Freedom and Power
in the Digital Age
Digital Tools for an International Classroom

Photo by Laura Adriance

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A Resource Packet for Educators
COMPILED BY:
Amy Lutterloh, Abby Pioch, and Charlotte Guard
WORLD AFFAIRS COUNCIL
September 25, 2014

FREEDOM AND POWER IN THE DIGITAL AGE
DIGITAL TOOLS FOR AN INTERNATIONAL CLASSROOM

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USING THIS RESOURCE GUIDE

NOTE: Many of these descriptions were excerpted directly from the source website.

Recommended

The Day After: Common Core Connection

Audio

Charts and Graphs

Visual Media

Science, Technology, Engineering, and Math (STEM)
The contents of this resource packet are largely aligned with STEM concepts

Lesson Plans/Educator Resources

Educational Games

http://gettingsmart.com/2013/08/stem-summit-learning-in-the-digital-age/

Freedom and Power in the Digital Age: Digital Tools for an International Classroom
September 25, 2014

INTRODUCING THE SPEAKERS

Ben Blink is a senior public policy analyst at Google and founding member of its free expression and international relations team. Ben is responsible for building partnerships in Washington, and with colleagues in more than forty countries to combat Internet censorship and filtering around the globe. Based in Washington, D.C., he coordinates policy and strategy on a broad portfolio including freedom of expression, human rights, online hate and extremism, and Internet governance. In his four years at Google, Ben has been at the forefront of breaking policy issues at both Google and YouTube. He advises Google's engineers and product policy teams on how best to protect the rights, safety, and security of Internet users. Ben also represents Google at the Global Network Initiative – a coalition of companies, human rights groups, investors, and academics that develops best practices for respecting human rights in the Internet and communications sector. Prior to joining Google, Ben worked at the Center for Investigative Reporting, PBS Frontline, and MTV Networks. He graduated magna cum laude from Carleton College in Northfield, Minnesota.

Jamie Hill is an analyst on Google's Public Affairs team and the project lead for the Good to Know Roadshow, a digital literacy education program teaching students how to be safe and smart online. She also works closely with the Public Policy team, overseeing externally focused education events and programs. Prior to joining Google in 2012, Jamie worked as a Special Assistant in the Office of the Assistant Secretary for Public Affairs at the Department of Health and Human Services. Jamie received her B.A. in Peace and Conflict Studies with a minor in Global Poverty and Practice from the University of California, Berkeley. Jamie can be found in Washington, D.C., but is a proud California native.

Google: Freedom of Expression
http://www.google.com/publicpolicy/issues/freedom-of-expression.html and
https://www.google.com/intl/en/takeaction/free-expression/.
Google acts every day to promote and expand free expression online and increase global access to information. As new technology dissolves borders and empowers individuals with more robust free expression tools and greater access to information, we believe that governments, companies, and individuals must work together to protect the right to online free expression.

Become a Google Educator
http://www.google.com/edu/training/certifications/
You've started with Google tools, now let's make it official. Become a Google Educator to be recognized for your mastery of four required subjects plus at least one elective. Deepen your knowledge by learning and practicing the content in the Level 2 courses. You'll receive your Google Educator certificate by passing the five related exams (small fee for examination).

Google Teacher Academy
http://www.google.com/edu/programs/google-teacher-academy/
The Google Teacher Academy (GTA) is a free professional development experience designed to help primary and secondary educators from around the globe get the most from innovative technologies. Each GTA is an intensive, two-day event during which participants get hands-on experience with Google tools, learn about innovative instructional strategies, receive resources to share with colleagues, and immerse themselves in a supportive community of educators making impact.

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GOOGLE CLASSROOM RESOURCES

Google Connected Classrooms
http://connectedclassrooms.withgoogle.com/
Across the country, budget cuts are making it difficult for students to explore the world outside their classrooms. If students can't go on field trips, why don't we bring field trips to them? Virtual field trips on Google+ provide experiential learning opportunities to classrooms across the country. Join a Virtual field trip on Google+ and build the classroom of tomorrow.

Google Cultural Institute
https://www.google.com/culturalinstitute/home?view=grid
The Google Cultural Institute and its partners have put the world's cultural treasures at your fingertips. Explore Art Projects, Historic Moments and World Wonders to experience the art and ideas that shaped our world, right from your own home. With a team of dedicated Googlers, we are building tools that allow the cultural sector to display more of its diverse heritage online, making it accessible to all. Here you can find artworks, landmarks, and world heritage sites, as well as digital exhibitions that tell the stories behind the archives of cultural institutions across the globe.

Google Cultural Institute: World Wonders
From the archaeological areas of Pompeii to the Hiroshima Peace Memorial, Google's World Wonders Project aims to bring to life the wonders of the modern and ancient world.

Google Constitute
http://www.google.com/ideas/projects/constitute/
Constitutions set the foundations on which nearly all countries are governed. They provide citizens with a guide to their basic rights and responsibilities and how they should expect to be supported and protected. The process of redesigning and drafting a new constitution can also play a critical role in uniting a country, especially following periods of conflict and instability. Using the site, drafters and citizens can browse constitutions by country and year, or cross-compare whole or parts of documents. Users can also search for specific words and phrases, or use the topics menu to drill down into specific themes. The Comparative Constitutions Project cataloged and tagged nearly 350 topics, which range from the fairly general, such as "Citizenship" and "Foreign Policy," to the very specific, such as "Suffrage and turnouts" and "Judicial Autonomy and Power."

Google Maps for Education
http://maps.google.com/help/maps/education/
Google Maps for Education provides resources to help teachers and students explore, create, and collaborate with mapping tools. Students who are taught geography are better equipped to understand how human and physical systems interact and to make informed decisions based on that knowledge. Google's geo products give you and your students easy access to the world's visual information. Once, maps were available only to royalty but now, you can explore Earth, Moon, Mars, and even dive into the depths of the oceans. The possibilities of using Google Maps, Earth, and Street View are as endless as your imagination.

Google Hangouts
https://www.google.com/+/learnmore/hangouts/
Send photos, see when people are engaged in the Hangout, and message anytime. Turn any Hangout into a live video call with a speaker or a classroom in another part of the country or world or simply search for a contact to start a voice call from your computer. Google Hangout allows students to connect with speakers and other classrooms throughout the world.

Google Hangout discussing girls' education at the Global Youth Leadership Initiative 2014.

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TECHNOLOGY IN THE CLASSROOM

Technology in the Classroom: The Benefits of Blended Learning (10/8/2013)
http://www.nms.org/Blog/TabId/58/PostId/188/technology-in-the-classroom-the-benefits-of-blended-learning.aspx
As we advance further into the 21st century, technology is becoming more and more integrated into our society. Smart phones are now commonplace, tablets are replacing or substituting computers and laptops, and social media has become second nature. The rapid and widespread adoption of these technological innovations has completely changed the way we conduct our daily lives, including how knowledge is digested and taught in our classrooms – but is it a positive change? Should we be worried about teachers and students using technology in the classroom?

10 Reasons Today's Students NEED Technology in the Classroom (09/24/2013)
http://www.securedgenetworks.com/secure-edge-networks-blog/bid/95375/10-Reasons-Today-s-Students-NEED-Technology-in-the-Classroom
Technology is everywhere, entwined in almost every part of our lives. It affects how we shop, socialize, connect, play, and most importantly learn. With their great and increasing presence in our lives it only makes sense to have mobile technology in the classroom. Yet there are some schools that are delaying this imminent future of using technology in the classroom as the valuable learning tool it is.

Why Integrate Technology into the Curriculum?: The Reasons Are Many (03/16/2008)
http://www.edutopia.org/technology-integration-introduction
Technology is ubiquitous, touching almost every part of our lives, our communities, our homes. Yet most schools lag far behind when it comes to integrating technology into classroom learning. Many are just beginning to explore the true potential tech offers for teaching and learning. Properly used, technology will help students acquire the skills they need to survive in a complex, highly technological, knowledge-based economy.

> *"Effective tech integration must happen across the curriculum in ways that research shows deepen and enhance the learning process. In particular, it must support four key components of learning:*
>
> *1) active engagement,*
> *2) participation in groups,*
> *3) frequent interaction and feedback,*
> *4) connection to real-world experts."*

Leverage Social Media's Potential (01/03/2012)
http://www.nytimes.com/roomfordebate/2012/01/03/the-frontier-of-classroom-technology/leverage-social-medias-potential
One must get past the stigma and truly experience what this free resource can do for our schools and students to appreciate its inherent value. Social media is all about conversations that center around user-created content. When structured in a pedagogically sound fashion, learning activities that incorporate social media allow students to apply what they have learned through creation. This fosters higher order thinking skills and caters to a wide range of learning styles.

