

# Framing Your Acceptable Use Policy Through The Learner Profile

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# Framing the discussion

## ■ Central Idea

- Use of appropriate policies can support our students to inquire using technology while developing their information literacy skills.

## ■ An inquiry into:

- the goals of a technology acceptable use policy in an IB school
- the structure of a technology acceptable use policy in an IB school
- how the learner profile can support a a technology acceptable use policy in an IB school

# Caveat Emptor

## A Few Things You Should Know...

- **Not for answers**
- **Give provocations & things to think about as you look at your own situation**
- **Dependance on school philosophy, educational philosophy, technology paradigm and local laws**
- **This is a collaborative process within your school**
  - away from technology
  - back to education & learners
  - must be grass-roots

# Goals

## ■ Tuning In

- Who we are / What is an AUP? / Why do we need an AUP?

## ■ Gaining New Perspectives

- What does the literature say?

## ■ Attending to Difference

- Delivery versus policy / The learner profile & AUP's

## ■ Sharing What We've Learned

## ■ Taking Thoughtful New Action

# Tuning In



# Who are we?

## ■ Who are you?

- Interested in how an AUP can reflect the nature of IB programmes
- Looking for a discussion!

## ■ Who am I?

# Technology and Education

Teaching the Technology  
versus  
Teaching with Technology  
versus  
Learning through Technology

# Technology and Education

Good Teaching & Learning

# Technology in the 1970's

Poster

Tape



Writing

Phone

# and for the Digital Natives...



# Taking the Time to Find Questions for Inquiry

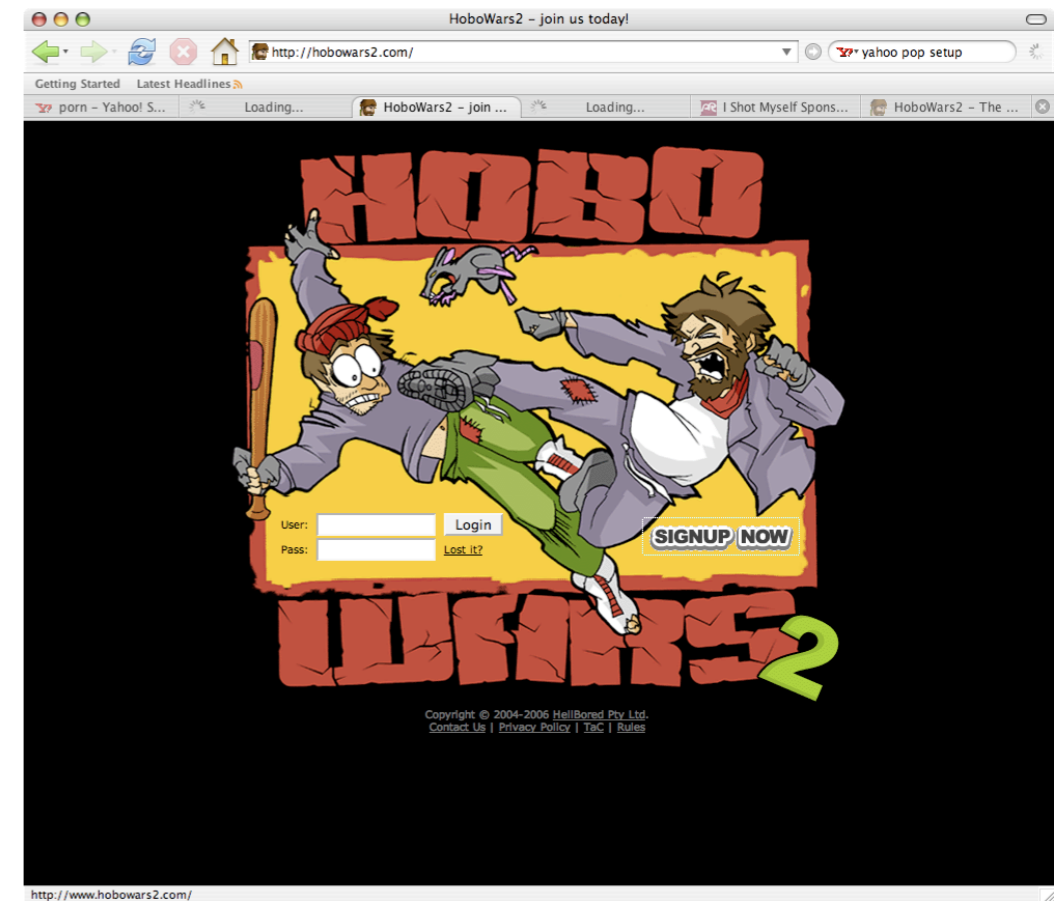


# Key Concept Questions

- What is an Acceptable Use Policy (form)
- How does an AUP work (function)
- Why do we need an AUP (causation)
- What are the effects of having/not having an AUP (causation)
- How do AUP's need to change now that the LP has been extended through the 3 programmes (change)
- How is the AUP connected to other policies through your school? (connection)
- Who are the stakeholders? (other points of view) (perspective)
- What is our responsibility as teachers/admin in preparing an AUP? (responsibility)
- How do we know our AUP is working? (reflection)

# Why do we need AUP's?

- Isn't your school environment/behaviour code enough?
- Auto-response
- Surfing a pornographic website
- Taking an inappropriate picture



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# Why do we need AUP's?

