

## **TL-VI. Social, Ethical, Legal, and Human Issues**

*Educational technology leaders understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and develop programs facilitating application of that understanding in practice throughout their district/region/state.*

*Educational technology leaders:*

- a) NETS Reflection: Some students do not realize copying information from someone else and claiming it as your own is illegal. The Copyright Lesson was developed to inform students about the laws regarding copyright and fair use. The lesson helps students avoid copyright infringement. It also addresses the downloading and sharing of information illegally which has become quite common for many people with internet access.  
Conceptual Framework Reflection: The copyright activity is proactive in teaching students about copyright laws before they encounter any type of litigation. Developing the lesson demonstrates critical thinking skills in deciding what actions need to be taken to assist students in contemplating their actions before completing an assignment or project.
  
- b) NETS Reflection: This lesson addresses the needs of a student who does not speak English as a primary language. My school has a small population of Spanish speaking students. We work toward improving their English speaking abilities while teaching them the information required by the GPS. One of the activities is listening to online books, which helps students of all ability levels. The GPS standards require students to acquire the ability to listen to text presented orally and answer questions.  
Conceptual Framework Reflection: This lesson is culturally sensitive to students who do not speak English as well as students who have not have the prior experience of someone reading to them orally. Many low-socioeconomic students do not have family members read to them, so many of the activities in the lesson could be used with them as well. The lesson is designed with empathy for students who are culturally different and who have different ability levels. Many of my students use the websites in the lesson to assist in learning new words and learning comprehension. All of my students enjoy using the activities.
  
- c) NETS Reflection: Identify technology that meets the needs and affirms the diversity of all learners is an integral part of education. My reflection paper identifies the need to find technologies that meet the needs of all learners. The reflection paper helped lay out the steps necessary in finding technology resources for all learners. Many times educators want to use the first technology to come our way, but analyzing previous research and reflecting on the research allows educators to find ways to affirm diversity by selecting technology that meets the needs of all students.  
Conceptual Framework Reflection: The reflection paper shows empathy in trying to find technology resources that suit the needs of all learners. Inquisitiveness is shown in researching those technologies and finding ones proven effective. Leadership is shown by not just accepting a technology because it is a technology, but because it is effective.

d) NETS Reflection: In creating a custom Google search, I worked to create a safe use of the internet and search engines while students are researching. Even with strict filters, students can access inappropriate information or images. The Custom Google Search allows me to restrict the sites my students visit promoting a safe use of technology resources.

Conceptual Framework Reflection: In creating a Google Custom Search, I was proactive in trying to avoid students interacting with sites or images that are inappropriate for young children. I was also collaborative in working with homeroom teachers to determine which sites should be included. In addition, I was adaptive by changing the custom search as appropriate websites were discovered. Google Custom Search is quickly changed in a moment's notice.

e) NETS Reflection: In using Google Translate, I have tried to facilitate equitable access to technology resources. My school has quite a few non-English speaking families. I have used Google Translate to translate letters to parents about technology resources. In addition, I have used Google Translate to translate email newsletters for our non-English speaking families. Google Translate allows communication between home and school. In addition, when non-English speaking students come to my class, I have used Google Translate to translate technology instructions.

Conceptual Framework Reflection: The use of Google Translate shows empathy in trying to relate to families who may feel out of place by being non-English speakers. In addition, it shows an ability to be adaptive in trying to communicate and change resources for the needs of the student. I was also culturally sensitive in providing parents with information in their own language rather than only providing the information in English, which they may not be able to read.