The Reach of Distance Learning (01/03/2012)
http://www.nytimes.com/roomfordebate/2012/01/03/the-frontier-of-classroom-technology/the-reach-of-distance-learning
Opponents of distance learning cite several problems with it, like a lack of face-to-face student-teacher relationships, inconsistent access to technology resources (i.e. equipment and broadband Internet) for low-income and rural students, and even lack of sufficient teacher training. In my experience, however, these obstacles can be overcome by better teacher preparation and by taking the time to understand the essential technology skills prior to delving into the actual coursework. I have found distance learning to be invaluable to the AP classes that I teach. In fact, I'm proud to say that my classroom is almost entirely paperless.

https://www.haikudeck.com/joining-a-global-classroom-education-presentation-NG1Zn2P2qw

TECHNOLOGY IN THE CLASSROOM

TED Video: A Powerful Idea about Ideas (20:34) (03/2007)
http://www.ted.com/talks/alan_kay_shares_a_powerful_idea_about_ideas?language=en#t-360967
With all the intensity and brilliance for which he is known, Alan Kay envisions better techniques for teaching kids by using computers to illustrate experience in ways—mathematically and scientifically—that only computers can.

How Technology Trends Have Influenced the Classroom (03/05/2014)
http://blogs.kqed.org/mindshift/2014/03/how-real-world-technology-use-has-inflitrated-change-classrooms/
Between societal changes and technological breakthroughs, it's become abundantly clear that the human brain is transforming the way it processes and learns information. While there are many discussions about whether or not this is good or bad for us as a society, it's definitely a change. As educators, it's our job to make sure that students (and adults) are learning. Part of that process isn't only about making an engaging activity or lesson, but also realizing how the modern brain learns. Teachers all over America are faced with this challenge of keeping students engaged in the classroom when their world outside of school is one of constant engagement and stimulation.

Five Ways Teachers Can Use Technology to Help Students (05/07/2013)
http://www.huffingtonpost.com/darrell-west/five-ways-teachers-can-us_b_3228851.html
Thomas Edison once said, "Books will soon be obsolete in the public schools... our school system will be completely changed inside of ten years." Amazingly enough, however, one of our nation's most important inventors was proven quite wrong. The American education system has a remarkable resistance to innovation and the classroom experience has changed very little in the 100 years since Edison's prediction.

> **5 Ways Teachers Can Use Technology to Help Students:**
>
> 1. Schools must use technology that empowers teachers
> 2. Teachers should treat the adoption of technology as part of lesson planning
> 3. Teachers should not fear open-source technologies
> 4. Use online education portfolios to evaluate students
> 5. Teachers should embrace the Common Core State Standards
>
> http://www.huffingtonpost.com/darrell-west/five-ways-teachers-can-us_b_3228851.html

12 Easy Ways to Use Technology in the Classroom, Even for Technophobic Teachers
http://www.teachhub.com/12-easy-ways-use-technology-your-classroom-even-technophobic-teachers
Everyone wants teachers to use technology in the classroom. But you're busy—meeting standards, prepping students for tests—and maybe you're not too fond of computers, anyway. Never fear–there are easy ways to bring your classroom up-to-date, technologically.

How Teachers Are Using Technology at Home and in Their Classrooms (02/28/2013)
http://www.pewinternet.org/2013/02/28/how-teachers-are-using-technology-at-home-and-in-their-classrooms/
A survey of 2,462 Advanced Placement (AP) and National Writing Project (NWP) teachers finds that digital technologies have helped them in teaching their middle school and high school students in many ways. At the same time, the internet, mobile phones, and social media have brought new challenges to teachers.

TED Video: Let's Use Video to Reinvent Education (20:23) (03/2011)
https://www.ted.com/talks/salman_khan_let_s_use_video_to_reinvent_education
Salman Khan talks about how and why he created the remarkable Khan Academy, a carefully structured series of educational videos offering complete curricula in math and, now, other subjects. He shows the power of interactive exercises, and calls for teachers to consider flipping the traditional classroom script—give students video lectures to watch at home, and do "homework" in the classroom with the teacher available to help.

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TOOLS FOR ONLINE LEARNING

VoiceThread
http://voicethread.com/
VoiceThread is a cloud application, so there is no software to install. Upload, share and discuss documents, presentations, images, audio files and videos. Over 50 different types of media can be used in a VoiceThread. Comment on VoiceThread slides using one of five powerful commenting options: microphone, webcam, text, phone, and audio-file upload.

http://voicethread.com/

TeacherTube
http://www.teachertube.com/
Our goal is to provide an online community for sharing instructional videos. We seek to fill a need for a more educationally focused, safe venue for teachers, schools, and home learners. It is a site to provide anytime, anywhere professional development with teachers teaching teachers. As well, it is a site where teachers can post videos designed for students to view in order to learn a concept or skill.

Skype in the Classroom
https://education.skype.com/
There are three main ways to use Skype in the classroom: collaborate with other classes, no matter where they are; find guest speakers and invite them into your classroom; and take a virtual field trip anywhere in the world.

Wordpress
http://wordpress.com/classrooms/
Invite students to contribute to a group project or blog—new users can create an account in seconds and join in. Publish class news to your blog, or embed a Google Calendar with upcoming events to keep parents in the loop. Upload documents to the Media Library to send to colleagues and administrators, or post them directly to your site for students and parents to download. Announce class projects and news on social networks with our easy-to-use sharing tools. Have more than one class? Create as many separate sites as you'd like with just one account.

QuadBlogging
http://quadblogging.net/
QuadBlogging gives bloggers listeners, an audience, and a purpose for writing. For example, take four class blogs from around the world. In week 1, class 1 becomes the focus blog and bloggers from classes 2-4 visit the blog and comment. The next week, the classes rotate so that class 2 is now the focus blog and classes 1, 3 and 4 visit the blog and comment. After all 4 rotations are completed, the quad can begin another cycle or look for a different group to join.

Kidblog
http://kidblog.org/home/
Kidblog is designed for K-12 teachers who want to provide each student with an individual blog. Students publish posts and participate in academic discussions within a secure classroom blogging community. Teachers maintain complete control over student blogs and user accounts.

Edublogs
http://edublogs.org/
Edublogs lets you easily create and manage student and teacher blogs, quickly customize designs, and include videos, photos, and podcasts – it's safe, easy, and secure so try out an Edublog today!

TOOLS FOR ONLINE LEARNING

SPS Instructional Technology Blog: Resources for using technology in the classroom
http://it.seattleschools.org/
Technology tools enhance academic achievement when combined with sound instructional practices. Instructional Technology supports the fusion of tools and practice in the classroom to provide students with essential experiences and skills needed to be successful in college and life. We collaborate with teachers, administrators, and students to enrich teaching and learning through the use of technology.

Wondering About the World (06/27/2012)
http://it.seattleschools.org/2012/06/27/wondering-about-the-world/#more-4148
Technology helps my students learn about the world and connect to it in a powerful way. It helps them find answers to questions they have. It helps them reflect upon and improve their literacy skills. It allows them to connect to people in other parts of the world. *(*This September we will Skype with schools in Chile and Japan with the help of Committee For Children.*)*

Wikispaces
http://www.wikispaces.com/content/teacher
Wikispaces Classroom is a social writing platform for education. We make it incredibly easy to create a classroom workspace where you and your students can communicate and work on writing projects alone or in teams. Rich assessment tools give you the power to measure student contribution and engagement in real-time. Wikispaces Classroom works great on modern browsers, tablets, and phones. Wikispaces Classroom is free for teachers and students.

Creating Your Own Web Site (03/03/2013)
http://www.educationworld.com/a_tech/columnists/poole/poole002.shtml
You're a teacher and you want to create your own Web site, but you don't know where to start. Or you train pre-service or in-service teachers and you want them to create their own Web sites. You'd like to give them guidelines to help them along the way. The set of handouts provided at the end of this article should do the trick.

Web Cams Bring Lessons to Life (11/22/2005)
http://www.educationworld.com/a_tech/tech/tech100.shtml
Whether the topic is another country, a distant city, natural disaster, or a sporting event, Web cams provide students with a bird's-eye view that enhances their understanding. As the number of Web cams increases, teachers are finding great new uses for this technology—whether it's visiting cams online or establishing their own windows on the world!

SchoolWorld Projects Bring Together Schools around the World (07/09/2001)
http://www.educationworld.com/a_tech/tech089.shtml
When Australian John Halse was asked by local schools to help wire their computers and organize online projects, he couldn't have expected his volunteer efforts to become a vocation! Halse founded SchoolWorld, a global program that listens to teachers and offers technological advice, online projects, and help in connecting with other educators. Now sponsoring more than 50 projects, SchoolWorld has announced even more exciting new endeavors that target teachers in the United States.
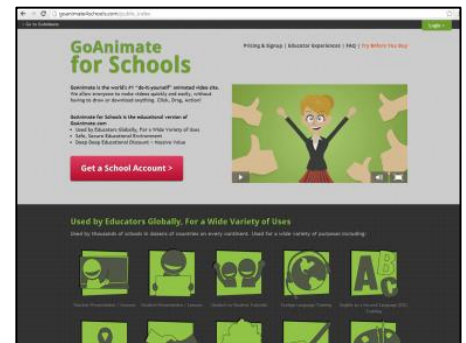
TOOLS FOR ONLINE LEARNING

GoAnimate
http://goanimate.com/
It's an animation website (wait, don't panic!) that your students can use to create their own short movies. All you have to do is send students to the website on the library or computer lab computers. Have them set up their own free accounts and explain that there are very limited choices for free accounts when it comes to customization of characters, but they are creative enough to work around that. Once they are signed in, they should create an animation in one of the available "worlds" to perhaps summarize a book or short story, deliver a speech they have written, teach a lesson on a particular topic or introduce themselves or their ideas to the class. It's a great way to present student work without having to force students to the front of the room.

http://goanimate4schools.com/public_index

NBC Learn
http://www.nbclearn.com/portal/site/learn
NBC Learn has already digitized more than 12,000 stories from the NBC News archives — one of the largest news archives in the world, dating back to the 1920s. In addition, collections are updated with current events every day, Monday through Friday, with stories from such celebrated programs as NBC Nightly News, the TODAY show, Meet the Press, Dateline NBC, as well as the networks of MSNBC, CNBC, and Telemundo.

