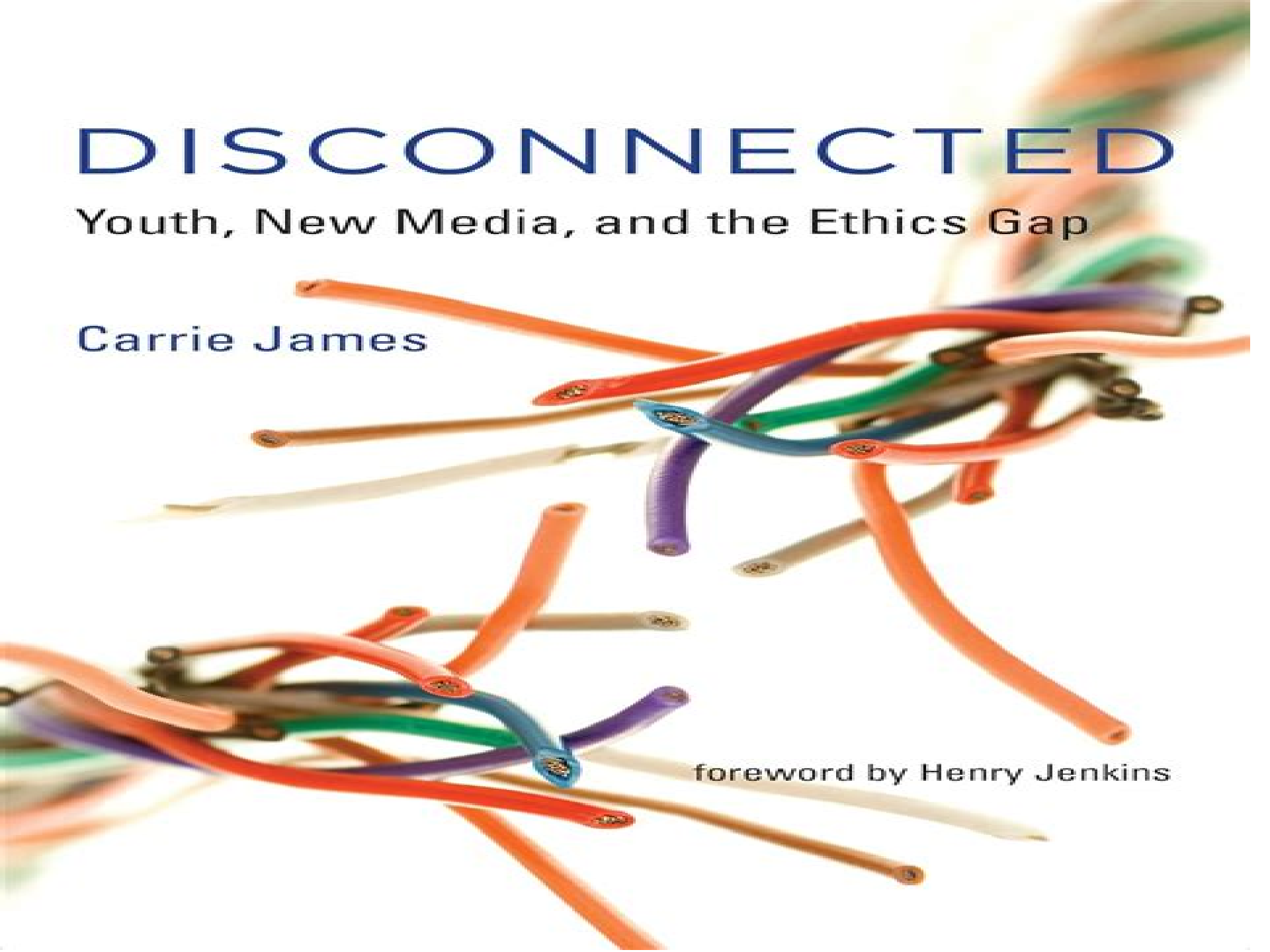


DISCONNECTED

Youth, New Media, and the Ethics Gap

Carrie James

foreword by Henry Jenkins



**Disconnected Youth New Media And The Ethics Gap The
John D And Catherine T Macarthur Foundation Series
On Digital Media And Learning**

