

EDUM-ET-102 Ethical Considerations and Psychosocial Aspects of Teaching and Learning with Technology (MA)

Aim of training

Aim of the study program:

The aim of the course is twofold: first, it seeks to provide a detailed overview of the ethical considerations connected to the use of educational technology including equity, digital citizenship, privacy, and legal issues with an emphasis digital rights and legislation. Second, the course sheds light on the psychological and social aspects of technology in the process of teaching and learning. Students will develop a deeper understanding of the psychosocial aspects underlying the use of the technology in educational settings, will become aware of the common elements of digital citizenship model and will be able to share and discuss their own experiences from their home countries related to equity and legislations.

Expected learning outcomes and related competencies

Knowledge:

- Understands the developmental trends of professional policies and knows the innovative national and world tendencies of developing educational systems. Understands the connections and the ways of controlling the operation of the service systems of his/her professional field and neighboring sectors.
- Has knowledge of the terminology of education science in his/her mother tongue and at least in one foreign language.
- Has knowledge about the intersectional field of psychology, technology and education, while gaining an understanding of the social impact of technology.

Skills:

- Is able to make choices from relevant viewpoints while gathering information about the field of education science and its neighboring disciplines using national and international databases; and is able to independently use and apply this information in work.
- Applies the interdisciplinary models and is able to analyze a certain problem from different perspectives that enables the realistic interpretation of the situation with effective alternative solutions.
- Applies multicultural and intercultural viewpoints in analysis and utilizes them proactively in work.

Attitude:

- Continuously re-evaluates his/her attitude towards social and cultural differences, has sensitivity towards the situations of the minorities and respects human rights. Considers important in his/her professional work to pay attention to problems caused by social inequalities and acquires the approach of equity.

- Aims to implement expansive professional cooperation, is open to enter reflectively into problematic situations and is able to judge them professionally.
- Has professionally established critical approach and committed to professional analysis based on values and knowledge.

Autonomy and responsibility:

- Takes the proactive role in making phenomena understood, encouraging responsible thinking and applies a scientific-professional viewpoint in their decisions and actions.
- Makes individual decisions based on professional opinion, and prioritizes delivering opinion and acting based on research.

Main topics

Main contents

1. Digital literacy
2. Social aspects: participation, engagement, and activism
3. Net etiquette and communication
4. Online security and privacy
5. Digital rights and digital ethics
6. Net neutrality, bullying, harassment

Planned teaching and learning activities

Teacher's presentation and interpretation, individual work.

Evaluation

Requirements, type and aspects of evaluation:

- Writing 3 blog posts related to the main topics: (1) Social aspects; (2) Digital Legal issues; (3) Psychological aspects – required to exam application
- Final exam

Type of evaluation: colloquium

Written / oral exam during the examination term.

Total obtainable points: 100%

Course grades:

- 5 (100-90%),
- 4 (90-80%),
- 3 (80-70%),
- 2 (70-60%),
- 1 (below 60%)

Reading

Required reading:

- Benkler, Y. (2008). The Wealth of Networks: How Social Production Transforms Markets & Freedom. Retrieved from: <http://yupnet.org/benkler/>
- Lessig, L. (2004). Free Culture. Retrieved from <http://www.free-culture.cc/freeculture.pdf>
- Lethem, J. (2007). "The Ecstasy of Influence: a Plagiarism." Harper's Magazine. Retrieved from: <http://harpers.org/archive/2007/02/0081387>
- Litman, J. (2006). Digital Copyright. Retrieved from <http://deepblue.lib.umich.edu/bitstream/2027.42/56221/2/Digital%20Copyright.pdf>
- Longford, G. (2005). "Pedagogies of Digital Citizenship and the Politics of Code." Techné: Research in Philosophy and Technology. Retrieved from <http://scholar.lib.vt.edu/ejournals/SPT/v9n1/longford.html>
- Bargh, J. A., McKenna, K. Y. A. (2004): Internet and social life. Annu. Rev. Psychol. 55
- Ribble, Mike & Bailey, Gerald. (2007). Digital Citizenship in Schools. International Society for Technology in Education/ISTE.
- Schultz, M. F. (2006). "Copynorms: Copyright and Social Norms." Retrieved from http://works.bepress.com/mark_schultz/1/
- Stanford University Libraries (2009). "What is Fair Use?" Retrieved from: <http://fairuse.stanford.edu/CopyrightandFairUseOverview/chapter9/index.html>
- Zittrain, J. (2009). The Future of the Internet (and How to Stop It). Retrieved from <http://yupnet.org/zittrain/>