PBS Learning Media
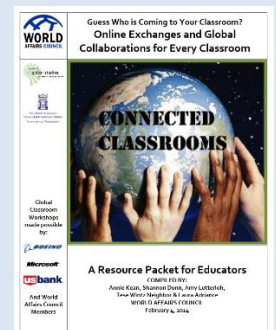http://www.pbslearningmedia.org/
PBS LearningMedia™ is your destination for direct access to thousands of classroom-ready, curriculum-targeted digital resources. PBS LearningMedia builds on the strength of public media and is designed to improve teacher effectiveness and student achievement. Resources are aligned to Common Core and national standards and include videos and interactives, as well as audio, documents, and in-depth lesson plans. You can browse by standards, grade level, subject area, and special collections. You can also favorite, and share resources with your class and colleagues through folders and social media. Best of all, PBS LearningMedia's basic service is free for PreK-12 educators.

Find more online tools for connecting your classroom to the world by downloading this packet:
Online Exchanges and Global Collaborations for Every Classroom
https://www.world-affairs.org/?attachment_id=7162
With recent advances in technology, teachers now have a wide variety of options for creating global classroom connections. What kinds of connections are possible? Explore communication and collaboration with students from other countries through live interactions, pen pal programs, data sharing, and service learning projects. In addition to structured programs, there are online communities that allow teachers to find one another via discussion groups or announcements that resemble classified ads, then create their own "do it yourself" connections.

OPEN INTERNET AND NET NEUTRALITY

FCC: Open Internet

http://www.fcc.gov/openinternet

The "Open Internet" is the Internet as we know it. It's open because it uses free, publicly available standards that anyone can access and build to, and it treats all traffic that flows across the network in roughly the same way. The principle of the Open Internet is sometimes referred to as "net neutrality." Under this principle, consumers can make their own choices about what applications and services to use and are free to decide what lawful content they want to access, create, or share with others. This openness promotes competition and enables investment and innovation.

Freedom House: Internet Freedom

http://www.freedomhouse.org/program/internet-freedom#.VA4nXPldV48

The internet offers activists and everyday users around the world the opportunity to freely communicate, express opinions, and break down barriers in an unprecedented way. However, with the population of global internet users continuing to grow exponentially, the threats to internet freedom are also increasing at an alarming rate, as many governments seek to control the information landscape within and outside of their borders.

A Guide to the Open Internet

http://www.theopeninter.net/

Network neutrality is the idea that your cellular, cable, or phone internet connection should treat all websites and services the same. Big companies like AT&T, Verizon, and Comcast want to treat them differently so they can charge you more depending on what you use. The Federal Communications Commission (FCC) is currently debating legislation to define limits for internet service providers (ISPs). The hope is that they will keep the internet open and prevent companies from discriminating against different kinds of websites and services.

Five principles for an open Internet (07/30/2014)

http://www.bostonglobe.com/opinion/2014/07/30/five-principles-for-open-internet/7QC5cN1XAgDRJKzCSNFunK/story.html

In the past few months, the open Internet has been everywhere from Comedy Central to the Harvard Law Review. Why? Because the US government is at a crossroads in deciding how Americans will access it. The FCC solicited comments from the public, and more than 1 million people responded. But getting this one right doesn't have to be complicated. The FCC was created in 1934 to ensure that citizens throughout the country had access to affordable telephone service. We need a similar mandate today for Internet access

Freedom Online Coalition

https://www.freedomonlinecoalition.com/

The Freedom Online Coalition is a partnership of 23 governments working to advance Internet freedom. Coalition members work closely together to coordinate their diplomatic efforts and engage with civil society and the private sector to support Internet freedom – free expression, association, assembly, and privacy online – worldwide.

OpenNet Initiative

https://opennet.net/.

Internet censorship and surveillance are growing global phenomena. ONI's mission is to identify and document Internet filtering and surveillance, and to promote and inform wider public dialogues about such practices.

Open Media International

https://openmedia.org/about

OpenMedia is an award-winning community-based organization that safeguards the possibilities of the open Internet. We work toward informed and participatory digital policy by engaging hundreds of thousands of people in protecting our online rights.

OPEN INTERNET AND NET NEUTRALITY

Teachers and Parents: Join the Fight for a Fair and Open Internet (07/02/2014)
http://www.edutopia.org/blog/parents-teachers-join-fight-fair-open-internet-stacey-goodman
An epic battle for a fair and open Internet is taking shape this summer, and the outcome could negatively impact our students and schools. If we lose this, the ease of sharing and accessing online information that we have come to expect will be a thing of the past. It's time for students, parents, and educators to join in this fight to save net neutrality.

A Fascinating Look Inside Those 1.1 Million Open-Internet Comments (08/12/2014)
http://www.npr.org/blogs/alltechconsidered/2014/08/12/339710293/a-fascinating-look-inside-those-1-1-million-open-internet-comments
When the Federal Communications Commission asked for public comments about the issue of keeping the Internet free and open, the response was huge. So huge, in fact, that the FCC's platform for receiving comments twice got knocked offline because of high traffic, and the deadline was extended because of technical problems.
Check out the cluster map that visualizes the emergent themes

Fighting for a free and open internet – European Commission statement to the Internet Governance Forum in Istanbul (09/05/2014)
http://europa.eu/rapid/press-release_STATEMENT-14-272_en.htm
Access to internet is critical for fundamental freedoms and economic development. Continued access to a free and open internet depends on effective governance. In the wake of large-scale internet surveillance and reduced trust in the internet, governance of the internet must become more transparent, accountable, and inclusive.

The FCC's Net Neutrality Proposal Explained (05/21/2014)
http://www.thenation.com/article/179934/fccs-net-neutrality-proposal-explained#
On May 15, the Federal Communications Commission voted to move forward with their proposed rules for net neutrality, the principle that all Internet traffic should be treated equally. The proposal, which will now be open for public comment for four months, would dramatically change the Internet. The new rules would allow Internet service providers (ISPs) like Verizon or AT&T to charge websites like Facebook and Twitter for faster service. This has a whole range of consequences for you, the avid Internet user. We've put together this explainer to help you understand what the proposal means and how you can tell the FCC what you think about the proposed rules.

Why US net neutrality debate matters globally (08/28/2014)
http://thehill.com/blogs/pundits-blog/technology/216107-why-the-us-net-neutrality-debate-matters-globally
At the annual Internet Governance Forum (IGF) meeting in Istanbul next week, a multi-stakeholder group of representatives from around the world will gather to discuss the most pressing Internet policy issues of the day. Net neutrality will be high on the agenda, with one of the plenary sessions devoted to developing a common understanding of the issue. From a continent away, the conversation will invariably turn to what's happening here in the U.S. at the Federal Communications Commission (FCC) and how it impacts the global policy conversation.

Net Neutrality Debate in US Could Have Global Ripple Effects (01/17/2014)
http://www.voanews.com/content/net-neutrality-debate-in-us-could-have-global-ripple-effects/1832561.html
A decision this week by a U.S. federal appeals court to strike down so-called net neutrality may not only have major ramifications for Internet users in the United States. It could also have ripple effects overseas. Experts say the ruling could be a boon to other countries if innovation is hampered in the U.S.

OPEN INTERNET AND NET NEUTRALITY

Net Neutrality Lessons from Latin America (05/09/2014)
http://www.usnews.com/opinion/blogs/world-report/2014/05/09/the-fcc-can-learn-some-net-neutrality-lessons-from-latin-america
Coincidentally, while the Net neutrality debate heats up in the United States, Latin America's largest economy has tackled the issue of Net neutrality and Internet access. Brazil just passed a new law internationally hailed by advocates. And Chile passed a landmark Net neutrality law four years ago. What lessons does Latin America have for the United States when it comes to open Internet?

Net Neutrality is Already in Trouble in the Developing World (01/21/2014)
http://www.slate.com/blogs/future_tense/2014/01/21/net_neutrality_internet_access_is_already_in_trouble_in_the_developing_world.html
In developing countries where wired Internet access and/or Wi-Fi is rare in homes and even offices, there isn't the feeling of Internet ubiquity that exists in the United States, except through smartphones. Together smartphones and wireless data plans provide a more accessible way for people to get online. But wireless data plans can be prohibitively expensive, so a handful of large companies (namely Google and Facebook) have begun offering free access to some of their services in certain countries.

The Net Neutrality Debate
http://www.pbs.org/moyers/moyersonamerica/print/netatrisk_lesson_print.html.

