If you receive or encounter anything that looks even remotely suspicious to you, delete or navigate away from it immediately. Don't assume that just because you know the sender it must be safe. People have their email address books hacked into often, and cybercriminals often prey on victims by sending emails with damaging viruses, spyware, or malware in links that the recipients may click on simply in good faith that the sender (the person whose account was hacked) wouldn't possibly send them anything malicious. Pay attention to what you're doing online, and don't open or click on anything on "autopilot." Be especially wary of anything that asks you to "act immediately," that sounds too good to be true, or that wants you to enter personal information.

Back up your data often to protect your schoolwork, music, photos, and all other digitally-stored information. Make sure the backup copy is safely stored somewhere else. For example, if you back up your flash drive to your hard drive but then keep them both in the same bag, this defeats the point of backing it up. Lots of colleges offer their students storage space on the school's server, which can be a great backup option. This way, if you do encounter a problem – such as a virus that erases your hard drive or a hacker who locks you out of the account where you store all your photos – your backup will make the consequences less dire.

Share Safely on Social Media

- Consider limiting others' access to your social networking profiles

- Don't rely solely on privacy settings to protect your information

- Make decisions about what to share (and what **not** to share) with a level head

- Learn to evaluate your social media presence with a critical eye

Social networking sites have become extremely popular over the past decade. They have many benefits, including being a great way to keep family and friends updated on your life and to connect with colleagues and communities that share your interests. You can use social networks to build a positive reputation that will follow you both online and offline. But it's very important to stay safe! To safely share information on social media, consider the following…

Instead of seeking to amass the most friends/followers/connections online, consider limiting access to only those people with whom you would actually want to directly share the information you post.

Privacy settings are great, and you should use them. However, don't rely solely on those settings to protect your information. If you assume that only the people you are directly connected with on the social media site with have access to the information, then you're putting yourself at risk. It's better to work under the assumption that others may be able to see or access the information and then only post what you're comfortable sharing with a wider audience. Remember, you don't have to be the victim of a security breach for your posts to gain a wider audience…it could be as simple as one of your friends/followers re-tweeting what you shared or showing your post to someone else who's nearby.

A good rule of thumb: If you don't want something to be public knowledge, don't post it!

When deciding what you should share online, allow yourself to make the choices with a

clear, level head. This means not posting in the heat of the moment when you're particularly emotional about something. Remember that once you post, it's out there. You don't want a momentary lapse of judgment or impulsivity to cost you more than you were willing to risk. Another aspect of this is avoiding posting while under the influence of anything that may lower your inhibitions, whether it's alcohol, drugs, or peer pressure.

Finally, learn to evaluate your social media presence with a critical eye. It's important to be aware of how the things you post are perceived by others, including peers, parents, teachers, employers, and more. Remember that the way to intended for something to come across may not be the same as the way it reads online. And although you can always attempt to explain yourself later, you may not get the chance to change the impression you've created.

Be a Good Cyber-Citizen

- Good citizenship
  - Becoming well-informed and educated
  - Respecting legitimate authority
  - Being involved and engaged to promote the welfare of the community and people within it
  - Treating your environment, yourself, and others with respect and helping those who need support as you are able
- Good citizenship also applies to the global community as accessed through the internet

The concept of good citizenship is probably familiar to you already. What are some things that the phrase "good citizenship" makes you think of?

[Allow students to briefly brainstorm what they associate with good citizenship.]

In general terms, you may consider good citizenship to be anything related to demonstrating respect for our surroundings and the people in those surroundings. There are many possible components to this. Some may include:

- Becoming well-informed and educated so that you know what the issues facing your community are and can generate ideas for solving the problems that arise
- Respecting legitimate authority, in ways such as obeying laws, rules, and guidelines established by authority figures. This, of course, assumes that the authority is legitimate and there's no abuse of power occurring.
- Being involved and engaged in your community to promote a sense of community and the welfare of both the community and the individual people/groups within it. This could take many forms. Some may be overt and structured, such as volunteering in ways that help you "pull your weight" in improving the community. It can also be less formalized and simply pertain to the attitudes you hold. (Of course those attitudes should also be reflected in your overt behaviors as well.)
- Treating yourself and others with respect. This would include cooperation and positive regard of others, as well as making decisions that reflect this respectfulness. This would hopefully result in strengthening the bonds between yourself and other people/groups as well as the community overall. Treating your environment with respect can be as simple as picking up litter or refraining from walking over newly-planted grass.
- Finally, this includes helping others who need support when you are able to do so and in the ways that you are able to do so. This may be anything from doing a small kindness for an acquaintance who just got some bad news to creating a social advocacy group aimed at changing the world on a large scale – and anything in between. This is not necessarily related to any kind of financial support – it only requires being willing to contribute to the world around you in a positive way based on the strengths, talents, and resources you have and can spare. This also ties into the idea of protecting your community – the people in it individually and the larger community as a whole.
- Standing up for what you know is right and resisting pressure and intimidation is a concept in good citizenship that is related both to the idea of respecting yourself/others/environment and to the idea of supporting those who need help.