Meryl Alper



Disconnected Youth New Media And The Ethics Gap The John D And Catherine T Macarthur Foundation Series On Digital Media And Learning:

Disconnected Carrie James, 2014-09-19 How young people think about the moral and ethical dilemmas they encounter when they share and use online content and participate in online communities Fresh from a party a teen posts a photo on Facebook of a friend drinking a beer A college student repurposes an article from Wikipedia for a paper A group of players in a multiplayer online game routinely cheat new players by selling them worthless virtual accessories for high prices In Disconnected Carrie James examines how young people and the adults in their lives think about these sorts of online dilemmas describing ethical blind spots and disconnects Drawing on extensive interviews with young people between the ages of 10 and 25 James describes the nature of their thinking about privacy property and participation online She identifies three ways that young people approach online activities A teen might practice self focused thinking concerned mostly about consequences for herself moral thinking concerned about the consequences for people he knows or ethical thinking concerned about unknown individuals and larger communities James finds among other things that youth are often blind to moral or ethical concerns about privacy that attitudes toward property range from what s theirs is theirs to free for all that hostile speech can be met with a belief that online content is just a joke and that adults who are consulted about such dilemmas often emphasize personal safety issues over online ethics and citizenship Considering ways to address the digital ethics gap James offers a vision of conscientious connectivity which involves ethical thinking skills but perhaps more important is marked by sensitivity to the dilemmas posed by online life a motivation to wrestle with them and a sense of moral agency that supports socially positive online actions

Disconnected Carrie James, 2016-09-02 How young people think about the moral and ethical dilemmas they encounter when they share and use online content and participate in online communities Fresh from a party a teen posts a photo on Facebook of a friend drinking a beer A college student repurposes an article from Wikipedia for a paper A group of players in a multiplayer online game routinely cheat new players by selling them worthless virtual accessories for high prices In Disconnected Carrie James examines how young people and the adults in their lives think about these sorts of online dilemmas describing ethical blind spots and disconnects Drawing on extensive interviews with young people between the ages of 10 and 25 James describes the nature of their thinking about privacy property and participation online She identifies three ways that young people approach online activities A teen might practice self focused thinking concerned mostly about consequences for herself moral thinking concerned about the consequences for people he knows or ethical thinking concerned about unknown individuals and larger communities James finds among other things that youth are often blind to moral or ethical concerns about privacy that attitudes toward property range from what s theirs is theirs to free for all that hostile speech can be met with a belief that online content is just a joke and that adults who are consulted about such dilemmas often emphasize personal safety issues over online ethics and

citizenship Considering ways to address the digital ethics gap James offers a vision of conscientious connectivity which involves ethical thinking skills but perhaps more important is marked by sensitivity to the dilemmas posed by online life a motivation to wrestle with them and a sense of moral agency that supports socially positive online actions *The ^AOxford Handbook of Digital Technology and Society* Simeon Yates, Ronald E. Rice, 2020-06-01 The Oxford Handbook of Digital Technology and Society will equip readers with the necessary starting points and provocations in the fields of social science and technology so that students scholars and policy makers can effectively assess future research practice and policy

Young People's Civic Identity in the Digital Age Julianne K. Viola, 2020-03-10 This book explores young people's civic experiences in contemporary American society and how they navigate the political world in an era defined by digital media Drawing on the experiences of young people before they have reached voting age the book provides vital perspectives on citizenship and civic engagement of a part of the population that is often overlooked The author engages with the tensions young people encounter in their everyday personal and civic lives particularly in their understanding and experience of civic identity in ways that are shaped by society's misperceptions of youth The book introduces a new framework of civic identity that has been directly informed by the lived civic experiences of young people themselves The findings will be of great interest to researchers and students working in political science sociology youth studies education studies and media studies as well as policy makers practitioners and parents of young people **Education and Social Media** Christine

