

YouTube Assignment

Welcome to [the Information Revolution](#). Today, the Internet is a dynamic place where millions of people share in the collective effort of publicizing, learning, and spreading information. This is not the world of the future, this is the world of today – and the students in schools today will never know the world existed any differently. They are digital natives – and they expect to get information from their teachers in their native format. Thus, this assignment is intended to allow you to practice your content contribution skills, while still learning something about the law as applied to education.

One particular development in the Web 2.0 world is [YouTube](#), a video hosting and sharing site founded in 2005 and sold in 2006 to Google. Every minute of every day, 10 hours of video is added to the YouTube video library. That's hundreds of thousands of videos per day put online at YouTube. Nothing in history is comparable. It's only been around a few years, but already researchers are compiling [its anthropology](#) (ironically ... posted on YouTube).

To be a part of this new digital age, you not only need to know about it ... you need to be a contributor.

So, here's the deal. You have two options. (1) Either work with your friends (no more than four students per group – although you may include outside actors) to create a two to five minute video clip based on an education law or ethics topic. Please be creative when preparing your clip (song, interview, interpretive dance). It's supposed to be fun and educational at the same time. So, please be sure that the legal information is accurate in the video clip. If the information is not accurate, it will affect your final score on the assignment.



I've asked my students to do this before, so here are some examples – but remember, you don't have to be like theirs. Be unique.

- <http://www.youtube.com/watch?v=0nQ7QZca0uI> (celebrity jeopardy)
- <http://www.youtube.com/watch?v=NwQWZ0FBr1Y> (rock reincarnation)
- <http://www.youtube.com/watch?v=IMzxlRyEjRY> (singing dog)
- http://www.youtube.com/watch?v=K_GckxJZaDw (manifestation determination rap)
- <http://www.youtube.com/watch?v=t8hwEdjwKRE> (Charlie Chaplin type film about banned books)
- http://www.youtube.com/watch?v=LR_FzwjuKoc (teacher lifestyle choices blues)

I've created an instructional video to help you record and edit your videos:

<http://edjurist.blip.tv/file/740633/>

Or, (2), you can do an alternative assignment by yourself ... which his explained on the following pages.

Either way, this assignment is due on November 1.

Please upload your You Tube or alternative assignment to Blackboard in the folder that contains your name. Alternatively, you can burn your video to a CD and submit it in class on March 19.

Alternative Assignments

*As an alternative to the Youtube Video, students may choose to complete one of the following. These are to be completed **individually** instead of as a group.*

1. Post a “Wiki” on Wikipedia.com

Students will write at least a one page (single-spaced) description of a legal topic, case or current event related to the topics covered in this course. In so doing, the student would not only explain what the subject is about but would provide a concise legal analysis.¹ You will NOT actually post this on wikipedia, but you will pretend as if you were.

See Attached for Examples and Further Explanation

2. Post a Blog

Students will write at least a one page (single-spaced) critique or comment on a legal topic, case or a current event involving a legal issue in this course. In so doing, the student would not only explain what the subject is about but would provide a concise legal analysis. You will NOT actually post this on an actual blog, but you will pretend as if you were.

See Attached for Examples and Further Explanation

3. Record a Podcast

Students will record an audio file about an educational law topic. The audio file should be between 2 and 5 minutes. Students may interview a non-class member (like a current teacher or other expert) on his/her views of a particular legal topic. Students may record an explanation of the legal rules related to an educational law topic. Or you can record audio files in other creative ways as long as it relates to a topic covered in this class. You will NOT actually post this on blog or webpage, but you will pretend as if you were.

See Attached for Examples and Further Explanation

¹ Legal Analysis is defined in all of the alternative assignments as a thorough application and analysis of the constitutional, case law, and policy arguments.

Write a Wikipedia Entry

Explanation: Wikipedia and other wikis consist of user-generated content. Thus, wikis rely on the wealth of information stored in the masses rather than a wealth of information stored in a few experts.² As such, the scope of coverage possible in a wiki is many times that of what is possible in traditional media sources. For example, just in the English language edition (of course, Wikipedia is published in 253 languages) Wikipedia has over 2 million entries, Encyclopedia Britannica has around 120,000. On top of the vast amount of additional entries, Wikipedia has the advantages of all other forms of new media, including hyperlinks and recency. For instance, an entry was published on *Morse v. Frederick* within hours of the Supreme Court publishing their decision. Wikis have proven themselves especially adaptable to this type of encyclopedic information sharing, but have multiple other uses as well. Students are increasingly likely to utilize user generated wikis as the initial and sometimes primary source of information. Thus, it is important teachers are familiar with this type of environment both in terms of publishing and in terms of content. Some teachers are even creating wikis for their classes as a place where students can create content and collaborate in an environment they are comfortable with.



Thinks to include in your Wiki entry (See general assignment sheet for more instructions):

1. Internal Links to Pre-existing Documents in Wikipedia, Wiktionary, Wikisource, etc.
2. External Links to Other Web Resources. These should be listed in a separate section at the bottom.
3. Footnotes to relevant primary or secondary sources.