(Sources of citizenship info: http://charactercounts.org/sixpillars.html; http://www.goodcitizen.org/)

The concept of good citizenship applies on the internet to the communities you encounter there, as well as to your local communities (e.g., school, town, etc.). Although it's not a physical place or location, being so connected to others online allows us to form many communities within a huge global community.

Good Cyber-Citizenship

- Understand your potential to impact others through your online actions

- Respect laws and rules in cyberspace as you would in everyday life, including intellectual property rights

- Treat others in the online community with respect
  - If you wouldn't say or do it in person, don't say or do it online
  - The "Golden Rule" of social networking: Post about others only as they would post about themselves
  - Consider your motives for posting about others

The internet allows us to be highly interconnected, which makes us interdependent. This is a wonderful thing because it allows us to connect with people and resources we would otherwise never have access to and allows us to do things more efficiently and quickly than ever. However it also means that we're interdependent on each other and we can each have a significant impact on other people and communities despite potentially being on opposite sides of the globe.

If you understand and appreciate the potential you have to impact others through your actions online, then it may help bring the "right choices" into clearer focus. Your decisions affect not only you, but possibly also millions of other people. For example, consider that depending on how your college's computing resources are set up, it may be possible for one person to illegally download something (like movies, music, etc.) but for the university to be unable to determine which user it was. Although many college networks are set up to avoid this, there are plenty of college students with enough technical know-how to misdirect the investigation into who pirated the material. As a result, students who were not involved can potentially be blamed; entire campus communities can also be subjected to intense scrutiny due to the actions of one or a few individuals.
Cyberbullying is another example of the effects of online actions, and is one that has been tragically in the news more frequently over the past few years. The impact that one individual or a group of people can have on the life of a peer cannot be overestimated. Being aware that the things you say, do, and share online have an impact that is just as tangible, and sometimes devastating, as those you undertake in person, is critical to being a good cyber-citizen.

Respecting the laws, rules, and guidelines that apply online is another component of good cyber-citizenship. The biggest example of this for college students is piracy. Illegal downloading of music, movies, and other copyrighted material is prevalent and can be extremely tempting. Ad campaigns attempting to raise awareness of this issue have likened downloading music and movies illegally to walking into a store and shoplifting a CD or DVD. Although many students struggle to truly see these as the same thing, in the eyes of the law, they are equivalent.
In addition, reporting cyber-crime helps the authorities to fight it. The Internet Crime Complaint Center (www.ic3.gov) is a partnership between the FBI and the National White Collar Crime Center where people can report internet-related crimes such as fraud, hacking, identity theft, intellectual property rights violations, and more. You can also report violations to your local law enforcement, state attorney general, or the Federal Trade Commission (for fraud) as appropriate.

Treating others with respect is a key component of good cyber-citizenship that applies in many different ways. The internet provides a measure of anonymity – it can make people feel like they can say or do things online that they wouldn't say or do in "real life." Remember that just because you aren't seeing a person face-to-face doesn't mean that what you say or do doesn't have real consequences. Examples:
- Cyberbullying
- Comments sections on websites
- If you've ever played a video game online where you can put on a headset and talk to the people you're playing with/against in real

time during the game, you may have noticed some incredibly appalling things being said – profanity, racial/ethnic slurs, hateful and degrading insults, and more. Many of the people saying these things would never say anything similar in "real life" but feel anonymous and invulnerable when represented only by an avatar and a gamertag/screenname. Remember that just because you *feel* anonymous doesn't mean that you really *are* anonymous.

Finally, respecting others online also applies on social networking sites. Along with the ability to share anything we want to about *ourselves* comes the ability to share anything we want to about *other people*. However this is an ability that comes with a heavy responsibility for a good cyber-citizen. Respecting the people we're connected to in our real lives and online involves knowing how they prefer to represent themselves online and never attempting to undermine their preferences. The "golden rule" (do unto others as you would have them do to you) that we all learned as small children applies to social networking too; it can be more clearly stated as "post about others only as they would post about themselves." This includes:

- Respecting those who prefer not to have their photos posted online or have differing standards about privacy than you
- Not posting highly unflattering photos that the other person would be embarrassed by
- Not "outing" people for things they don't want shared with others (e.g., when a friend tells you something in confidence that s/he is not yet telling everyone else, you should not post about or hint at it online)
- Respecting (reasonable) requests about untagging or removing photos or posts
- Understanding and appreciating that once something has been posted, you cannot undo its impact even if you remove it. There's no way to know whether anyone else saw it before you removed it, and there's nothing to stop anyone who saw it from taking a screenshot of it for permanent evidence that it existed. In addition, removing something online doesn't mean that it's immediately removed from the website's records.