Greenhow, Julia Sonnevend, Colin Agur, 2016-05-13 Leading scholars from a variety of disciplines explore the future of education including social media usage new norms of knowledge privacy copyright and MOOCs How are widely popular social media such as Facebook Twitter and Instagram transforming how teachers teach how kids learn and the very foundations of education What controversies surround the integration of social media in students' lives The past decade has brought increased access to new media and with this new opportunities and challenges for education In this book leading scholars from education law communications sociology and cultural studies explore the digital transformation now taking place in a variety of educational contexts The contributors examine such topics as social media usage in schools online youth communities and distance learning in developing countries the disruption of existing educational models of how knowledge is created and shared privacy accreditation and the tension between the new ease of sharing and copyright laws Case studies examine teaching media in K-12 schools and at universities tuition-free open education powered by social media as practiced by the University of the People new financial models for higher education the benefits and challenges of MOOCs Massive Open Online Courses social media and teacher education and the civic and individual advantages of teens' participatory play Contributors Colin Agur Jack M. Balkin Valerie Belair Gagnon danah boyd Nicholas Bramble David Buckingham Chris Dede Benjamin Gleason Christine Greenhow Daniel J. H. Greenwood Jiahang Li Yite John Lu Minhtuyen Mai John Palfrey Ri Pierce Grove Adam Poppe Shai Reshef Julia Sonnevend Mark Warschauer **Hanging Out, Messing Around, and Geeking Out,**

Tenth Anniversary Edition Mizuko Ito, Sonja Baumer, Matteo Bittanti, Danah Boyd, Rachel Cody, 2019-10-01 The tenth anniversary edition of a foundational text in digital media and learning examining new media practices that range from podcasting to online romantic breakups *Hanging Out Messing Around and Geeking Out* first published in 2009 has become a foundational text in the field of digital media and learning Reporting on an ambitious three year ethnographic investigation into how young people live and learn with new media in varied settings at home in after school programs and in online spaces it presents a flexible and useful framework for understanding the ways that young people engage with and through online platforms hanging out messing around and geeking out otherwise known as HOMAGO Integrating twenty three case studies which include Harry Potter podcasting video game playing music sharing and online romantic breakups in a unique collaborative authorship style *Hanging Out Messing Around and Geeking Out* combines in depth descriptions of specific group dynamics with conceptual analysis Since its original publication digital learning labs in libraries and museums around the country have been designed around the HOMAGO mode and educators have created HOMAGO guidebooks and toolkits This tenth anniversary edition features a new introduction by Mizuko Ito and Heather Horst that discusses how digital youth culture evolved in the intervening decade and looks at how HOMAGO has been put into practice This book was written as a collaborative effort by members of the Digital Youth Project a three year research effort funded by the John D and Catherine T MacArthur Foundation and conducted at the University of California Berkeley and the University of Southern California

Families at Play Sinem Siyahhan, Elisabeth Gee, 2024-07-02 How family video game play promotes intergenerational communication connection and learning Video games have a bad reputation in the mainstream media They are blamed for encouraging social isolation promoting violence and creating tensions between parents and children In this book Sinem Siyahhan and Elisabeth Gee offer another view They show that video games can be a tool for connection not isolation creating opportunities for families to communicate and learn together Like smartphones Skype and social media games help families stay connected Siyahhan and Gee offer examples One family treats video game playing as a regular and valued activity and bonds over Halo A father tries to pass on his enthusiasm for Star Wars by playing Lego Star Wars with his young son Families express their feelings and share their experiences and understanding of the world through playing video games like The Sims Civilization and Minecraft Some video games are designed specifically to support family conversations around such real world issues and sensitive topics as bullying and peer pressure Siyahhan and Gee draw on a decade of research to look at how learning and teaching take place when families play video games together With video games they argue the parents are not necessarily the teachers and experts all family members can be both teachers and learners They suggest video games can help families form develop and sustain their learning culture as well as develop skills that are valued in the twenty first century workplace Educators and game designers should take note *Worried About the Wrong Things* Jacqueline Ryan Vickery, 2018-09-11 Why media panics about online dangers overlook another urgent concern creating