Objectives: By the end of this lesson students will:
- Be able to explain the issue of net neutrality
- Watch a video and conduct Internet research to identify specific arguments for and against net neutrality legislation
- Write a persuasive one-page editorial that takes a position in the net neutrality debate

1) Ask students to provide examples of how they use the Internet.
2) Show students the video "The Net at Risk" by PBS (3:28)
   https://www.youtube.com/watch?v=yxgCWzU_uVM
   As they watch, have them list the concerns shared by those featured in the clip.
3) Discuss the following: Based on the information in the video, how has the Internet influenced the democratic process? Why is net neutrality such an important issue to the two women in the video? Why does the lobbyist for the broadband network providers think government regulation isn't necessary?
4) Explain to students that they will dive deeper into the net neutrality debate as they conduct research and develop persuasive one-page editorials that express their positions on this issue.

Common Core Standards addressed: CCSS.ELA-LITERACY.CCRA.W.1; CCSS.ELA-LITERACY.CCRA.W.6

Internet Governance Forum Topics Include Human Rights, Network Neutrality, and Child Protection (09/01/2014)
http://www.forbes.com/sites/larrymagid/2014/09/01/internet-governance-forum-topics-include-human-rights-network-neutrality-and-child-protection/
The ninth annual IGF takes place in Istanbul, Turkey, September 2nd through the 5th. The IGF is what the UN calls a "multi-stakeholder" gathering, which means it's not just governments that attend IGF, but also representatives from industry (mostly tech companies), non-profit organizations and academia. Numerous U.S. officials are here, including Catherine Novelli, the State Department's Under Secretary for Economic Growth, Energy, and the Environment, NTIA Administrator and Assistant Secretary of Commerce Lawrence E. Strickling and FCC Commissioner Mignon Clyburn.

OPEN INTERNET AND NET NEUTRALITY

Large US tech firms plan 'go slow' day in protest over net neutrality rules (09/04/2014)
http://www.theguardian.com/technology/2014/sep/04/etsy-mozilla-reddit-protest-net-neutrality
Some of the world's largest tech firms are planning a "go slow" day next week in protest of proposals that could create fast lanes on the internet for some companies. On 10 September, tech firms including Etsy, FourSquare, KickStarter, Mozilla, Reddit and Vimeo will install a widget on their sites to show how they believe the internet would look if the Federal Communications Commission (FCC) overturns "net neutrality" rules.

President Obama: No Internet Fast Lanes (08/13/2014)
http://www.nytimes.com/2014/08/14/opinion/president-obama-no-internet-fast-lanes.html
The Federal Communications Commission, which could soon allow phone and cable companies to block or interfere with Internet content, has been deluged with more than a million comments. Last week, President Obama offered some thoughts of his own by saying that the Internet should be left open "so that the next Google or the next Facebook can succeed."

The White House: Technology
http://www.whitehouse.gov/issues/technology
President Obama recognizes that technology is an essential ingredient of economic growth and job creation. Ensuring America has 21st century digital infrastructure—such as high-speed broadband Internet access, fourth-generation (4G) wireless networks, new health care information technology and a modernized electrical grid—is critical to our long-term prosperity and competitiveness.

Save the Internet Campaign
http://www.savetheinternet.com/about-sti
Our rights to connect and communicate — via universally accessible, open, affordable and fast communications networks and devices — are essential to our individual, economic and political freedoms. Yet these rights — codified in the First Amendment and the Universal Declaration of Human Rights — are at the mercy of powerful phone, cable and Internet companies and the government agencies they collude with. The Internet is the foremost battleground for free speech in the 21st century, and protecting our Internet freedom is essential to safeguarding our rights to speak and assemble in private.

> **Freedom of Expression, Online: Outlining the First Amendment for Teenagers**
> http://learning.blogs.nytimes.com/2011/12/13/freedom-of-expression-online-outlining-the-first-amendment-for-teenagers/?_php=true&_type=blogs&_r=0
> What are the First Amendment rights? Does freedom of speech mean people can publish whatever they want on the Internet? In this lesson, students consider what they know about the First Amendment and a court case involving a blogger. They then research the rights and responsibilities of young bloggers and create a primer for teens who blog.

The Elites' Lesson Plan on Internet Censorship (06/08/2012)
http://theelitesix.blogspot.com/
This lesson asks students to look at the pros and cons of Internet censorship and address the question: Should government have the power to censor the Internet?

Pros and Cons of Censorship (03/10/2014)
http://apecsec.org/pros-and-cons-of-censorship/.
Censorship is common in modern societies, and it is also a very divisive issue. Many proponents think that the use of it will establish a balance in things that ought to be written and said, while opponents are criticizing on the foundation of threats that it poses to people's right to speech. In this, it is important to explore its pros and cons to determine whether it is essential or not.

OPEN INTERNET AND DEMOCRACY

Why a Democracy Depends on a Free Press (06/15/2007)
http://www.cnet.com/news/why-a-democracy-depends-on-a-free-press/
Of course, given the decentralized power of the internet and its inability to be controlled, there have been several attempts to transform the Web. One of the main foundations of the internet is what's called net neutrality. Net neutrality dictates that every piece of information running through your ISP is handled the same way. It doesn't matter if you're downloading a video from CNN or Indymedia, it must still be processed with the same priority.

Center for Democracy and Technology
https://cdt.org/
CDT is a champion of global online civil liberties and human rights, driving policy outcomes that keep the Internet open, innovative, and free.

Does the Internet Help or Hurt Democracy? (5:14) (06/01/2010)
http://www.pbs.org/newshour/bb/media-jan-june10-miller_06-01/
Does the pervading presence of the Web make people better citizens or does it propagate misinformation and threaten democracy? Paul Solman has a look at the unfolding debate as staged by the University of Virginia's Miller Center for Public Affairs.

Will the Internet Be Bad for Democracy? (11/2001)
http://www.citi.columbia.edu/elinoam/articles/int_bad_dem.htm

Controversies abound on most aspects of the Internet. Yet when it comes to its impact on democracy process, the answer seems unanimous. The Internet is good for democracy. It creates digital citizens active in the vibrant teledemocracy of the Electronic Republic in the Digital Nation. Is there no other side to this question?

Why the Internet strengthens democracy:

1. The Internet lowers the entry barriers to political participation.
2. It strengthens political dialogue.
3. It creates community.
4. It cannot be controlled by government.
5. It increases voting participation.
6. It permits closer communication with officials.
7. It spreads democracy world-wide.

Why the Internet is bad for democracy:

1. The Internet will make politics more expensive and raise entry barriers.
2. The Internet will make reasoned and informed political dialogue more difficult.
3. The Internet disconnects as much as it connects.
4. Information does not necessarily weaken the state.
5. Electronic voting does not strengthen democracy.
6. Direct access to public officials will be phony.
7. The Internet facilitates the international manipulation of domestic politics.

The Internet: Foe of Democracy? (04/2009)
http://harvardmagazine.com/2009/03/the-internet-foe-democracy
The Internet, argues Cass Sunstein, has had a polarizing effect on democracies. Although it has the capacity to bring people together, too often the associations formed online comprise self-selecting groups with little diversity of opinion, explains the Frankfurter professor of law. This confounds the constitutional vision of the founding fathers through a perversion of the notion of free speech. Such environments reinforce preexisting viewpoints, undermining the constructive dialogue that promotes progress in democracies.

OPEN INTERNET AND DEMOCRACY

Internet's impact on democracy (01/06/2008)
http://www.sfgate.com/opinion/article/Internet-s-impact-on-democracy-3299070.php
Critical to the success of any society is the access of its ruling class to accurate information. Without a valid understanding of what is happening in the world, at home and abroad, it is impossible to make good decisions. In a democracy, the ruling class is - at least by definition - "We the People," and therefore the citizens of a democracy must have open access to information to make their decisions about their governors and the direction of their destiny. It is for this reason that the First Amendment forbids the leaders of the moment - the government - from interfering with the freedom of the press, the prime source of information.

Clay Shirky: How the Internet will (one day) transform government (18:32) (06/2012)
http://www.ted.com/talks/clay_shirky_how_the_internet_will_one_day_transform_government?language=en
The open-source world has learned to deal with a flood of new, oftentimes divergent ideas using hosting services like GitHub — so why can't governments? In this rousing talk Clay Shirky shows how democracies can take a lesson from the Internet, to be not just transparent but also to draw on the knowledge of all their citizens.

Internet and politics: the impact of new information and communication technology on democracy (2014)
http://assembly.coe.int/ASP/Doc/XrefViewPDF.asp?FileID=20447&Language=EN
Resolution 1970 of the Council of Europe Parliamentary Assembly: The Parliamentary Assembly notes that the expansion of the Internet has had major consequences in terms of the exercise of the fundamental rights which are central to the construction of our democratic societies, such as the right to freedom of information, expression, opinion, assembly and association, and the protection of an individual's privacy.

A Magna Carta for the web (6:43) (03/2014)
http://www.ted.com/talks/tim_berners_lee_a_magna_carta_for_the_web
Sir Tim Berners-Lee invented the World Wide Web 25 years ago. So it's worth a listen when he warns us: There's a battle ahead. Eroding net neutrality, filter bubbles, and centralizing corporate control all threaten the web's wide-open spaces. It's up to users to fight for the right to access and openness. The question is, What kind of Internet do we want?