[Note: This can be a somewhat contentious issue. Other potential viewpoints may include: - Any actions/words a person does/says in public are fair game to be shared on the internet. - Privacy is an archaic or overrated notion. - If someone does/says something they wouldn't want to have shared online then it's their own fault for behaving in a manner they would be ashamed of.]

Regardless of whether your viewpoints in this area differ from the people you may be posting about, when a situation arises where you must decide whether to post something about another person, it's important to consider what you are accomplishing by doing so.

- Are you embarrassing the person for the sake of being funny? For the sake of hurting their feelings?
- Are you trying to change their perspective about what to share online?
- Are you trying to get them in trouble with an authority figure? (e.g., posting evidence that would lead to sanctions from parents, school, or law enforcement)
- Are you trying to cause friction with peers? (e.g., posting evidence of cheating on a significant other or speaking poorly about someone behind their back)

The Bottom Line for Using Technology Responsibly

THINK...!
- ...before you post
- ...before you act

Ask yourself:
- What are the risks?
- Why am I doing this?
- Would I want _____ to see this?
- Do these actions/words portray me as I want to be perceived by others?

_____ refers to whoever would be relevant in the situation.

Important people to consider filling in the blank with:
- My parents
- My teachers (professors, guidance counselors, other school personnel, etc.)
- A potential employer
- A college admissions counselor or member of a scholarship application review committee
- My religious/spiritual authority figure (e.g., a clergyperson, Sunday school teacher, etc.) or the deity I believe in
- The police

Activity: You Are What You Post

- Pretend that you are moving to a new city.

- You've found a great 3-bedroom apartment, and you're looking for 2 roommates to share it with.

- You decide to go online and check out the "SpaceBookster" social networking profiles of a few people who have emailed you inquiring about your request for roommates.

- Look at their profiles and use the "Social Networking Site Evaluation" worksheet to make notes about each.

- Based on their profiles, select your "top 2" preferences to ask to move in. Be ready to discuss why you chose these people as potential roommates.

Guided Practice: In this activity, students are going to form impressions of people based on their profiles from social networking sites.

The "Spacebookster" profiles for this lesson are (loosely) based on famous people and fictional characters. **However, do not tell the students this at the beginning of the activity. They should think these are just generic/made-up profiles until they have revealed their choices at the end.**

The point of the activity is for students to realize that the information they post in their social profiles presents them in a certain way, depending on what/how they post. They may not realize how those things look to others or what kind of impression they may be making because they are looking at the information in the context of knowing the circumstances behind all the photos and information included.

Similarly, the profiles that the students will review in this activity were created with the intention of representing the people in the way they would want others to perceive them. The impressions created by the profiles may or may not match up with the way that other people would perceive these individuals in person. Without knowing the context of who they are, students may make different choices about who they would select to live with.

Allow students to work in pairs or individually to review all of the profiles, make notes on the "Social Networking Site Evaluation" worksheet, and select their top 2 choices for who to live with. Once they have made their decisions, come together as a class to discuss who they chose and why. Students should discuss the impressions they got from each profile and why they believe the individual would be a good or poor choice for a roommate.

After all students have shared their choices, reveal the person/character that each profile represented and discuss. Would the students have made different choices if they had known the people's names first? How have their perceptions changed now that they have some context to add to the profiles?

Social Networking Site Evaluation

Use the following form to evaluate social networking profiles with a critical eye. First, rate the overall content of the profile according to the scale given below. Consider all of the following aspects of the profile: photos, personal posts, posts from friends/followers, likes, friends, links, and any other information included. Then, consider whether the profile would raise any "red flags" when evaluated from the perspectives of the following types of individuals: Friend/Peer, Potential Date, Parent/Grandparent, Potential Employer, College Admissions Counselor/Scholarship Application Reviewer.

1	2	3	4	5
Very Negative Image	Negative Image	Neutral	Positive Image	Very Positive Image

Overall Rating	Positive Aspects	Potential Concerns	People Who May Perceive "Red Flags" in the Profile

SpaceBookster

Profile for: Person #1

My Groups

Military History Enthusiasts

Cancer Awareness Society

Arts Appreciation & Restoration

25 Things About Me...

1. My dad was a war hero, so I am very loyal to my country

2. I'm 1 of 5 siblings. Family is very important to me.

3. I'm interested in foreign policy and immigration reform.

4. I received 2 medals of Honor for serving in battle.

My Stats

Sex: Male

Interested in: Women

Relationship status: In a serious relationship

Looking for: A career in politics

Residence: Exchange student

Home Country: Germany

Birthday: April 20

Education Info

Served in the military

Just applied to the Academy of Fine Arts in Vienna

A drawing I did of my dream house

Personal Info

Political Views: Conservative

Activities: Art, reading, drawing cartoons for the army newspaper

Interests: Foreign policy, war video games

Fave Music: Jazz

Fave Quotes: "If you want to shine like the sun, first you have to burn like it."