equitable online opportunities for marginalized youth It s a familiar narrative in both real life and fiction from news reports to television storylines a young person is bullied online or targeted by an online predator or exposed to sexually explicit content The consequences are bleak the young person is shunned suicidal psychologically ruined In this book Jacqueline Ryan Vickery argues that there are other urgent concerns about young people s online experiences besides porn predators and peers We need to turn our attention to inequitable opportunities for participation in a digital culture Technical and material obstacles prevent low income and other marginalized young people from the positive community building and creative experiences that are possible online Vickery explains that cautionary tales about online risk have shaped the way we think about technology and youth She analyzes the discourses of risk in popular culture journalism and policy and finds that harm driven expectations based on a privileged perception of risk enact control over technology Opportunity driven expectations on the other hand based on evidence and lived experience produce discourses that acknowledge the practices and agency of young people rather than seeing them as passive victims who need to be protected Vickery first addresses how the discourses of risk regulate and control technology then turns to the online practices of youth at a low income minority majority Texas high school She considers the participation gap and the need for schools to teach digital literacies privacy and different online learning ecologies Finally she shows that opportunity driven expectations can guide young people s online experiences in ways that balance protection and agency

Framing Internet Safety Nathan W. Fisk, 2016-12-12 An examination of youth Internet safety as a technology of governance seen in panics over online pornography predators bullying and reputation management Since the beginning of the Internet era it has become almost impossible to discuss youth and technology without mentioning online danger pornography that is just a click away lurking sexual predators and inescapable cyberbullies In this book Nathan Fisk takes an innovative approach to the subject examining youth Internet safety as a technology of governance for information technologies and by extension for the forms of sociality and society they make possible He argues that it is through the mobilization of various discourses of online risk that the everyday lives of youth are increasingly monitored and policed and the governing potentials of information technologies are explored Fisk relates particular panics over youth Internet safety to patterns of technological adoption by young people focusing on the policy response at the federal level aimed at producing future cybercitizens He describes pedagogies of surveillance which position parents as agents of surveillance the evolution of the youth Internet safety curricula as seen through materials on cyberbullying and online reputation management and drawing on survey results and focus groups parent and child everyday practice Finally Fisk offers recommendations for a cybersafety of everyday life connecting youth Internet safety to trends in national infrastructure protection and corporate information assurance

Giving Voice Meryl Alper, 2017-01-20 How communication technologies meant to empower people with speech disorders to give voice to the voiceless are still subject to disempowering structural inequalities Mobile technologies are often hailed as a way to give voice to the voiceless Behind the

praise though are beliefs about technology as a gateway to opportunity and voice as a metaphor for agency and self representation In *Giving Voice* Meryl Alper explores these assumptions by looking closely at one such case the use of the Apple iPad and mobile app Proloquo2Go which converts icons and text into synthetic speech by children with disabilities including autism and cerebral palsy and their families She finds that despite claims to empowerment the hardware and software are still subject to disempowering structural inequalities Views of technology as a great equalizer she illustrates rarely account for all the ways that culture law policy and even technology itself can reinforce disparity particularly for those with disabilities Alper explores among other things alternative understandings of voice the surprising sociotechnical importance of the iPad case and convergences and divergences in the lives of parents across class She shows that working class and low income parents understand the app and other communication technologies differently from upper and middle class parents and that the institutional ecosystem reflects a bias toward those more privileged Handing someone a talking tablet computer does not in itself give that person a voice Alper finds that the ability to mobilize social economic and cultural capital shapes the extent to which individuals can not only speak but be heard *Born Digital* John Palfrey, Urs

Gasser, 2016-07-12 An excellent primer on what it means to live digitally It should be required reading for adults trying to understand the next generation Nicholas Negroponte author of *Being Digital* The first generation of children who were born into and raised in the digital world are coming of age and reshaping the world in their image Our economy our politics our culture and even the shape of our family life are being transformed But who are these wired young people And what is the world they re creating going to look like In this revised and updated edition leading Internet and technology experts John Palfrey and Urs Gasser offer a cutting edge sociological portrait of these young people who can seem even to those merely a generation older both extraordinarily sophisticated and strangely narrow Exploring a broad range of issues privacy concerns the psychological effects of information overload and larger ethical issues raised by the fact that young people s social interactions friendships and civic activities are now mediated by digital technologies *Born Digital* is essential reading for parents teachers and the myriad of confused adults who want to understand the digital present and shape the digital future

