

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

Surveys the online social habits of American teens and analyzes the role technology and social media plays in their lives, examining common misconceptions about such topics as identity, privacy, danger, and bullying.

Required reading for anyone interested in the profound relationship between digital technology and society Digital technology has become an undeniable facet of our social lives, defining our governments, communities, and personal identities. Yet with these technologies in ongoing evolution, it is difficult to gauge the full extent of their societal impact, leaving researchers and policy makers with the challenge of staying up-to-date on a field that is constantly in flux. The Oxford Handbook of Digital Technology and Society provides students, researchers, and practitioners across the technology and social science sectors with a comprehensive overview of the foundations for understanding the various relationships between digital technology and society. Combining robust computer-aided reviews of current literature from the UK Economic and Social Research Council's commissioned project "Ways of Being in a Digital Age" with newly commissioned chapters, this handbook illustrates the upcoming research questions and challenges facing the social sciences as they address the societal impacts of digital media and technologies across seven broad categories: citizenship and politics, communities and identities, communication and relationships, health and well-being, economy and sustainability, data and representation, and governance and security. Individual chapters feature important practical and ethical explorations into topics such as technology and the aging, digital literacies, work-home boundary, machines in the workforce, digital censorship and surveillance, big data governance and regulation, and technology in the public sector. The Oxford Handbook of Digital Technology and Society will equip readers with the necessary starting points and provocations in the field so that scholars and policy makers can effectively assess future research, practice, and policy.

At the forefront in its field, this Handbook examines the theoretical, conceptual, pedagogical and methodological development of media literacy education and research around the world. Building on traditional media literacy frameworks in critical analysis, evaluation, and assessment, it incorporates new literacies emerging around connective technologies, mobile platforms, and social networks. A global perspective rather than a Western-centric point of view is explicitly highlighted, with contributors from all continents, to show the empirical research being done at the intersection of media, education, and engagement in daily life. Structured around five themes—Educational Interventions; Safeguarding/Data and Online Privacy; Engagement in Civic Life; Media, Creativity and Production; Digital Media Literacy—the volume as a whole emphasizes the competencies needed to engage in meaningful participation in digital culture.

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

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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.

The real battle is not in the amoral and immoral influences of our culture, but in the hearts of our young people, says author and speaker Josh McDowell in *The Disconnected Generation*. And our young people are losing hope because they feel isolated and alienated from their parents. They are the disconnected generation. This book shows parents and youth workers how to understand and close the isolation gap to form nurturing, enduring relationships that can withstand cultural influences. As a companion to *The Disconnected Generation*, the video curriculum resources provides five video sessions from Josh McDowell offering practical steps that every adult can take to close the emotional gap between themselves and their children.

Now showcasing an even more rigorous debate about the theory and practice of YA librarianship than its first edition, this "provocative presentation of diverse viewpoints by leaders in the field" (Catholic Library World) has been updated and expanded to incorporate recent advances in critical youth studies.

A deeply affecting exposé of America's hidden crisis of disconnected youth, in the tradition of Matthew Desmond and Adrian Nicole LeBlanc. For the majority of young adults today, the transition to independence is a time of excitement and possibility. But 4.5 million young people—or a stunning 11.5 percent of youth aged sixteen to twenty-four—experience entry into adulthood as abrupt abandonment, a time of disconnection from school, work, and family. For this growing population of Americans, which includes kids aging out of foster care and those entangled with the justice system, life screeches to a halt when adulthood arrives. *Abandoned* is the first-ever exploration of this tale of dead ends and broken dreams. Author Anne Kim skillfully weaves heart-rending stories of young people navigating early adulthood alone, in communities where poverty is endemic and opportunities almost nonexistent. She then describes a growing awareness—including new research from the field of adolescent brain science—that “emerging adulthood” is just as crucial a developmental period as early childhood, and she profiles an array of unheralded programs that provide young people with the supports they need to achieve self-sufficiency. A major work of deeply reported narrative nonfiction, *Abandoned* joins the small shelf of books that change the way we see our society and point to a different path forward.

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

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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

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.