About me: I was homeless for a short period of time as a child. I understand what it is like to be without, but I also understand the value of hard work and determination. I hope to make a difference in society.

SpaceBookster

Profile for: Person #2

My Groups & Likes

Medical Missions

Soup Kitchen Organizers

History Teachers Association

Rome Vineyard

The "no, I will not do your homework for you" Club

25 Things About Me...

1. I grew up in a political family.
2. My father died when I was 8.
3. I love to laugh and bring life to any group of people.
4. My middle name means "rosebud" or "little flower"
5. I don't go by my given name

My Stats

Sex: Female

Relationship status: Content being single

Looking for: The good in others

Residence: I travel the world as part of my job

Birthday: August 26

Hometown: Born in eastern Europe

Education Info

At age 18, I left home and went to Ireland to learn English.
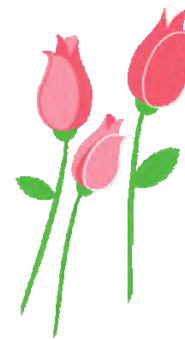
I took this photo of my friends at our last volunteer event

Personal Info

Political Views: Conservative

Activities: Taking mission trips to help the less fortunate, traveling the world, spending time with friends, enjoying a little sip of wine now and again,

Interests: Teaching, community and public service

Fave Music: Anything inspirational, religious music

Fave Quotes: "Actions speak louder than words."

About me: I am extremely focused and believe in public service and helping others. I am taking steps to fulfill a lifelong dream. I consider it my greatest gift to be able to help and support people in need.

Bucket List: Change the world for the better!

SpaceBookster

Profile for: Person #3

My Groups and Likes

Dumpster Divers Anonymous

If you are going to say LOL after everything you say, don't talk to me

No I don't want to see photos of your children or pets

25 Things About Me...

1. I think home delivery of take-out, groceries, and pet medications is the best invention ever.
2. I don't like pudding.
3. I look great in red but washed-out in green.
4. I don't kill bugs I find in my house

My Stats

Sex: Male

Interested in: Not Interested

Relationship status: Single and satisfied

Looking for: Peace & quiet

Residence: I have a great place in the mountains north of town

Birthday: November 24, 1957

Education Info

I had a bad time in school, so I prefer to learn from experience

Great view!

Personal Info

Activities & Interests: Watching TV, cultivating my cactus garden, hanging out with my dog, meditating, snow sports (skiing, sledding)

Fave Music: I hate today's music. It's just noise, noise, noise.

Fave TV Shows, Movies, and Books: Romeo and Juliet, House, Titanic, The Apprentice, The Weakest Link, The Misanthrope, Law & Order

Fave Foods: Anything with lots of garlic and onions

About me: I'd rather curl up with a good book or movie than go out. I don't celebrate holidays, and I'm not a party guy. I'm not looking for a relationship, so don't bother fixing me up. However if you have a good recipe for using up leftovers, let me know.

SpaceBookster

Profile for: Person #4

My Groups and Likes

Don't call my by my real first name!

I can't say a sentence without using the word "like"

Hoagie Heaven Sandwich Shop

Track & Field

25 Things About Me...

1. I'm not a picky eater, and I love unique food combinations. Chocolate-covered hot dogs? Sure, why not?!
2. I dress for comfort, not style
3. I was a gymnast and a runner in high school
4. My biggest fear is paranormal activity
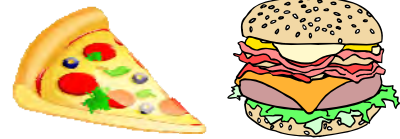
My Stats

Sex: Male

Interested in: Women

Relationship status: Single and not ready to commit

Looking for: Answers

Residence: I love to travel, so I've made sure my van is comfortable enough to practically live in

Best friend: My dog

A couple of my favorite meals

My best pal

My home-away-from-home

Personal Info

Activities & Interests: Hanging out with my friends, relaxing, watching TV, listening to music, going to the movies, playing guitar,

Fave Foods: Extra cheese pizza with pickles, sandwiches, burgers

About me: I always go by my nickname—and I probably won't even answer if you call me by my real first name! Trouble seems to find me no matter where I go, although I try my best to stay out of the way! I have the best group of friends a guy could ask for, and we go everywhere together. I love amusement parks. I have an anxiety disorder, partly because I've seen a ghost, but it doesn't hold me back. I deal with it using hypnotherapy and the support of my great friends.