Good Reception Antero Garcia, 2022-06-07 A year in the life of a ninth grade English class shows how participatory culture and mobile devices can transform learning in schools Schools and school districts have one approach to innovation buy more technology In *Good Reception* Antero Garcia describes what happens when educators build on the ways students already use technology outside of school to help them learn in the classroom As a teacher in a public high school in South Central Los Angeles Garcia watched his students nearly universal adoption of mobile devices Whether recent immigrants from Central America or teens who had spent their entire lives in Los Angeles the majority of his students relied on mobile devices to connect with family and friends and to keep up with complex social networks Garcia determined to discover how these devices and student predilection for gameplay combined with an evolving culture of participation could be used in the

classroom Garcia charts a year in the life of his ninth grade English class first surveying mobile media use on campus and then documenting a year long experiment in creating a wireless critical pedagogy by incorporating mobile media and games in classroom work He describes the design and implementation of Ask Anansi an alternate reality game that allows students to conduct inquiry based research around questions that interest them including Why is the food at South Central High School so bad Garcia cautions that the transformative effect on education depends not on the glorification of devices but on teacher support and a trusting teacher student relationship *Resonant Games* Eric Klopfer,Jason Haas,Scot Osterweil,Louisa Rosenheck,2025-05-13 Principles for designing educational games that integrate content and play and create learning experiences connecting to many areas of learners lives Too often educational videogames are narrowly focused on specific learning outcomes dictated by school curricula and fail to engage young learners This book suggests another approach offering a guide to designing games that integrates content and play and creates learning experiences that connect to many areas of learners lives These games are not gamified workbooks but are embedded in a long form experience of exploration discovery and collaboration that takes into consideration the learning environment Resonant Games describes twenty essential principles for designing games that offer this kind of deeper learning experience presenting them in connection with five games or collections of games developed at MIT s educational game research lab the Education Arcade Each of the games which range from Vanished an alternate reality game for middle schoolers promoting STEM careers to Ubiquitous Bio a series of casual mobile games for high school biology students has a different story but all spring from these fundamental assumptions honor the whole learner as a full human being not an empty vessel awaiting a fill up honor the sociality of learning and play honor a deep connection between the content and the game and honor the learning context most often the public school classroom but also beyond the classroom The open access edition of this book was made possible by generous funding from the MIT Libraries and Klopfer s lab **When Rape Goes Viral** Anna Gjika,2023-11-21 Stories of teen sexting scandals cyberbullying and image based sexual abuse have become commonplace fixtures of the digital age with many adults struggling to identify ways to monitor young people s digital engagement In When Rape Goes Viral Anna Gjika argues that rather than focusing on surveillance we should examine such incidents for what they tell us about youth peer cultures and the gender norms and sexual ethics governing their interactions Drawing from interviews with teens and high profile cases of mediated juvenile sexual assault Gjika exposes the deeply unequal and heteronormative power dynamics informing teens intimate relationships and online practices and she critically interrogates the role of digital cultures and broader social values in sanctioning abuse The book also explores the consequences of social media and digital evidence for young victim survivors and perpetrators of sexual assault detailing the paradoxical capacities of technology for social and legal responses to gender based violence *Connected Gaming* Yasmin B. Kafai,Quinn Burke,2024-03-19 How making and sharing video games offer educational benefits for coding collaboration and creativity

Over the last decade video games designed to teach academic content have multiplied. Students can learn about Newtonian physics from a game or prep for entry into the army. An emphasis on the instructionist approach to gaming however has overshadowed the constructionist approach in which students learn by designing their own games themselves. In this book Yasmin Kafai and Quinn Burke discuss the educational benefits of constructionist gaming, coding, collaboration, and creativity, and the move from computational thinking toward computational participation. Kafai and Burke point to recent developments that support a shift to game making from game playing, including the game industry's acceptance and even promotion of modding and the growth of a DIY culture. Kafai and Burke show that student designed games teach not only such technical skills as programming but also academic subjects. Making games also teaches collaboration as students frequently work in teams to produce content and then share their games with in class or with others online. Yet Kafai and Burke don't advocate abandoning instructionist for constructionist approaches. Rather they argue for a more comprehensive inclusive idea of connected gaming in which both making and gaming play a part.