Open Door Policy: Can the State Department's ambitious new plan to subvert autocratic regimes online actually succeed? (03/29/2014)
http://www.foreignpolicy.com/articles/2012/03/29/open_door_policy?page=0,1
In an effort to increase access to the open internet for people who live in repressive regimes the U.S. Department of State has created tools to circumvent censorship. The United States holds that an open internet is central to the pursuit of information and ideas. Though not without criticism, these programs aim to undermine repressive government's censorship policies and allow their people to access the world's networks.

An online Magna Carta: Berners-Lee calls for bill of rights for web (1:14) (03/11/2014)
http://www.theguardian.com/technology/2014/mar/12/online-magna-carta-berners-lee-web
Speaking exactly 25 years after he wrote the first draft of the first proposal for what would become the world wide web, the computer scientist said: "We need a global constitution – a bill of rights." Berners-Lee's Magna Carta plan is to be taken up as part of an initiative called "the web we want", which calls on people to generate a digital bill of rights in each country – a statement of principles he hopes will be supported by public institutions, government officials and corporations.

SOCIAL MEDIA AS A TOOL FOR FREE EXPRESSION

14 Protest Videos That Went Viral and Changed the World (02/14/2014)
http://www.globalpost.com/dispatch/news/politics/140222/14-protest-videos-went-viral-and-changed-the-world
Social media have played a direct role in recent civil uprisings around the world. The videos below galvanized movements. They captured the world's attention. They changed history. It might be too early to know which images and video footage will define the present uprisings in Ukraine and Venezuela or Thailand. But the videos below defined recent uprisings in Iran, Bahrain, Egypt, Libya, Montreal, Syria, and elsewhere around the world.

NPR: Social Media Advances 'Revolution' In Egypt (7:47) (01/17/2012)
http://www.npr.org/player/v2/mediaPlayer.html?action=1&t=1&islist=false&id=145326759&m=145326800
About one year ago, a crowd in Cairo's Tahrir Square chanted the people want to bring down the regime. Egyptian protestors forced President Hosni Mubarak out of his job. Many factors sparked that revolution, not least an uprising in nearby Tunisia. But activists had been working against Mubarak's regime for years. And some of the work came online, coordinated by the Google executive Wael Ghonim, who spoke from Cairo on CNN the day Mubarak resigned.

What the Arab Spring Tells Us About the Future of Social Media in Revolutionary Movements (07/29/2013)
http://smallwarsjournal.com/jrnl/art/what-the-arab-spring-tells-us-about-the-future-of-social-media-in-revolutionary-movements
The Arab Spring spawned a series of revolutionary movements that are unique in that they utilized social media as an effective means to spread information and promote insurgent agendas. This revelation deserves consideration in all future discussions of revolutions and the concepts of ideology, narrative, momentum and unifying motivations.

InstaIran: How Instagram Managed to Seep Through the Cracks in Iran (08/23/2012)
http://www.huffingtonpost.com/holly-dagres/iran-instagram_b_1814022.html
The threat of dissent caused the Iranian regime not only to crack down on protesters, but to take further measures to censor the Internet in a country that ranks second to Israel in the Middle East with web users.

TED Video: How social media can make history (15:44) (06/2009)
http://www.ted.com/talks/clay_shirky_how_cellphones_twitter_facebook_can_make_history
While news from Iran streams to the world, Clay Shirky shows how Facebook, Twitter and TXTs help citizens in repressive regimes to report on real news, bypassing censors (however briefly). The end of top-down control of news is changing the nature of politics.

How a million people called to #BringBackOurGirls (05/06/2014)
http://www.bbc.com/news/blogs-trending-27298696
As we first reported on this blog, #BringBackOurGirls began trending in Nigeria less than two weeks ago. It was started in Nigeria, by a group of campaigners in Abuja who wanted to exert pressure on the authorities to do more to find the girls and bring them to safety. Ibrahim M Abdullahi, a lawyer in Abuja, was one of the first to use the hashtag. "Initially this was not a co-ordinated campaign. It was a number of individuals in Nigeria tweeting to raise awareness in the hope that the international community would eventually take notice."

Can social media help prevent the spread of Ebola? (07/29/2014)
http://www.bbc.com/news/blogs-trending-28552917
"I started #FactsOfEbola this morning after having a conversation about the disease with friends," says Japheth Omojuwa, a Nigerian blogger with over 100,000 Twitter followers. "I have a civic responsibility to serve the public - my followers and my country," he told BBC Trending.

SOCIAL MEDIA AS A TOOL FOR FREE EXPRESSION

The Role of Government in Social Networking (10/27/2011)
http://www.socialmediatoday.com/content/role-government-social-networking
It has been an interesting year for politics and social networks. It began early in the year with the so-called "Arab Spring" when several countries in the Middle East found themselves in the midst of a social network-fueled demand for regime change that spilled over into the real world. A few weeks ago something similar began in New York and has since spread rapidly to other cities in western democracies: the Occupy Wall Street movement. Again, largely using social networks to spread the word, these protests against economic injustice have quickly grown from a few, largely-ignored "fringe" elements to a much more recognized political faction (just as the Tea Party did a couple of years earlier).

What is social media's role in government aid?
http://thedigitalroyalty.com/2012/what-is-social-medias-role-in-government-aid/
Does Social Media have a place in government aid? Some say no, but during the 2005 Hurricane Katrina crisis, the U.S. government was heavily criticized for lack of leadership, mismanagement of resources, and a slow response to the flooding in New Orleans. Today, the government has the opportunity to use social media during and after crisis situations. Hurricane Sandy recently helped to shape a new, more human perception of how the government handles natural disasters.

Is Social Media Driving the Economy? (10/27/2010)
http://www.theatlantic.com/technology/archive/2010/10/is-social-media-driving-the-economy/64780/
Social media is redefining the landscape of everything we do, from the way we connect to family and friends, how brands and celebrities capture attention, to the way business and journalism function. Hundreds of millions of people across the world use social networks like Facebook, Twitter, and LinkedIn. If any technology promised to shatter the constraint of geography, overcome distance, and flatten the world, social media would be it.

TED Video: Behind the Great Firewall of China (18:48) (06/2012)
http://www.ted.com/talks/michael_anti_behind_the_great_firewall_of_china
Michael Anti (aka Jing Zhao) has been blogging from China for 12 years. Despite the control the central government has over the internet – "All the servers are in Beijing" – he says that hundreds of millions of microbloggers are in fact creating the first national public sphere in the country's history, and shifting the balance of power in unexpected ways.

TED Video: Reporting crisis via texting (3:56) (02/2009)
http://www.ted.com/talks/erik_hersman_on_reporting_crisis_via_texting
At TEDU 2009, Erik Hersman presents the remarkable story of Ushahidi, a GoogleMap mashup that allowed Kenyans to report and track violence via cell phone texts following the 2008 elections and has evolved to continue saving lives in other countries.

OPEN INTERNET AND HUMAN RIGHTS

United Nations report: Internet access is a human right (06/03/2011)
http://latimesblogs.latimes.com/technology/2011/06/united-nations-report-internet-access-is-a-human-right.html
Internet access is a human right, according to a United Nations report released on Friday. "Given that the Internet has become an indispensable tool for realizing a range of human rights, combating inequality, and accelerating development and human progress, ensuring universal access to the Internet should be a priority for all states," said the report from Frank La Rue, a special rapporteur to the United Nations, who wrote the document "on the promotion and protection of the right to freedom of opinion and expression."

> Ask Students to read these two articles:
>
> **United Nations report: Internet access is a human right** and
> **Internet Access is Not a Human Right**
>
> Facilitate a class debate surrounding the questions: Do you think access to the Internet is a human right? Why or why not?

Internet Access is Not a Human Right (01/04/2012)
http://www.nytimes.com/2012/01/05/opinion/internet-access-is-not-a-human-right.html?_r=0
Over the past few years, courts and parliaments in countries like France and Estonia have pronounced Internet access a human right. But that argument, however well meaning, misses a larger point: technology is an enabler of rights, not a right itself. There is a high bar for something to be considered a human right. Loosely put, it must be among the things we as humans need in order to lead healthy, meaningful lives, like freedom from torture or freedom of conscience. It is a mistake to place any particular technology in this exalted category, since over time we will end up valuing the wrong things.

A Human Right: Everyone Connected
http://ahumanright.org/
Universal Internet access fosters collaboration, learning, and empathy. By ensuring everyone is connected we're building a world that operates in the best interest of all people.

The Internet as a Human Right (3:52) (05/28/2014)
http://time.com/130477/internet-human-right/
Kosta Grammatis likes to think big. In 2011, around the time of the Arab Spring, Grammatis grew frustrated at the ways governments can pull the plug on people's Internet access as a form of social and political control. He wanted to figure out how to circumvent political and physical obstacles and bring digital media to anywhere it was otherwise unavailable. In the video above, Grammatis tells the story of how he got where he is now and why *this* time, the odds of success look good.

The Impact of the Internet on Human Rights
http://www.apc.org/en/irhr/internet-human-rights
This site has a detailed and informative infographic including articles in the Universal Declaration of Human Rights and how they relate to internet rights as human rights.

Internet access is a basic human right: A Q&A with Keren Elazari (04/02/2014)
http://blog.ted.com/2014/04/02/turkey-banned-twitter-keren-elazari/
In her talk, Elazari said that hackers play an essential role in giving power, or free access to information, back to the people when governments try to take it away. We were curious to hear her take on the situation in Turkey, so we sat down with her to discuss the ban and the uneasy relationship between tech companies, like Facebook or Twitter, and governments.