While the notion of young people as individuals worthy or capable of having rights is of relatively recent origin, over the past several decades there has been a substantial increase in both social and political commitment to children's rights as well as a tendency to grant young people some of the rights that were typically accorded only to adults. In addition, there has been a noticeable shift in orientation from a focus on children's protection and provision to an emphasis on children's participation and self-determination. With contributions from a wide range of international scholars, the *Handbook of Children's Rights* brings together research, theory, and practice from diverse perspectives on children's rights. This volume constitutes a comprehensive treatment of critical perspectives concerning children's rights in their various forms. Its contributions address some of the major scholarly tensions and policy debates comprising the current discourse on children's rights, including the best interests of the child, evolving capacities of the child, states' rights versus children's rights, rights of children versus parental or family rights, children as citizens, children's rights versus

children's responsibilities, and balancing protection and participation. In addition to its multidisciplinary focus, the handbook includes perspectives from social science domains in which children's rights scholarship has evolved largely independently due to distinct and seemingly competing assumptions and disciplinary approaches (e.g., childhood studies, developmental psychology, sociology of childhood, anthropology, and political science). The handbook also brings together diverse methodological approaches to the study of children's rights, including both quantitative and qualitative perspectives, and policy analysis. This comprehensive, cosmopolitan, and timely volume serves as an important reference for both scholarly and policy-driven interest in the voices and perspectives of children and youth. 'Young People and Social Media: Contemporary Children's Digital Culture' explores the practices, relationships, consequences, benefits, and outcomes of children's experiences with, on, and through social media by bringing together a vast array of different ideas about childhood, youth, and young people's lives. These ideas are drawn from scholars working in a variety of disciplines, and rather than just describing the social construction of childhood or an understanding of children's lives, this collection seeks to encapsulate not only how young people exist on social media but also how their physical lives are impacted by their presence on social media. One of the aims of this volume in exploring youth interaction with social media is to unpack the structuring of digital technologies in terms of how young people access the technology to use it as a means of communication, a platform for identification, and a tool for participation in their larger social world. During longstanding and continued experience in the broad field of youth and digital culture, we have come to realize that not only is the subject matter increasing in importance at an immeasurable rate, but the amount of textbooks and/or edited collections has lagged behind considerably. There is a lack of sources that fully encapsulate the canon of texts for the discipline or the rich diversity and complexity of overlapping subject areas that create the fertile ground for studying young people's lives and culture. The editors hope that this text will occupy some of that void and act as a catalyst for future interdisciplinary collections. 'Young People and Social Media: Contemporary Children's Digital Culture' will appeal to undergraduate students studying Child and Youth Studies and—given the interdisciplinary nature of the collection—scholars, researchers and students at all levels working in anthropology, psychology, sociology, communication studies, cultural studies, media studies, education, and human rights, among others. Practitioners in these fields will also find this collection of particular interest.

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

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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.

Social media and digital tools permeate the everyday lives of young people. In the early stages of commentary about the impact of the digital age on civic life, debates revolved around whether the Internet enhanced or discouraged civic and political action. Since then we have seen new media move to center stage in politics and activism from the 2008 US election to the 2011 Arab Spring to the Occupy movement. We have also seen new patterns in how different subgroups make use of digital media. These developments have pushed people to move beyond questions about whether new media are good or bad for civic life, to ask instead: how, under what conditions, and for whom, do new digital tools become resources for political critique and action by the young? This book will provide a platform for a new wave of scholarship about young people's political participation in the digital age. We define “youth” or “young people” as roughly between the ages of 12 and 25. We include perspectives from political science, education, cultural studies, learning sciences, and youth development. We draw on the framework developed by the MacArthur Research Network on Youth and Participatory Politics (Cohen, Kahne, Bowyer, Middaugh, & Rogowski, 2012), which defines participatory politics as, “interactive, peerbased acts through which individuals and groups seek to exert both voice and influence on issues of public concern.”

Using an engaging how-to approach that draws from scholarship, real-life, and popular culture, this textbook offers students practical reasons why they should care about research methods and a guide to actually conducting research themselves. Examining quantitative, qualitative, and critical research methods, this new edition helps undergraduate students better grasp the theoretical and practical uses of method by clearly illustrating practical applications. The book features all the main research traditions within communication including online methods, and provides level-appropriate applications of the methods through theoretical and practical examples and exercises, including new sample student papers that demonstrate research methods in action.



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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.

This popular textbook introduces prospective and practicing English teachers to current methods of teaching literature in middle and high school classrooms. It underscores the value of providing students with a range of different critical approaches and tools for interpreting texts and the need to organize literature instruction around topics and issues of interest to them. Throughout the textbook, readers are encouraged to raise and explore inquiry-based questions in response to authentic dilemmas and issues they face in the critical literature classroom. New in this edition, the text shows how these approaches to fostering responses to literature also work as rich tools to address the Common Core English Language Arts Standards. Each chapter is organized around specific questions that English educators often hear in working with pre-service teachers. Suggested pedagogical methods are modelled by inviting readers to interact with the book through critical-inquiry methods for responding to texts. Readers are engaged in considering authentic dilemmas and issues facing literature teachers through inquiry-based responses to authentic case narratives. A Companion Website [<http://teachingliterature.pbworks.com>] provides resources and enrichment activities, inviting teachers to consider important issues in the context of their current or future classrooms.