My Bucket List: Break a world record at a hot-dog eating contest and then another one at a hamburger eating contest in the same day

SpaceBookster

Profile for: Person #5

My Groups & Likes

NASA

Hubble Telescope

Air & Space Smithsonian

Hubble Telescope

NASCAR

25 Things About Me...

1. I'm an excellent pilot.
2. I never knew my father.
3. I have 2 children.
4. Black is my favorite color.
5. I once had a mentor who was like a brother to me

My Stats

Sex: Male

Interested in: Women

Relationship status: Widower

Looking for: A successor

Hometown: A small desert town...you probably haven't heard of it

Residence: Currently living on a marine attack vessel

Education & Training Info

Homeschooled

Formal training in martial arts and philosophy

I took this picture through my telescope last week

Personal Info

Activities and Interests: Engineering, car racing, space exploration, experimenting with lasers and explosions, robotics, piloting, fencing, meditation

Fave TV Shows: Robot Combat League, Star Trek and other SciFi shows

Fave Movies: Armageddon, Independence Day

Fave Video Game: Knights of the Old Republic

Fave Music: Cantina music

Fave Quotes: "Houston, we have a problem."

Accomplishments: Won a street race at the age of 10, built a functioning robot as a child, married the girl of my dreams, who was a politically-powerful woman

SpaceBookster

Profile for: Person #6

My Groups & Likes

Air & Space Smithsonian

Hang Gliding Club

Fencing Club

I have more frequent flyer miles than most pilots

Elderly people creep me out

The I Hate Dustin Hoffman Fan Club

25 Things About Me...

1. I'm friends with lots of different types of people.
2. I never knew my parents
3. My roommates are my best friends
4. I love any activity that lets me feel like I'm flying

My Stats

Sex: Male

Interested in: Women

Relationship status: Single

Looking for: A woman with strong maternal instincts

Residence: I spend more time in my treehouse than my real house

Political Views: Anarchist

My favorite place to spend time

Pic from my last vacation

Personal Info

Activities and Interests: Going on adventure-style vacations, sword-fighting/fencing, dancing, music, skydiving, parkour, wingsuit flying

Fave Music: Native American Tribal Music, music with pan pipes

Fave Movies, Books, & TV Shows: Once Upon a Time, Tarzan, Robinson Crusoe, Gilligan's Island, Swiss Family Robinson, cartoons

Fave Video Game: Kingdom Hearts, Legend of Zelda

Fave Quotes: "Let the winds of time blow over my head." (J. Buffett) "Growing older is required. Growing up is optional." "I don't wanna grow up; I'm a Toys'R'Us® kid!"

Dislikes: Traveling by boat or ship; cowardice; mustaches

About me: I'm a kid at heart and love to have fun

SpaceBookster

Profile for: Person # 7

My Groups & Likes

Sports Enthusiasts

Community Partnerships

Big Brother Mentoring

PGA Tour Watchers

Addicted to Big League Chew Bubble Gum

25 Things About Me...

1. I am extremely competitive! I want to win at everything I do.
2. None of my family members are over 6 feet tall.
3. I almost drowned when I was 11. Now I'm terrified of deep water.
4. I have a lot of clothes, especially suits.

My Stats

Sex: Male

Interested in: Women

Relationship status: Remarried

Looking for: New business and personal adventures

Hometown: Born in NY but moved to NC as a child

Residence: I call both North Carolina and Illinois home

Birthday: February 17

Education Info

High School: Laney HS

College: UNC-Chapel Hill

Major: Geography

After closing the deal on a new venture—wearing my lucky tie helped!

So close! I'll make it next time!

Personal Info

Activities: Sports, especially baseball, golf, and basketball; motorcycle racing; charity work

Interests: Starting businesses, working with youth

Favorite Number: 45

Fave Music: Jazz, mellow music; Anita Baker, Erykah Badu

Fave Quotes: "I can accept failure; everyone fails at something. But I can't accept not trying."

About me: My family thought I was least likely to succeed out of my brothers and sisters. That motivated me to prove them wrong. I believe in hard work and always keep on trying, even when I fail or make mistakes. I've been successful by never giving up on my dreams.

SpaceBookster

Profile for: Person #8

My Groups

I Heart Organic Food

6 Degrees of Separation

Three Stooges Fan Club

Close Guantanamo Bay

Sleeping Under the Stars Association

25 Things About Me...

1. I got married at a young age, and my family has grown a lot since then.
2. I always fight for what I believe in.
3. I travel a lot for business, but I rarely get to relax and enjoy myself on vacation.
4. The ladies tell me I'm highly sought-after! ;-)

My Stats

Sex: Male

Interested in: Women

Relationship status: Married

Looking for: Peace and prosperity in a manic society

Residence: I travel a lot, so home is where you hang your hat

Birthday: March 10

Education Info

College: KAU

Major: Civil Engineering

The view from one of my favorite camping spots

Personal Info

Political Views: Conservative

Activities: Public speaking, student government, camping, travel

Interests: International policy

Fave TV Stations: CNN, BBC

Fave Quotes: "We should fully understand our religion." "God sends us...tranquility."

About me: I am a family man, and I consider myself religious as well. I come from a family of wealth and influence, and I try to use my resources to support important causes. I'm a leader and have successfully united people towards a common goal.