A History of Literacy Education Robert J. Tierney, P. David Pearson, 2021. The scope and nature of this account of the modern history of reading literacy education especially tied to the aspirational readers are unique. Enlisting the metaphor of waves it traces monumental shifts in theory, research, and practice related to reading education and literacy that represent developments that verge on revolutionary changes. Each of these waves is accompanied with a discussion of the aspirational reader that sets the stage for contemplating these shifts and their significance. The discussions trace the research and theoretical developments in a fashion that exemplifies the origins of the shifts and their influences.

Young People, Ethics, and the New Digital Media Carrie James, 2009-10-09. Social networking, blogging, vlogging, gaming, instant messaging, downloading music, and other content uploading and sharing their own creative work, these activities made possible by the new digital media are rich with opportunities and risks for young people. This report part of the GoodPlay Project undertaken by researchers at Harvard Graduate School of Education's Project Zero investigates the ethical fault lines of such digital pursuits. The authors argue that five key issues are at stake in the new media: identity, privacy, ownership, and authorship, credibility, and participation. Drawing on evidence from informant interviews, emerging scholarship on new media, and theoretical insights from psychology, sociology, political science, and cultural studies, the report explores the ways in which youth may be redefining these concepts as they engage with new digital media. The authors propose a model of good play that involves the unique affordances of the new digital media, related technical and new media literacies, cognitive and moral development, and values online and offline, peer culture, and ethical supports including the absence or presence of adult mentors and relevant educational curricula. This proposed model for ethical play sets the stage for the next part of the GoodPlay project: an empirical study that will invite young people to share their stories of engagement with the new digital media.

The John D. and Catherine T. MacArthur Foundation Reports on Digital Media and Learning **Living and Learning with New Media** Mizuko Ito, Heather A. Horst, Matteo Bittanti, Danah

Boyd,Becky Herr Stephenson,2009-06-05 This report summarizes the results of an ambitious three year ethnographic study funded by the John D and Catherine T MacArthur Foundation into how young people are living and learning with new media in varied settings at home in after school programs and in online spaces It offers a condensed version of a longer treatment provided in the book *Hanging Out Messing Around and Geeking Out* MIT Press 2009 The authors present empirical data on new media in the lives of American youth in order to reflect upon the relationship between new media and learning In one of the largest qualitative and ethnographic studies of American youth culture the authors view the relationship of youth and new media not simply in terms of technology trends but situated within the broader structural conditions of childhood and the negotiations with adults that frame the experience of youth in the United States The book that this report summarizes was written as a collaborative effort by members of the Digital Youth Project a three year research effort funded by the John D and Catherine T MacArthur Foundation and conducted at the University of California Berkeley and the University of Southern California John D and Catherine T MacArthur Reports on Digital Media and Learning *The Digital Youth Network* Brigid Barron,2014-06-27 8 Challenges and Opportunities of Developing Digital Media Citizens III Looking Ahead Implications for Design and Research 9 Creative Learning Ecologies by Design Insights from the Digital Youth Network 10 Advancing Research on the Dynamics of Interest Driven Learning 11 Scaling Up Notes References Index *Digital Media and Learning* John D. and Catherine T. MacArthur Foundation,2012 MacArthur launched the digital media and learning initiative in 2006 to explore how digital media are changing the way young people learn socialize communicate and play Since 2006 the Foundation has awarded grants totaling more than 100 million for research development of innovative new technologies new learning environments for youth including a school model based on game design principles and efforts to build the new field of digital media and learning The goal of the grantmaking in digital media and learning is to create more opportunities for more young people to achieve the time honored outcomes of a good education career academic and civic success through the adoption and use of a simple set of principles that re imagines how young people learn and how that learning is supported A new framework for thinking about learning connected learning has emerged as a result of the grantmaking It draws on successful approaches of the past is based on evidence of what works best in the contemporary context and is designed for the digital age MacArthur supports demonstration sites that put the connected learning approach into action They include Hive Learning Networks Quest to Learn schools and YOUmedia an innovative teen space for engagement and learning Contains 7 resources

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