

TEAM 3 LESSON SCRIPT

Greetings Colleen, James, and Gina! (Team 4)

Greetings Paul, Lisa, and Angela! (Team 5)

We've enjoyed the process of creating this lesson and hope that the amount of work won't be too demanding as you explore the role of Internet content filters with your team.

Our activity consists of three phases that will need to be completed over the next 11 days. Each phase of this task will be completed before the next one begins. For example, once your team is finished with Phase One, we will upload the materials/instructions for Phase 2. Throughout the course of this activity, we will monitor the discussion threads we set up for this activity under the "Module 5 Teaching" Discussion Board. If you have any questions regarding this lesson, please go to the "Questions" Discussion Board and post them under "Lesson Questions for Team 3 from T4/T5". You may also send us a private message or contact us via our personal email: Will (mccraryw@missouri.edu), Jeff (jty6w7@mizzou.edu), and Jennifer (jcs42f@mizzou.edu).

Good luck and thanks for being our "students"!

Will, Jeff, and Jennifer
Team 3

OBJECTIVES

In this lesson, students will:

- Develop a basic understanding of how filters work and are managed.
- Look at the benefits and pitfalls of filters.
- Work out a set of circumstances detailing when to employ filters (this could include locations, audience, etc.).
- Develop an understanding of how filters affect different users.

PHASE 1: INTRODUCTION

The role of Internet content filters is a hot topic among educators and has passionate defenders on both sides. You have probably had some positive and/or negative experiences with them yourself.

In 2000, the Children's Internet Protection Act was passed which required all federally funded libraries to use some kind of internet filtering software and by 2003 96% of all public school libraries had started using one (Jonassen et al. 23). In the years following the introduction of CIPA there have been many constitutional challenges to the Act, and it has consistently held up under scrutiny. However, there are still many questions - from educators and researchers alike - on the efficacy and necessity of the Act.

Your first task in Phase 1 is to download and read the following articles:

- Filters Work: Get Over It
- Why Filters Won't Protect Children or Adults

To download the articles, please go to the Resources section in Sakai, find the Module 5 folder, and then locate "T3 for T4" (Team 4) or "T3 for T5" (Team 5).

Your second task in Phase 1 is to post your initial reactions and personal opinions regarding the Internet filters debate to the Sakai Discussion Board. Please go to the "Module 5 Teaching" discussion board and find the topic labeled "Team 4 & 5 Filters (Phase 1)". Only during Phase 1 will both teams be working/discussing together.

Please make your initial posting to the "Team 4 & 5 Filters (Phase 1)" discussion topic no later than **Wednesday, July 16th** and then post one follow-up response by **Thursday, July 17th**.

Note: we will upload Phase 2 on Thursday, July 17th to the Module 5 T3 for T4/T5 folders. Please check after you've posted to the discussion board.

PHASE 2: STAKE HOLDERS – A DIFFERENT PERSPECTIVE?

In this phase we are assigning each of you a role to play in the Internet content filter issue. You will write a persuasive essay consisting of a few paragraphs from this fictional stake holder's point of view. Whether you take a pro-filter or anti-filter position is your choice as long as you make your argument from the perspective of the role you have been assigned. Be sure to use support from the articles, and if possible, add some of your own personal experiences or the experience of someone you know in order to strengthen your stake holder's position.

Stake Holder Role Assignments (see below for more detailed descriptions):

- Instructor = TBD
- Student patron = TBD
- Adult patron = TBD

Keep in mind that the activity in this phase is based on perspectives. You may want to read the articles again, with this potentially new mindset, to find examples which support your stake holder's point of view and position. We understand that you may not feel completely comfortable with your role or that you may not have any experience with your assigned situation. If this is the case, we encourage you to interview or talk to someone who has been in that situation. The main thing is that you attempt to see the Internet filter issue from the point of view of your assigned stake holder and be able to make a good argument to support your chosen position.

Once you have developed your stake holder's persuasive essay, please post it to the "Module 5 Teaching" discussion board in Sakai. In this phase, each team will have a separate topic thread. Please post to either **Team 4 Filters (Phases 2 & 3)** or **Team 5 Filters (Phases 2 & 3)**. Postings should be made no later than **Monday, July 21st**.

Stake Holder Scenarios

Instructor

Madeline teaches English at a medium-sized suburban high school. She instructs tenth graders, about 60 in all between all her classes, and is a popular teacher even though this is only her fourth year teaching on her own. She has some technical training, and is familiar with the Internet, its advantages, and its shortcomings.