Good Examples of Educational Law Wikipedia Entries:

Tinker v. Des Moines: http://en.wikipedia.org/wiki/Tinker_v._des_moines

Bullying: <http://en.wikipedia.org/wiki/Bullying>

Children's Internet Protection Act: http://en.wikipedia.org/wiki/Children%27s_Internet_Protection_Act

Current Wikipedia Entries that need Expanding (Sample):

Pickering v. Board of Education:

http://en.wikipedia.org/wiki/Pickering_v._Board_of_Ed._of_Township_High_School_Dist.

Truancy: <http://en.wikipedia.org/wiki/Truancy>

Reasonable Suspicion: http://en.wikipedia.org/wiki/Reasonable_suspicion

In Loco Parentis: http://en.wikipedia.org/wiki/In_loco_parentis

Educational Law Topics for which Wikipedia Entries do not Exist (Sample)*:

Alternative Educational Placement

Deliberate Indifference

Pretty much all non-Supreme Court education law cases.

*Remember, you do not have to limit yourself to Wikipedia, the examples were just provided for guidance. You can do any topic you want (whether or not there is a good Wikipedia entry already) as long as it is a topic related to educational law.

² While there are inherent risks to such a system of knowledge classification and storage, Wikipedia has been found to be as accurate as the Encyclopedia Britannica in some studies. http://www.news.com/2100-1038_3-5997332.html

Post a Blog

Explanation: Blogging has changed the Internet. Before blogging the Internet was a static place that changed only infrequently and was limited to a much smaller pool of content generators. Organizations like companies and schools posted content webpages (actually their IT person did) and updated them on a monthly or yearly basis (if at all!). However, blogs have brought Internet content generation to the masses and blogs have made the Internet more of an active and changing place. With a webpage, the point is to only use it when the user needs something such as information. However, with blog, the point is to check it all the time as it is continuously updated with new content. Since there are no rules about what topics a blog should cover ... they cover everything from an individual's personal life to constitutional legal analysis, but roughly fall into two categories: personal and professional.



Things your Blog Entry should contain (See general assignment sheet for more instructions):

1. Hyperlinks, hyperlinks, hyperlinks – If readers are interested in a topic, they want to be able to learn more about it immediately. You can help them (and to an extent control what they see) with hyperlinks.
2. A legal explanation. When posting about a current event, it is always helpful to provide background information. Since you will be blogging about a legal topic, you should provide the legal background information.
3. Commentary. Users not only like to see links to recent current events, they like to see what you think about them too.
4. A catchy title. Regular blog readers use RSS feeds to read blogs instead of clicking into each webpage. RSS feeds usually only display the title and first few lines of text.

Good Examples of Blog Entries in Educational Law

Edjurist.com: PDA, Sexual Harassment and Bullying: Where are the Lines?

<http://edjurist.com/2007/10/19/pda-sexual-harassment-and-bullying--where-are-the-lines.aspx>

Special Education Law Blog: Special Education Law 101: Part III

<http://specialeducationlawblog.blogspot.com/2007/10/special-education-law-101-part-iii.html>

Adjunct Law Prof Blog: School District Can Ban Student Clothing Depicting Confederate Flag:

<http://lawprofessors.typepad.com/adjunctprofs/2007/10/school-district.html>

Record a Podcast

Explanation: In simple terms, a podcast is an audio file that is available for download on the Internet. Thus, podcasts are only limited by nature of audio records, in much the same way that radio is limited. Just as in radio you cannot see the speaker and you cannot hyperlink to more information, a podcast is limited to only what an audio file can contain. But, even with that limitation, podcasts have taken on a multitude of forms just as radio is used for several different purposes. Podcasts seem to work especially well for interviews and speeches. But, podcasts can also tell a story. Podcasts are fairly easy to create with a digital voice recorder or a computer microphone. Podcasts can even be recorded by phone companies for a small charge.³ Their ease of creation has made them a favorite of Internet content creators as they take a much shorter period of time to generate than online videos. Bloggers are especially fond of podcasting as it provides a more interactive medium in which to communicate with readers, but still provides ease of use. Teachers may find podcasts helpful if they have a class webpage and want to send a mass communication to parents but still have a personal touch.



Things to Include in Your Podcast (See general assignment sheet for more instructions):

1. An introduction of the narrator and any other speakers.
2. An overview of the legal requirements related to your podcasting topic.
3. A few general references where listeners can go to for more information.

Good Examples of Podcasts in Educational Law (yours would be shorter):

School Integration: Shifting the Policy Discussion After Parents Involved
<http://www.law.duke.edu/webcast/mp3cast/09062007schools64.MP3>

Can schools regulate cyberbullying, harassment, and social networking?
http://www.scottmcleod.org/2006_TIES_McLeod_Cyberbullying.mp3

Law and Technology: Why Legal Limits Don't Have to Limit Teaching Options.
http://www.scottmcleod.org/2006_TIES_Aimee_Bissonette.mp3

Wrightslaw: Special Education Law and You
<http://www.ldpodcast.com/images/peterwright2.mp3>

³ For instance www.gabcast.com offers a way to make a free digital recording by phone.