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

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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 (mis)perceptions 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.

Media education for digital citizenship is predicated upon the ability to access, analyze, evaluate and produce media content and communication in a variety of forms. While many media literacy approaches overemphasize the end-goal of accessing digital media content through the acquisition of various technology, software, apps and analytics, this book argues that the goals for comprehensive and critical digital literacy require grasping the means through which communication is created, deployed, used, and shared, regardless of which tools or platforms are used for meaning making and social interaction. Drawing upon the intersecting matrices of digital literacy and media literacy, the volume provides a framework for developing critical digital literacies by exploring the necessary skills and competencies for engaging students as citizens of the digital world.

"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"--

"I am delighted to offer my highest praise to Dean Cocking and Jeroen van den Hoven's brilliant new book, *Evil Online*. The confrontation between good and evil occupies a central place in the challenges facing our human nature, and this creative investigation into the spread of evil by means of all-powerful new technologies raises fundamental questions about our morality and values. Cocking and Van den Hoven's account of the moral fog of evil forces us to face both the demons within each of us as well as the demons all around us. In the end, we are all enriched by their perceptive analyses." —Phil Zimbardo, Professor Emeritus of Psychology, Stanford University Principal Investigator, Stanford Prison Experiment "The internet offers new and deeply concerning opportunities for immorality, much of it shocking and extreme. This volume explains with great insight and clarity the corrupting nature of the internet and the moral confusion it has produced. It will play a vital role in the growing debate about how to balance the benefits of the internet against the risks it poses to all of us. *Evil Online* is an excellent book." —Roger Crisp, Professor of Moral Philosophy, University of Oxford We now live in an era defined by the ubiquity of the internet. From our everyday engagement with social media to trolls on forums and the emergence of the dark web, the internet is a space characterized by unreality, isolation, anonymity, objectification, and rampant self-obsession—the perfect breeding ground for new,

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unprecedented manifestations of evil. *Evil Online* is the first comprehensive analysis of evil and moral character in relation to our increasingly online lives. Chapters consider traditional ideas around the phenomenon of evil in moral philosophy and explore how the dawn of the internet has presented unprecedented challenges to older theoretical approaches. Cocking and Van den Hoven propose that a growing sense of moral confusion—moral fog—pushes otherwise ordinary, normal people toward evildoing, and that values basic to moral life such as autonomy, intimacy, trust, and privacy are put at risk by online platforms and new technologies. This new theory of evildoing offers fresh insight into the moral character of the individual, and opens the way for a burgeoning new area of social thought. A comprehensive analysis of an emerging and disturbing social phenomenon, *Evil Online* examines the morally troubling aspects of the internet in our society. Written not only for academics in the fields of philosophy, psychology, information science, and social science, *Evil Online* is accessible and compelling reading for anyone interested in understanding the emergence of evil in our digitally-dominated world.

This collection is the first to focus on the transgressive and transformative power of American female humorists. It explores the work of authors and comediennes such as Carolyn Wells, Lucille Clifton, Mary McCarthy, Lynne Tillman, Constance Rourke, Roz Chast, Amy Schumer and Samantha Bee, and the ways in which their humor challenges gendered norms and assumptions through the use of irony, satire, parody, and wit. The chapters draw from the experiences of women from a variety of racial, class, and gender identities and encompass a variety of genres and comedic forms including poetry, fiction, prose, autobiography, graphic memoir, comedic performance, and new media. *Transgressive Humor of American Women Writers* will appeal to a general educated readership as well as to those interested in women's and gender studies, humor studies, urban studies, American literature and cultural studies, and media studies.

An examination of youth Internet safety as a technology of governance, seen in panics over online pornography, predators, bullying, and reputation management.