Every semester, Madeline's students do a major report on the subject of their choosing, during the course of which they utilize various primary and secondary sources. Recently, her students have begun to focus more and more of their research on the Internet - this is allowed, so long as the sources are well cited and there is a proper balance between Internet sources and library sources. Most of the students find their library sources in the local public library, since it is more comprehensive than the school's library and the librarian is familiar with much of the material. Last month, in compliance with the Children's Internet Protection Act, that library's computers were equipped with the latest Internet filtering software.

Madeline knows that the students have all had a course in Internet safety within the past few months, but it was in conjunction with a library outreach program so she is not familiar with the course and is unsure about its effectiveness.

Student patron

Shawn is a tenth-grade student at a medium-sized suburban high school. He is doing a book report on Harry Houdini for his English class, and decides to do some of his research at the nearby public library. Shawn knows that there are a lot of existing books about Houdini in the stacks, but recently there has been a surge of new interest in the famous magician because of a new movie recently released about his life. There could be a great amount of alternative sources online.

Shawn has been around computers all his life, and is extremely comfortable with them. He has his own personal PC at home, but his web surfing is heavily monitored and restricted by his parents; he mostly uses his computer to play games and chat with his friends. Shawn took an Internet safety course three months ago at the public library; there were a lot of things he already knew, but also a lot of surprising things. He knows that the library has recently installed Internet filters on its computers, but he has not yet had a chance to see them in action, so he is not sure how restrictive they are.

Adult patron

David is Shawn's uncle; he is a 40 year old physical therapist in a well known medical clinic. He lives in the same city as his nephew, and they occasionally spend time together - sometimes they go fishing, sometimes to a movie, and sometimes David just helps Shawn with his homework. He knows Shawn's parents are doing a great job, but he is still protective of his nephew.

David often goes to the library; he loves spy thrillers and popular science titles. He is good friends with the librarian, and she often suggests new titles to him. The librarian also knows about his relation to Shawn, and has told him about his assignment on Houdini. David considers helping Shawn with his assignment, but decides to only do so if asked.

David only yesterday found out about the filters on the computers in the library. He has his own computer at home, and a laptop besides, so he usually has no need to use any other computer. However, the free wireless connection in the library is tied into the Internet filters, so he would also be restricted, even on his own computer. He had no idea about the CIPA act until yesterday, either.

Phase 3 will be available in the Module 5 resource folder as of Monday morning (July 21st).

PHASE 3: REVIEW & REFLECTION

In this phase you will need to read the other persuasive essays written by your teammates and posted in Sakai. Then you will attempt to reach a consensus about which position regarding Internet filters is more viable and summarize your position in a brief report. If your team is unable to reach a complete consensus, please include dissenting opinions and arguments in your report.

In order to facilitate your discussion we encourage you to use some form of synchronous communication (Sakai chat, instant messaging program, etc). In this case, please copy a transcript of the discussion and send it to one of the instructors. However, due to time constraints and the general asynchronous nature of this course, you can also choose to use the Sakai Discussion Board as described in the following paragraph.

If the "Module 5 Teaching" Discussion Board is the best option for everyone on your team, please carryout your discussion in your respective **Team 4 Filters (Phases 2 & 3)** or **Team 5 Filters (Phases 2 & 3)** topic threads where you posted your persuasive essay.

For the actual writing of your final report, please feel free to use whatever tools (wiki, email, etc.) you choose to complete the assignment. We only ask that you make note of your collaborative methods in your final report. You will post your report in your

respective **Team 4 Filters (Phases 2 & 3)** or **Team 5 Filters (Phases 2 & 3)** topic threads no later than **Friday, July 25th**.

PHASE 4: INDIVIDUAL ASSESSMENT

Note: *Due to the time constraints of the Designing CSCL course, we will not actually be conducting Phase 4 as part of our Module 5 lesson.*

In Phase 4 of this assignment, we will ask you to reflect on your individual experience. Please answer the following questions:

- What insights did you gain on how Internet filters work and are managed?
- In what circumstances (if any) do you think the use Internet filters may be a good idea?
- In what circumstances (if any) do you think the use Internet filters may be a bad idea?
- How did your attempt at seeing this issue from a different point of view help you gain a fresh perspective?

Works Cited:

Jonassen, David et.al. *Meaningful Learning With Technology*. New Jersey: Pearson Education, Inc., 2008.