SpaceBookster

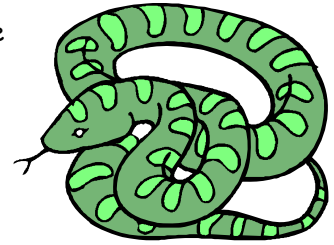## Profile for: Person #9

My Stats

Sex: Male

Relationship status: Single

Looking for: An Equal

Residence: England

Education: I went to a private boarding school, where I studied chemistry, horticulture, and philosophy

My pet snake

Seeking answers I can't get anywhere else...

My Groups

Society for the Study of Amphibians & Reptiles

I hate teenagers

When nobody is around, I talk to my pet

Hair Club for Men Dissatisfied Customers

25 Things About Me...

1. I have a pet snake.
2. I used to like to write in my journal until I had a bad experience with someone finding it.
3. My friends and I got tattoos together awhile back. I was the only one who wasn't a big baby about the pain!

Personal Info

Political Views: I believe in having a strong and powerful person running the show

Friends: I choose my friends and who I trust very carefully. I prefer to surround myself with people who are loyal, strong, and firm in their beliefs like I am.

Activities and Interests: History, mythological objects such as the holy grail and the ark of the covenant, self-defense

Fave Board Games: Risk, Dungeons & Dragons

Job skills: Bilingual, leadership experience, problem-solving skills

Life Goal: To become the leader of England

About me: I'm a hard worker who has gone through a lot of adversity to get where I am today. I always seek answers and got in trouble a lot in school for asking "inappropriate" questions. I have a taste for the finer things in life, like expensive jewelry.

SpaceBookster

Profile for: Person #10

My Groups & Likes

Associated Press

The NY Times

Association of Men That Wear Their Briefs On Top of Their Pants

I Monogram All My Clothes

Men Against Domestic Abuse

People Against Bald Brainiacs

25 Things About Me...

1. My goal is to be a successful reporter.
2. I have a very high pain tolerance
3. People tell me I look really different when I'm not wearing my glasses, but I'll never get LASIK surgery

My Stats

Sex: Male

Interested in: Women

Relationship status: Married

Age: 29

Hometown: Relocated to Kansas when I was just a baby

Looking for: World Peace

Education & Occupation

Majored in Journalism at Kansas State. Currently work for a newspaper company as a reporter.

I made the front page!

Personal Info

Interests: Reading comic books, watching superhero movies, writing

Activities: Lifting weights and working out, traveling, hanging out with my friends in our "clubhouse", sunbathing, spending time with my wife

People Who Inspire Me: Ironman, Batman, Wolverine, Storm

Fave Movies & TV Shows: The Dark Knight, X-Men, Heroes, Buffy the Vampire Slayer

Fave Literature: Other than stuff I read for work, I only read comic books

Fave Colors: Blue and red

About Me: I work hard and feel like I make a difference in the world, but I often feel underappreciated. I have a really busy schedule between work and my hobbies and activities. It's nice to be needed, but sometimes I wish I had a little "me time"! My dream vacation would be a trip to the Arctic Circle.

Answer Key for Spacebookster Profiles:

1. Adolf Hitler

2. Mother Teresa

3. The Grinch from "The Grinch Who Stole Christmas" (before his change of heart)

4. Shaggy from Scooby Doo

5. Darth Vader

6. Peter Pan

7. Michael Jordan

8. Osama Bin Laden

9. Voldemort from the Harry Potter series

10. Superman

Some of the specific sources used in the development of these profiles:

Wikipedia http://en.wikipedia.org/wiki/Main_Page (including several Wikipedia pages that aren't specifically listed below)

http://www.cbsnews.com/8301-18560_162-955628.html

http://www.huffingtonpost.com/quora/what-are-some-of-the-mind_b_2765769.html

http://www.biography.com/people/michael-jordan-9358066

http://en.wikipedia.org/wiki/The_grinch

https://en.wikipedia.org/wiki/How_the_Grinch_Stole_Christmas!

http://en.wikipedia.org/wiki/Shaggy_Rogers

http://scoobydoo.wikia.com/wiki/Shaggy_Rogers

http://www.imdb.com/character/ch0000527/bio

http://somerandomstuff1.wordpress.com/2009/12/08/funny-facebook-groups/

http://www.answerbag.com/q_view/53695

http://en.wikipedia.org/wiki/Superman

http://en.wikipedia.org/wiki/Smallville

Technology

Introduction to Technology: General, Instructional, and Assistive Technologies

A. What types of technology do YOU use every day? _____

_____

B. Categories that Technology Addresses

- School _____

- Home _____

- Entertainment _____

- Extracurricular _____

C. Purposes of Technology

- General

- Informational/_____

- _____

D. Assistive Technology

- Federal Definition: "…any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to _____ functional capabilities of _____." [20 U.S.C. Chapter 33, Section 1401 (250)]

- In other words, a broad term referring to any kind of technology that helps people with disabilities _____

E. Information Technology (IT)

- Refers to anything related to computing technology, such as networking, hardware, _____, the Internet, or the people who work with these technologies.