*Building Powerful Learning Environments* takes a close look at the trends of the Post-Digital Era through the prism of how systems of education can meet the needs of our times and offers a systemic approach to creating a different canvas for learning that aligns to these changes. At the center of the book are the concepts of a learning environment and a culture of partnerships. A learning environment has traditionally been viewed as something that educators created and sustained inside their schools. *Building Powerful Learning Environments* expands this understanding to embrace families, communities, other learning institutions, and businesses not as helpers, but as co-builders of a powerful learning environment. It demonstrates that schools have to take the first step in this direction by becoming the center of a new educational culture - a culture of partnerships. This book looks into various ways of creating this culture at district, school, and classroom levels. It provides practical guidance, strategies, and tips as well as some conceptual understanding of what can be done to create and support this culture at various levels of educational leadership.

There's no denying the clear connection between overuse of devices--smartphones, computers, and video games--and the



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growing mental health crisis, especially in our children. Too much screen time has a real, measurable effect on kids' brains, self-esteem, emotional development, and social skills. We aren't controlling our devices anymore--they're controlling us. In *Disconnected*, psychotherapist and parenting expert Thomas Kersting offers a comprehensive look at how devices have altered the way our children grow up, behave, learn, and connect with their families and friends. Based on the latest studies on the connection between screen time and neuroplasticity, as well as the growing research on acquired ADHD and anxiety, *Disconnected* presents a better way to move forward. Kersting shares indispensable advice for parents on setting boundaries and engaging in concentration and mindfulness exercises. If you want to reclaim your family and reconnect with your kids, this hard-hitting yet hopeful book is the place to start.

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.

"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

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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.

Explores the changes in the way teenage girls are growing up in America, discussing the new norms, from extreme behaviors to lack of basic communication skills.

Participatory Creativity: Introducing Access and Equity to the Creative Classroom presents a systems-based approach to examining creativity in education that aims to make participating in invention and innovation accessible to all students. Moving beyond the gifted-versus-ungifted debate present in many of today's classrooms, the book's inclusive framework situates creativity as a participatory and socially distributed process. The core principle of the book is that individuals are not creative, ideas are creative, and that there are multiple ways for a variety of individuals to participate in the development of creative ideas. This dynamic reframing of invention and innovation provides strategies for teachers, curriculum designers, policymakers, researchers, and others who seek to develop a more equitable approach towards establishing creative learning experiences in various educational settings.

Sexting. Cyberbullying. Narcissism. Social media has become the dominant force in young people's lives, and each day seems to bring another shocking tale of private pictures getting into the wrong hands, or a lament that young people feel compelled to share their each and every thought with the entire world. Have smartphones and social media created a generation of self-obsessed egomaniacs? Absolutely not, Donna Freitas argues in this provocative book. And, she says, these alarmist fears are drawing attention away from the real issues that young adults are facing. Drawing on a large-scale survey and interviews with students on thirteen college campuses, Freitas finds that what young people are overwhelmingly concerned with--what they really want to talk about--is happiness. They face enormous pressure to look perfect online--not just happy, but blissful, ecstatic, and fabulously successful. Unable to achieve this impossible standard, they are anxious about letting the less-than-perfect parts of themselves become public. Far from wanting to share everything, they are brutally selective when it comes to curating their personal profiles, and worry obsessively that they might unwittingly post something that could come back to haunt them later in life. Through candid conversations with young people from diverse backgrounds, Freitas reveals how even the most well-adjusted individuals can be stricken by self-doubt when they compare their experiences with the vast collective utopia that they see online. And sometimes, as on anonymous platforms like Yik Yak, what they see instead is a depressing cesspool of racism and misogyny. Yet young people are also extremely attached to their smartphones and apps, which sometimes bring them great pleasure. It

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is very much a love-hate relationship. While much of the public's attention has been focused on headline-grabbing stories, the everyday struggles and joys of young people have remained under the radar. Freitas brings their feelings to the fore, in the words of young people themselves. The Happiness Effect is an eye-opening window into their first-hand experiences of social media and its impact on them.

In the first edition of *A Very Bad Wizard: Morality Behind the Curtain – Nine Conversations*, philosopher Tamler Sommers talked with an interdisciplinary group of the world's leading researchers—from the fields of social psychology, moral philosophy, cognitive science, and primatology—all working on the same issue: the origins and workings of morality. Together, these nine interviews pulled back some of the curtain, not only on our moral lives but—through Sommers' probing, entertaining, and well informed questions—on the way morality traditionally has been studied. This Second Edition increases the subject matter, adding eight additional interviews and offering features that will make *A Very Bad Wizard* more useful in undergraduate classrooms. These features include structuring all chapters around sections and themes familiar in a course in ethics or moral psychology; providing follow-up podcasts for some of the interviews, which will delve into certain issues from the conversations in a more informal manner; including an expanded and annotated reading list with relevant primary sources at the end of each interview; presenting instructor and student resources online in a companion website. The resulting new publication promises to synthesize and make accessible the latest interdisciplinary research to offer a brand new way to teach philosophical ethics and moral psychology.