## YouTube expelled from Australian state's schools

Last Updated: Thursday, March 1, 2007 | 12:11 PM ET

## Video of teen assault appears on net

Last Updated: Thursday, March 31, 2005 | 6:51 PM ET

## Schools tackle cyber-bullying

Last Updated: Monday, February 20, 2006 | 3:23 PM ET

## Quebec school bans cellphones after YouTube video

Teacher on stress leave, two students suspended

Last Updated: Friday, November 24, 2006 | 1:24 PM ET

- ... codes are beacons that provide the frameworks by which we organize ourselves. There are times, however, when we need to lean more heavily on their guidance. (Teaching From The Heart, IB World, May 2006)

# What Are the Components of an AUP?

## ■ Virginia Department of Education (2003):

- Instructional philosophies and strategies supported by Internet access
- A statement on the educational uses & advantages of the Internet
- Responsibilities of educators, parents, and students for Internet use
- Code of conduct governing behaviour on the Internet
- Description of the consequences of violating the AUP
- Description of what constitutes acceptable/unacceptable Internet use
- Disclaimer absolving the school division from responsibility
- Reminder that Internet access and computer network use is a privilege.
- Statement that the AUP is in compliance with state and national telecommunication rules and regulations.
- Signature form for teachers, parents, and students indicating their intent to abide by the AUP

# What Are the Components of an AUP?

- **In most cases, an AUP is comprised of five sections.**
  - The first section defines the Internet and provides a rationale for implementing an AUP.
  - This is followed by a description of appropriate online behaviour
  - “The specific do’s and don’ts are the heart of the AUP” (Carter, 1998) and provide users with rules and guidelines associated with legal and ethical issues.
  - Repercussions for violating the policy and procedures for reporting inappropriate use are also clearly stated.
  - A form is appended for parents and students to sign indicating they have read, understood and agree to the terms of the AUP.

# Samples

- Use of school technology materials and the Internet access will be provided to those who agree to act in a considerate and responsible manner.
- Information sent or received by e-mail, the Internet, or other means over the computers available to the students and staff is the property of the district and may be accessed at any time by the district for review.
- the use of the technology resources is a privilege and that privilege can be removed at any time.
- you can be punished if you can identify a security problem within the network and do not report it
- Any user identified as having a history of problems in using other computer systems may be denied access to district network services.

# Gaining New Perspectives



# AUP's in the literature

- Little definitive research in K-12 relating to AUP outcomes
- Lots of anecdotal, but mostly pre-2000
- Laws in the US are driving their discussion
  - Communications Decency Act (CDA, 1996)
  - Child Online Protection Act (COPA – 1998)
  - Children's Internet Protection Act (CIPA – 2000)
- References provided

# Attending to Difference



# Are you consistent?

## ■ Technology model

- Open versus closed networks

## ■ Other guiding documents

- “Shall nots” versus responsibilities
- Supportive school environment versus “law”

## ■ How are your other policies written?

- Can you deliver it through the Learner Profile?

## ■ Who are your policies designed to protect?

# Where does it end?

- School versus home
- Ownership
- Teachers versus students
- Moral/ethics judgements

# Bringing in the Learner Profile

## IBO Mission Statement

The International Baccalaureate Organization aims to develop **inquiring**, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and **respect**.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and **lifelong learners** who understand that other people, with their differences, can also be right.

# Why the Learner Profile?

- ... to prepare students for the social and moral challenges that await them ... develop the necessary skills, habits of mind and the moral and ethical values to be able to understand and manage the interconnectivity and complexity of our new world. (Tristian Stobie)

## And from the Learner Profile Booklet...

- ... create more opportunities to discuss the ethical issues that arise in the subject(s) we teach
- ... [put] support structures in place to oversee the personal, social and emotional welfare of students, as well as their academic development
- ... empower [students] to take responsibility for their own learning?

# Learner profile and AUP's

<b>Caring</b>	<b>Balanced</b>
<b>Knowledgeable</b>	<b>Thinker</b>
<b>Principled</b>	<b>Reflective</b>
<b>Risk-taker</b>	<b>Communicator</b>
<b>Inquirer</b>	<b>Principled</b>

# Structure

- **Profile within the technology, or technology within the profile?**
  - E-mail: when sending an e-mail, make sure that you are following the principles of a caring school. Remember that clues such as facial expressions and tone of voice can't be interpreted.
  - All communications should follow our principles of being a caring school.
  - All communications should follow our principles of being a caring school. This includes, but is not limited to, e-mail, virtual environments and instant messaging.

# Learner profile and AUP's

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<b>Inquirer</b>	<b>Principled</b>

# Samples

- An inquirer uses technology as a tool to guide their learning
- A caring individual uses technology to communicate in respectful ways
- A principled person respects the boundaries established between their property and that of others

# Sharing What We've Learned



# Epiphanies / Tensions

# Where To From Here?



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# Web Resources

- Center for Safe and Responsible Internet Use, <http://www.csriu.org/>
- Cyberbully, <http://cyberbully.org>
- Insafe, <http://www.saferinternet.org>
- Cyberbullying, <http://www.cyberbullying.org/>
- cybersafekids.com.au
- netsafe.org.nz