- Let's take a look at IT and AT merged…examples of tools that could be both instructional and assistive technology: _____

Postsecondary Technology Tools for Learning

A. Why is it important?

- AT (assistive technology) helps students with learning differences be more

    _____ in college.

- Students report that AT resources help them learn more effectively and

    _____, making learning less _____

- Students who use AT in high school are _____ to use AT in college.

B. Let's Explore: Types of Assistive Technology

- Speech-to-_____ Software

    o Install on your computer

    o You _____, it _____

    o Example: Dragon Naturally Speaking

- Smart Pens

    o Ballpoint pen with embedded digital _____ recorder

    o Synchronizes written notes on special paper with audio recording

    o Example: Livescribe

- Text-to-_____ Software

    o Install on your computer and control via floating taskbar

    o _____

    o Many other features such as dictionary, phonetic spell checker, screen masking, and converting to mp3 files

    o Example: textHELP Read & Write Gold

- Classmate

    o Portable audio book player

    o Reads aloud while _____

    o Includes integrated dictionary, voice or text notes, highlighting, and bookmarking passages

- Laptop Computers
  - Netbook
    - Smaller and lighter than a traditional laptop to increase _____
    - Less power and fewer features than traditional laptop, with focus on basic functions
  - Tablet PC
    - Display panel swivels and folds down to allow _____
    - Stylus input allows for handwriting on screen instead of typing
- Portable tablets
  - Smaller and lighter than laptops and netbooks to increase portability
  - Numerous _____ for different types of supports as needed

C. Research

- Select one of the following AT items to explore on your own and share with class in the next session
  - iPod
  - iPad
  - Audio recorder
  - Smart pen
  - Netbook
  - Smartphone
  - Speech-to-text software
  - Inspiration graphic organizer software
  - Other

Online Learning

A. Learning Online

- Postsecondary settings have two aspects of online learning:
    - Online learning _____
    - Online course _____

B. Online Learning Platforms

- Set of online tools that work together so that there is one place for access to:
    - Email
    - Message boards
    - _____
    - Text and _____ conferencing
    - Shared diaries
    - Online social areas
    - Assessment, _____ management, and tracking tools

C. Commonly Used Learning Platforms

- _____: widely used education system that includes course management, content authoring, collaborative discussions, virtual classrooms, as well as testing and grading
- Moodle: web-based course system
- Centra/Saba Classroom

D. Online Course Tools

- Any online method for delivering _____ or _____
- Can be used in:
    - _____ courses
    - Partially online courses
    - _____ online courses
- May be accessed through

- o The learning platform
- o An independent website

E. Common Online Course Tools

- Grade Center
- Delivery of _____ *(live and through learning units)*
- Discussion Boards, Wikis, _____
- Synchronous/Asynchronous _____

F. "The question is no longer IF the Internet can transform learning in powerful ways."

   (The Web-Based Education Commission)

Using Technology Responsibly: Best Practices for Safe and Savvy Technology Use

A. Why Become Tech-Savvy?

- College students rely heavily on technology for both _____ and _____ purposes

  Laptops   Netbooks   MP3 Players   Smart Phones

  Tablets   E-Readers   Assistive Technology Devices

- Near-constant access to technology

- Need to accomplish many tasks _____

- Skills are more than just how to use it; need to be truly savvy about technology

B. Why do you use technology? _____

_____

C. A Double-Edged Sword

- Technology is so well-integrated into daily life that we may not realize its extent

- Pros: _____

  Cons: _____

- Technology's benefits usually _____ its risks

- However, serious problems can arise if you're not _____ when using technology

D. Types of Technology-Related Risks

- Security Issues

- _____ Issues

- _____ Issues

- Data Integrity Issues

E. If You Post It, They Will Find It

- Anyone can find a lot of information about you online.

- All it takes to find many details about you is…

  o The motivation and persistence to look for them

o A small amount of prior knowledge about you

- If you are _____ about online safety and security, they may also be able to access more _____ information about you.

F. What Can I Find Out About YOU?

Where you go to school	Who your friends are	Your favorite sports teams
What kind of car you drive	Where to find you on Tuesday evenings	Your sexual orientation
What you did last Saturday night	_____ activities you've participated in	Who your family members are
Your favorite songs	Who your roommates are and whether you get along	Your favorite movies
Where you _____	You opinion of your teachers	Your _____ and age
What you want for your birthday	Your political views	What causes/issues you support
Where you live	Your sense of humor	Where you shop
The brand of pizza you prefer	Where you are and what you're doing _____	How you're doing in school
The people you admire	What you think of your _____	Which websites, books, and magazines you read
_____ you're going on vacation	Items you own and items you want to purchase	What you _____
What you're looking for in a significant other		And much more…