OPEN INTERNET AND HUMAN RIGHTS

Turkey: Internet Freedom, Rights in Sharp Decline (09/02/2014)
http://www.hrw.org/news/2014/09/02/turkey-internet-freedom-rights-sharp-decline
Turkey, the host of a UN-sponsored Internet forum September 2-5, 2014 in Istanbul, has an abysmal record of protecting free expression online. In recent months, the Turkish government has expanded its powers to censor online content and to monitor Internet activity without independent oversight.

Student Rights and Responsibilities in the Digital Age: A Guide for Public School Students in Washington State (01/2012)
https://aclu-wa.org/student-rights-and-responsibilities-digital-age-guide-public-school-students-washington-state
Communicating with electronic devices and on the Internet – whether through text message, chat, e-mail, Facebook, blogs, Twitter, Tumblr, image boards or countless others – raises both new and old questions about your legal rights. Schools have an important duty to provide education for all students, and students are responsible for following reasonable school rules so school remains a safe, welcoming place where all students can learn. But students also have free speech and privacy rights that our schools must recognize and respect.

Internet censorship is violation of human rights, says Media Association (07/29/2010)
http://www.todayszaman.com/news-217492-100-internet-censorship-is-violation-of-human-rights-says-media-association.html
Taking away a society's freedom of access to information is a violation of basic human rights but at the same time an offense that can never possibly work as it is always technically possible to overcome such bans, the Media Association has said. The Media Association's Internet committee completed a report in July on Internet censorship in Turkey that called for amending Law No. 5651, which regulates the Internet, in a manner that would support freedom of thought and expression and in accordance with the Council of Europe's Convention on Cybercrime.

Internet Access as a Human Right (03/09/2010)
http://www.breakingnewsenglish.com/1003/100309-internet_access.pdf

Discussion Questions:

1) What springs to mind when you hear the word 'Internet'?
2) How important is the Internet in your life? In which areas of your life is the Internet vital?
3) How would your life be different without the Internet?
4) How do you feel when you've been unconnected for a long time?
5) Do you think Internet access is now a human right?
6) Do you think people in different countries have different views of the Internet?
7) Do you think Internet access should become part of the United Nations human rights?
8) How has the Internet changed the world?
9) What will the Internet look like in 10, 20, 50 years from now?
10) What are the dangers of the Internet?
11) Do you worry about what you write online? This will become part of your 'digital footprint'.

The Economic Impact of a Human Rights-Based Internet (06/30/2014)
http://www.gp-digital.org/publication/economic-impact-of-a-human-rights-internet/
There is extensive research demonstrating that increased internet usage and penetration spurs economic growth, increases competitiveness and innovation, attracts foreign investment and creates jobs. This relationship has been accepted by policymakers across the world, resulting in the implementation of more and more schemes to increase internet access and use.

OPEN INTERNET AND ECONOMIC GROWTH

The Open Internet: Open for Business and Economic Growth

https://openmedia.ca/plan/economic-growth

The Internet is widely regarded as one of the modern era's greatest engines of economic growth and innovation. Ensuring ubiquitous, affordable, and open access to the Internet across all social sectors supports and promotes economic growth. By providing a reliable platform for applications development, communications improvements, and content distribution, we create the potential for greater efficiencies and growth in business-to-business, business-to-consumer, peer-to-peer, and consumer-to-business transactions.

OECD: Internet Economy

http://usoecd.usmission.gov/mission/internet.html

The Internet is a formidable generator of jobs. It is the biggest innovation incubator in the world, with a global reach never before achieved in human history. According to McKinsey & Company, the Internet has generated as much growth over the past 15 years as the Industrial Revolution generated in 50 years. None of this would be true or have been possible if the internet were not an open system.

The great transformer: The impact of the Internet on economic growth and prosperity (10/2011)

http://www.mckinsey.com/~/media/McKinsey/dotcom/Insights%20and%20pubs/MGI/Research/Technology%20and%20Innovation/The%20great%20transformer/MGI_Impact_of_Internet_on_economic_growth.ashx

The Internet is changing the way we work, socialize, create, and share information, and organize the flow of people, ideas, and things around the globe. Yet the magnitude of this transformation is still underappreciated. The Internet accounted for 21 percent of the GDP growth in mature economies over the past 5 years.

> *"The Internet accounted for 21 percent of the GDP growth in mature economies over the past 5 years."*
> *-McKinsey Global Institute*

Growing the Global Internet Economy by Ensuring the Free Flow of Data Across Borders (05/23/2013)

http://www.brookings.edu/blogs/up-front/posts/2013/05/23-growing-global-internet-economy-dreier-meltzer

The free flow of data is a core element of the Internet that has underpinned this growth in connectivity, innovation, and productivity. This freedom has been vital to the growth of digital trade in goods and services, a quickly growing share of global GDP.

Internet Connectivity and Economic Development (07/29/2010)

http://www.theatlantic.com/technology/archive/2010/07/internet-connectivity-and-economic-development/60639/

The study notes the connection between home Internet connectivity and both urbanization and economic development. "Populations in the most connected countries also tend to be highly urbanized, reducing the cost of extending Internet delivery modes - whether phone and cable lines or wireless towers - to a high proportion of residents."

The Internet is 20% of Economic Growth (05/24/2011)

http://www.businessinsider.com/mckinsey-report-internet-economy-2011-5?op=1

And it turns out, the Internet is a huge driver of economic growth. Internet as a sector is about 3% of GDP, or bigger than agriculture or energy, and represents over 20% of economic growth in the past 5 years, and growing. For every job that the Internet destroys, 2.6 new net jobs are created.

OPEN INTERNET AND ECONOMIC GROWTH

Harnessing the Internet to Drive Socio-Economic Development in Africa (04/15/2013)
http://google-africa.blogspot.com/2013/04/harnessing-internet-to-drive-socio.html
Over the last few years Internet penetration has continued to grow in Sub-Saharan Africa. While the access gap remains significant in most countries, policy makers and the public now know that it's not just a question of getting more Africans online, but also about the economic benefits that the Internet can bring.

Internet accounts for 4.7% of U.S. economy (03/19/2012)
http://money.cnn.com/2012/03/19/news/economy/internet_economy/
The Internet contributes more to the American economy than the entire federal government, according to a new study by the Boston Consulting Group. If it was considered its own separate industry, the Internet would also be larger than America's education, construction, or agricultural sectors.

Economic Impact of the Internet Economy (04/24/2012)
http://www.mintsocial.com/blogroll/economic-impact-of-the-internet-economy/
Have you noticed how much more time recently that you are spending on your Internet presence, strategy, and commerce? The stakes are definitely higher in 2012 than even just two years ago in 2010. Many more companies have made their Internet presence a priority and hired social media marketing companies to bring across a greater awareness to consumers, partners, and the general public.

Sizing the Internet economy in emerging countries (04/03/2012)
http://www.ft.com/cms/s/0/9284e696-7da1-11e1-9adc-00144feab49a.html#axzz3CwstVxSP
We now have a wide-ranging view of the powerful economic impact of the Internet around the world, but this is a phenomenon that is still growing, particularly in the emerging world. McKinsey research has examined the impact of the Internet in 43 countries that account for more than 80 percent of global GDP and over 75 percent of the world's population.

Internet Economy: How Essential is The Internet to the U.S.? (03/20/2012)
http://www.huffingtonpost.com/2012/03/20/internet-economy-infographic_n_1363592.html
Furthermore, BCG senior partner and co-author of the report David Dean said in a company press release, "If [the Internet] were a national economy, it would rank in the world's top five, behind only the U.S., China, India, and Japan, and ahead of Germany." The report finds that in the coming years, online economies will play an even larger role in the economies of both developed and developing countries.

Five ways technology can help the economy (04/11/2013)
http://forumblog.org/2013/04/five-ways-technology-can-help-the-economy/
At a time of slowed growth and continued volatility, many countries are looking for policies that will stimulate growth and create new jobs. Information communications technology (ICT) is not only one of the fastest growing industries – directly creating millions of jobs – but it is also an important enabler of innovation and development.

How the Internet and Data Help the Developing World (02/06/2014)
http://www.brookings.edu/blogs/brookings-now/posts/2014/02/how-the-internet-and-data-help-the-developing-world
Meltzer explained that understanding the Internet as a platform for international trade highlights that this is no longer just an Internet-sector opportunity. It's an economy-wide opportunity for all sectors from manufacturing through to services. Significantly, the Internet as a platform for international trade is actually where the opportunity starts.

INTERNET CENSORSHIP AROUND THE WORLD

👍 **Top 10 Internet-censored countries (02/05/2014)**
http://www.usatoday.com/story/news/world/2014/02/05/top-ten-internet-censors/5222385/
Countries where the Internet is controlled and speaking your mind on it can get you in serious trouble with the government include: North Korea, Burma, Cuba and Saudi Arabia at the top of the list.

📹 **TED Video: How the Net aids dictatorships (11:53) (07/2009)**
http://www.ted.com/talks/evgeny_morozov_is_the_internet_what_orwell_feared
TED Fellow and Journalist Evgeny Morozov punctures what he calls "iPod liberalism" – the assumption that tech innovation always promotes freedom, democracy – with chilling examples of ways the Internet helps oppressive regimes stifle dissent.