Launched in 1977 by the Christian Broadcasting Service (originally associated with Pat Robertson), the ABC Family/Freeform network has gone through a number of changes in name and ownership. Over the past decade, the network—now owned by Disney—has redefined “family programming” for its targeted 14- to 34-year-old demographic, addressing topics like lesbian and gay parenting, postfeminism and changing perceptions of women, the issue of race in the U.S., and the status of disability in American culture. This collection of new essays examines the network from a variety of perspectives, with a focus on inclusive programming that has created a space for underrepresented communities like transgender youth, overweight teens, and the deaf.

Students today have always had technology in their lives, so many teachers assume their students are competent tech users — more competent, in fact, than themselves. In reality, not all students are as tech savvy as teachers might assume, and not all teachers are as incompetent as they fear. Even when students are comfortable using technology, they may not be using it appropriately. Likewise, educators of all skill levels may not understand how to use technology effectively. Both students and teachers need to become members of a digital citizenry. In this essential exploration of digital citizenship, Mike Ribble provides a framework for asking what we should be doing with respect to technology so

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we can become productive and responsible users of digital technologies.

The pervasiveness of social media in young people's lives is widely acknowledged, yet there is little evidence-based understanding of the impacts of social media on young people's health and wellbeing. *Young People, Social Media and Health* draws on novel research to understand, explain, and illustrate young people's experiences of engagement with health-related social media; as well as the impacts they report on their health, wellbeing, and physical activity. Using empirical case studies, digital representations, and evidence from multi-sector and interdisciplinary stakeholders and academics, this volume identifies the opportunities and risk-related impacts of social media. Offering new theoretical insights and practical guidelines for educators, practitioners, parents/guardians, and policy makers; *Young People, Social Media and Health* will also appeal to students and researchers interested in fields such as Sociology of Sport, Youth Sports Development, Secondary Physical Education, and Media Effects.

Cyber-risks are moving targets and societal responses to combat cyber-victimization are often met by the distrust of young people. Drawing on original research, this book explores how young people define, perceive, and experience cyber-risks, how they respond to both the messages they are receiving from society regarding their safety online, and the various strategies and practices employed by society in regulating their online access and activities. This book complements existing quantitative examinations of cyberbullying assessing its extent and frequency, but also aims to critique and extend knowledge of how cyber-risks such as cyberbullying are perceived and responded to. Following a discussion of their methodology and their experiences of conducting research with teens, the authors discuss the social network services that teens are using and what they find appealing about them, and address teens' experiences with and views towards parental and school-based surveillance. The authors then turn directly to areas of concern expressed by their participants, such as relational aggression, cyberhacking, privacy, and privacy management, as well as sexting. The authors conclude by making recommendations for policy makers, educators and teens – not only by drawing from their own theoretical and sociological interpretations of their findings, but also from the responses and recommendations given by their participants about going online and tackling cyber-risk. One of the first texts to explore how young people respond to attempts to regulate online activity, this book will be key reading for those involved in research and study surrounding youth crime, cybercrime, youth culture, media and crime, and victimology – and will inform those interested in addressing youth safety online how to best approach what is often perceived as a sensitive and volatile social problem.

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";



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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.

Since 2006, Henry Jenkins's Confessions of an Aca-Fan blog has hosted interviews in which academics, activists, and artists have shared their views on the changing media landscape. For the first time, Jenkins – often called “the Marshall McLuhan for the twenty-first century” – compiles some of these interviews to highlight his recurring interests in popular culture and social change. Structured around three core concepts – culture, learning, politics – and designed as a companion to Participatory Culture in a Networked Era, this book broadens the conversation to incorporate diverse thinkers such as David Gauntlett, Ethan Zuckerman, Sonia Livingstone, S. Craig Watkins, James Paul Gee, Antero Garcia, Stephen Duncombe, Cathy J. Cohen, Lina Srivastava, Jonathan McIntosh, and William Uricchio. With an introduction from Jenkins and reflections from each interviewee, this volume speaks to a sense of crisis as contemporary culture has failed to fully achieve the democratic potentials once anticipated as a consequence of the participatory turn. This book is ideal for students and scholars of digital media, popular culture, education, and politics, as well as general readers with an interest in the topic.

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.

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



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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 DisconnectedYouth, New Media, and the Ethics GapMIT Press

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.

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