G. Where Can I Find All This Information?

- _____ sites (Facebook, Twitter, Google+)

- Blogs (Blogger, Tumblr)

- Personal websites

- _____ sites (YouTube, Instagram)

- Dating sites (eHarmony, Match.com)

- Online video games (Xbox Live, Steam)

- Message boards (Any website with this feature)

- _____/registries (Amazon, Target, eBay)

- File-sharing sites (BitTorrent)

- _____ sites/services (Hulu, Netflix, Goodreads)

- _____-related sites (Monster, CareerBuilder)

- Business sites (Craigslist, Etsy, Roommates)

- Other: Can you think of additional online resources where you may inadvertently be sharing more than you realize? _____

H. Potential Consequences of Irresponsible Technology Use

- Disciplinary action from _____

- Losing a _____ or athletic eligibility

- Stalking

- Use of posted information as incriminating evidence in legal matters

- _____

- Being passed over for new _____ or internship

- Disciplinary action from an employer, including _____

I. How can you deal with the risks inherent in using technology?

- You can't _____ the risks, but you also can't _____ technology entirely.

- The solution is to become "_____" and technologically-_____

J. From "Street Smart" to "Web Wise"

- "Street smart" people…
  o Possess strong _____
  o Have good _____
  o Develop strong _____ skills
  o Are _____ of their environment, including the _____ it may pose
  o Use their skills to make good decisions and minimize risks

- "Web wise" is the internet version of "street smart"

K. Becoming "Web Wise" and Tech-Savvy

- Understand that being tech-savvy is about more than knowing _____ technology

- Learn about technology-related risks

- Take steps to _____ or _____ risks

- Take _____ for your role as a member of the online community by being a good _____

- Apply critical thinking skills and _____ to all your technology-related actions

Tips for Becoming a "Web-Wise" & Tech-Savvy College Student

L. Keep a Clean Machine

- Use reputable security software and ensure that it scans for threats regularly

  o Anti-_____

  o Anti-_____

  o Anti-_____

- Don't _____ security protocols

- Keep security software up-to-date

- Protect all devices that connect to the internet

- Don't forget about external devices like _____

M. Connect with Caution

- Access Wi-F- hotspots wisely

  o Pay attention to the networks you connect to

  o Set _____ privacy controls for _____ networks

  o Don't conduct sensitive business on public Wi-Fi

- Make sure you're using secure sites for all _____

- Protect your accounts with strong passwords and additional identity-verification measures

N. Create Strong Passwords

- Minimum length of _____ characters

- Include at least _____ different types of characters:

    Uppercase letters (A B C)   Lowercase letters (a b c)

    Numbers (1 2 3)   Symbols (@ & % ? * / + ~)

- NO _____ information

    e.g., pet's name, significant dates, favorite teams, etc.

- NO dictionary words or _____

- NO reverse-spelled words or common _____

    e.g., regrubeseehc, LuvDaPir@tez1, 3L!z@b3t4

O. Don't Even Think About Using These Passwords…

These are the 25 "Worst Passwords of 2012" as compiled by SplashData, a company that

makes password management software

password	monkey	iloveyou	123123	jesus
123456	letmein	trustno1	welcome	michael
12345678	dragon	1234567	shadow	ninja
abc123	111111	sunshine	ashley	mustang
qwerty	baseball	master	football	password1

P. More Password Tips

- Change passwords regularly

- Use a _____ password for each account

- Store passwords securely

    o Write it down and _____

    o Use a password manager

- Do not share your password with anyone

- Choose _____ and answers wisely

Q. Take Common-Sense Precautions

- Check and customize your security and privacy settings

- Never leave your technology _____

- Always remember to _____ of accounts on shared or public computers

- Don't open, download, or click on anything that looks even remotely _____

- _____ your data often and store it securely

R. Share Safely on Social Media

- Consider _____ others' access to your social networking profiles

- Don't rely solely on _____ to protect your information

- Make decisions about what to share (and what not to share) with a _____

- Learn to _____ your social media presence with a critical eye

S. Be a Good Cyber-Citizen

- Good citizenship
  - Becoming _____ and educated
  - Respeciting legitimate authority
  - Being _____ to promote the welfare of the community and people within it
  - Treating your _____, yourself, and others with _____ and helping those who need support as you are able

- Good citizenship also applies to the global community as accessed through the internet

- Understand your potential to impact others through your online actions

- Respect _____ in cyberspace as you would in everyday life, including _____

- Treat others in the online community with respect
  - If you wouldn't say or do it _____, don't say or do it _____
  - The "Golden Rule" of social networking: Post about _____ only as they would _____
  - Consider your _____ for posting about others

T. The Bottom Line for Using Technology Responsibly

- THINK before you _____

- THINK before you _____!
- Ask yourself:
  - What are the _____?
  - Why am I doing this? Would I want [name of specific relevant people] to see this?
  - Do these actions/words portray me _____?