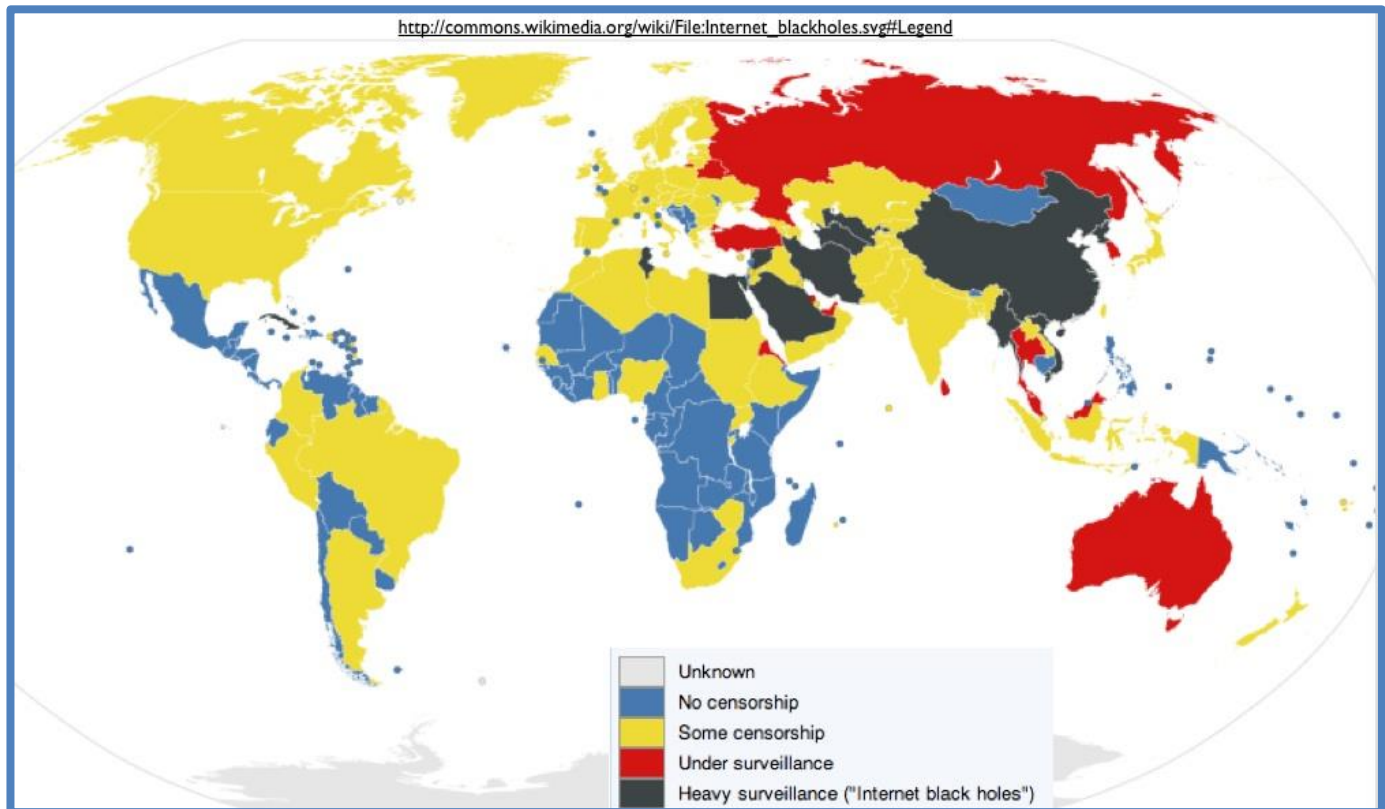📈 **Internet censorship listed: how does each country compare? (04/16/2012)**
http://www.theguardian.com/technology/datablog/2012/apr/16/internet-censorship-country-list
Where is the internet the most open? Where is it the most restricted? View an interactive map of data from the OpenNet Initiative.

Top 10 Internet-censored countries:
1. North Korea
2. Myanmar/Burma
3. Cuba
4. Saudi Arabia
5. Iran
6. China
7. Syria
8. Tunisia
9. Vietnam
10. Turkmenistan

http://www.usatoday.com/story/news/world/2014/02/05/top-ten-internet-censors/5222385/

http://commons.wikimedia.org/wiki/File:Internet_blackholes.svg#Legend

Unknown
No censorship
Some censorship
Under surveillance
Heavy surveillance ("Internet black holes")

INTERNET CENSORSHIP AROUND THE WORLD

CHINA

In China, Avoiding The 'Great Firewall' Internet Censors (09/07/2013)
http://www.npr.org/templates/story/story.php?storyId=220106496.
In the U.S., it's easy to take the Internet for granted. Not only has it changed the way we live and work, it's become our new public square. At this point, expressing an opinion online is second nature. But in China, it's a lot more complex. China has some 600 million Internet users, and that's more than anywhere else in the world. But this so-called Great Firewall can censor certain opinions, even targeting specific words to be blocked.

Chinese Internet Censorship (03/18/2009)
http://content.time.com/time/world/article/0,8599,1885961,00.html
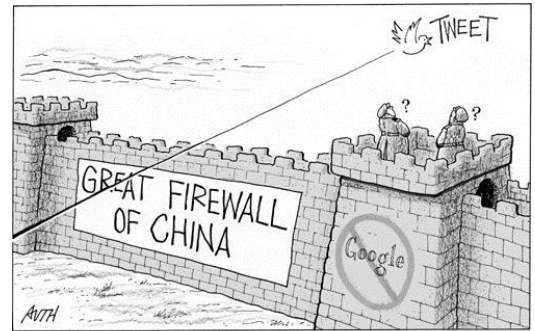For as long as there's been an Internet, China has sought to monitor and control how its citizens use it. That's no small task in the world's most populous country, which now has more web-surfers — some 253 million — than America. Technology known as "the Great Firewall" blocks web sites on an array of sensitive topics (democracy, for instance), while tens of thousands of government monitors and citizen volunteers regularly sweep through blogs, chat forums, and even e-mail to ensure nothing challenges the country's self-styled "harmonious" society.

Cracking the 'Great Firewall' of China's Web Censorship
http://abcnews.go.com/Technology/story?id=4707107&page=1&singlePage=true.
If an Internet user in China searches for the word "persecution," he or she is likely to come up with a link to a blank screen that says "page cannot be displayed." The same is true of searches for "Tibetan independence," "democracy movements" or stranger sounding terms such as "oriental red space time" — code for an anti-censorship video made secretly by reporters at China's state TV station. It's a reflection of the stifling, bizarre and sometimes dangerous world of Internet censorship in China.

http://trinitynews.ie/the-great-firewall-of-china/

How Chinese Internet Censorship Works, Sometimes (03/17/2014)
http://www.huffingtonpost.com/2014/03/17/china-internet-censorship_n_4981389.html.
In news media outside China, discussions of Chinese Internet censorship often center around how Chinese Internet users creatively circumvent filters and blocks, especially when the censorship hides Chinese politicians' graft. While the power of netizens should never be discounted, the cases of Zhou and He illustrate the multiple ways in which Chinese censorship still often manages to succeed by either pushing the agenda of authorities or silencing critical stories.

How does China censor the internet? (04/01/2013)
http://www.economist.com/blogs/economist-explains/2013/04/economist-explains-how-china-censors-internet.
The Chinese central government has two main ways of controlling what its citizens see on the web: the Great Firewall, as it is called by foreigners, which is a system of limiting access to foreign websites which started in the late 1990s, and the Golden Shield, a system for domestic surveillance set up in 1998 by the Ministry of Public Security. Separate government departments, along with local and provincial administrations, also have their own monitoring systems.

INTERNET CENSORSHIP AROUND THE WORLD

Behind the Great Firewall: What it's really like to log on from China (06/11/2014)
http://www.networkworld.com/article/2362051/access-controlehind-the-great-firewall-what-its-re/access-control/behind-the-great-firewall-what-its-really-like-to-log-on-from-china.html.
I've lived in China for close to six years and censorship has been a near constant, lurking in the background ready to "harmonize" the Web and throw a wrench in my online viewing. It's been especially evident this month. Google's services, which don't follow the strict censorship rules, are currently blocked. How long that will last is unknown, but it coincides with the 25th anniversary of the Tiananmen Square protests earlier this month -- an event the Chinese government wants no one to remember.

China's Newest Export: Internet Censorship
http://www.usnews.com/opinion/blogs/world-report/2014/01/30/china-is-exporting-internet-censorship-to-iran.
Iran's Ministry of Communications and Information Technology has announced that China will help Iran to implement its closed "National Information Network" or "clean Internet." For advocates of global Internet freedom, this is international cooperation of the worst kind imaginable.

Google vs. China: Considering Threats to Internet Freedom (01/29/2010)
http://learning.blogs.nytimes.com/2010/01/29/google-vs-china-considering-threats-to-internet-freedom/
What threats exist to Internet freedom, and how can people and democratic governments combat them? In this lesson, students imagine how they might communicate, and evade censors, if they were antigovernment activists. They then look more closely at the issues involved in the dispute between Google and China and develop ideas for how Google or the United States government should respond. Finally, they do independent research to learn more about the types of information that the Chinese government has sought to block online.

Behind the Great Firewall of China – TED (06/2012)
https://www.ted.com/talks/michael_anti_behind_the_great_firewall_of_china
Michael Anti (aka Jing Zhao) has been blogging from China for 12 years. Despite the control the central government has over the Internet — "All the servers are in Beijing" — he says that hundreds of millions of microbloggers are in fact creating the first national public sphere in the country's history, and shifting the balance of power in unexpected ways.

What does it mean to be a netizen? (03/26/2010)
http://www.tariqwest.com/2010/03/26/what-does-citizenship-look-like-online/#.VBCaYvldV48

Ask students how they define 'netizen'. Do they consider themselves 'netizens'?
Have students read this blog post and discuss the following questions:

1. What does citizenship look like in the age of the internet?
2. What new citizen "duties" are emerging on the social web?
3. Do you agree that "The online world is a democratic space"?
4. How might some 'netizens' be misrepresented or treated unequally in the online world?
5. Tariq states "The Internet is saturated with information (too much for any one individual to sort through) and crowded with competing narratives…" When conducting research, how do you determine which information is most accurate or reliable? Are you influenced by what appears first in your search engine?

INTERNET CENSORSHIP AROUND THE WORLD

A Picture is Worth How Many (Unfiltered) Words?
http://www.pbs.org/wgbh/pages/frontline/teach/tankman/lesson.html

> Common Core Connection
> **THE DAY AFTER**

Students will become familiar with:
The Google search engine in and outside of China
The events surrounding the confrontation at Tiananmen Square between Chinese forces and The Tank Man
How censorship affects what the media reports and what the public learns

Materials needed:
Computers and Internet access (or print the materials)
Copies of student worksheet "Searching the Internet for Truth: June 4, 1989"
Copies of the BBC article "On This Day: 4 June 1989"
Copies of student worksheet "Censor It"
Red markers or pens for each student
See website for links to handouts

Activity One:
Distribute worksheet "Searching for the Truth: June 4, 1989" and ask students to complete in groups of 3-4.
Distribute and read the BBC article as a class and discuss the following questions:

- Why were students protesting in Tiananmen Square?
- Why did the government clash with student protestors?
- What was the result of this clash? Why are accurate numbers of casualties difficult to determine?
- Why do you think Google-China's search engine and the Chinese government block access to site like this BBC story?
- To what extent do you think that the BBC article reflects a bias?

Activity Two:
Write the following nine terms on the board: Tibet, Taiwan China, Equality, Democracy China, Dissident China, Revolution, Freedom China, Justice China, Counterrevolution China
Explain to the class about The Empirical Analysis of Internet Filtering in China
(http://cyber.law.harvard.edu/filtering/china/google-kw-chart.html)
Instruct students to examine the nine terms that are a sampling of the blocked search terms (These terms were blocked during at least 50% of attempted searches.)
Discuss the following questions:

- What are some of the issues surrounding Taiwan and Tibet that cause the Chinese government to restrict access to these terms?
- Why do you think the Chinese government restricted and continues to restrict access to some sites pertaining to "equality", "democracy", or "dissidents"?
- What other terms to do you think the Chinese government would censor? Why?
- Are there any terms that the U.S. government might monitor or censor? Identify these terms and explain.
- Is a censored Google in China better than no Google? Explain.

Divide the students into pairs and distribute the "Censor It" handout. The students will complete the task of blackening out words in the BBC article on the Tiananmen Square protests that the Chinese government would find objectionable. After the pairs censor the article, they will analyze how censoring the information affects their understanding of the events and evaluate its impact on controlling information.

INTERNET CENSORSHIP AROUND THE WORLD

NORTH KOREA

North Korea is deleting history (12/16/2013)
http://www.indexoncensorship.org/2013/12/north-korea-deleting-history/
North Korea has expanded its deletion of a few hundred online articles
mentioning Jang Song Thaek, the executed uncle of Kim Jong Un, to all articles
on state media up to October 2013, numbering in the tens of thousands.

http://censorship309.wordpress.com/

North Korea: On the net in the world's most secretive nation (12/10/2012)
http://www.bbc.com/news/technology-20445632
There's a curious quirk on every official North Korean website. A piece of programming that must be included in each
page's code. Its function is straightforward but important. Whenever leader Kim Jong-un is mentioned, his name is
automatically displayed ever so slightly bigger than the text around it. Not by much, but just enough to make it stand
out.

North Korea's Internet? What Internet? For most, online access doesn't exist (03/29/2013)
http://www.nbcnews.com/tech/internet/north-koreas-internet-what-internet-most-online-access-doesnt-exist-
f1C9143426.
You won't find people in North Korea checking Facebook or Twitter for the latest updates on the tense situation
created by its leader, Kim Jong Un. That's because the nation of 24 million is largely shut out from the Internet. Few
outside the government and military have ever been online.

OpenNet Initiative: North Korea (05/10/2007)
https://opennet.net/research/profiles/north-korea
Government restrictions on online content and connectivity render the Democratic People's Republic of Korea (North
Korea) a virtual "black hole" in cyberspace. While shunning Internet accessibility and functionality, Pyongyang has
opted for an isolated, domestic intranet consisting of approximately thirty Web sites approved by the government and
available only to a privileged minority.

The Internet Black Hole That Is North Korea (10/23/2006)
http://www.nytimes.com/2006/10/23/technology/23link.html?_r=0.
While other restrictive regimes have sought to find ways to limit the Internet — through filters and blocks and threats —
North Korea has chosen to stay wholly off the grid. This is an impoverished country where televisions and radios are
hard-wired to receive only government-controlled frequencies. Cellphones were banned outright in 2004.

North Korea: Where the Internet has just 5,500 sites (02/23/2014)
http://www.thestar.com/news/world/2014/02/23/north_korea_where_the_internet_has_just_5500_sites.html
North Korea is off the charts regarding Internet freedoms. There essentially aren't any. But the country is increasingly
online. Though it deliberately and meticulously keeps its people isolated and in the dark about the outside world, North
Korea knows it must enter the information age to survive in the global economy.

A rare glimpse of North Korea's version of Facebook (03/13/2013)
http://www.washingtonpost.com/blogs/worldviews/wp/2013/03/13/a-rare-glimpse-of-north-koreas-version-of-
facebook/
Most North Koreans can't access the Internet, and only foreigners can use the country's brand-new 3G cellular network.
But the country has still developed its own rudimentary social network -- which you can now see for yourself, thanks to
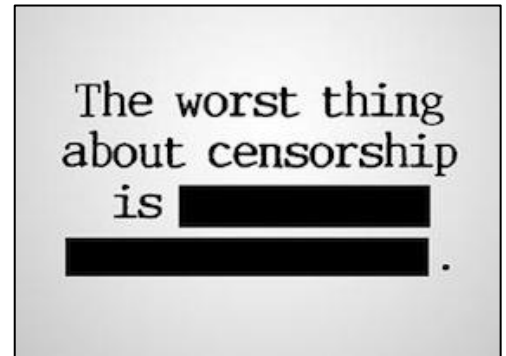a SXSW panel the Associated Press's Jean Lee gave this weekend.

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MYANMAR/BURMA

Internet freedom in Myanmar: A curse or an opportunity? (04/11/2014)
http://www.aljazeera.com/indepth/opinion/2014/04/internet-freedom-myanmar-curse--201441095932371441.html
Like Tunisia, Myanmar has recently emerged from the clutches of dictatorship and is slowly taking its first steps toward democracy. Nearly three years ago, after decades of military rule, the country began a transition toward civilian rule. A year later, prior restraint of the media was abolished and the internet - once among the most restricted in the world - opened up.

Burma: Freedom of expression in transition (07/15/2013)
http://www.indexoncensorship.org/2013/07/burma-freedom-of-expression-media/
The abolition of the pre-censorship of the printed press, the return of daily newspapers and of formerly exiled independent newspapers and media outlets all point to demonstrable change since the beginning of the transition. It is also a better climate for journalists with the release of a number of journalists from jail during the transition.

Myanmar's Promising Experiment with Internet Freedom (11/05/2013)
http://www.forbes.com/sites/techonomy/2013/11/05/myanmars-promising-experiment-with-internet-freedom/.
The government started relaxing limits on content in 2011, but 2012 was the year that it officially changed its policy on media censorship. It unblocked most previously banned content, including the websites of foreign media outlets that frequently criticized the regime, and stopped requiring journalists to submit content to government censors before publication

Freedom House Grantee Hold First-Ever Internet Freedom Forum in Burma (06/03/2013)
http://www.freedomhouse.org/article/freedom-house-grantee-holds-first-ever-internet-freedom-forum-burma#.VBCRCvldV49
A leading Burmese NGO, The Myanmar ICT for Development Organization (MIDO), concluded the inaugural Internet Freedom Forum in Yangon with a call to the more than 350 participants representing government, civil society, technical fields, and business communities to form a network of advocates for Internet freedom in the country.

Censorship: The problem child of Burma's dictatorship (07/25/2013)
http://www.indexoncensorship.org/2013/07/the-problem-child-of-the-dictatorship/
Writer and artist Htoo Lyin Myo gives his personal account of working under government censorship in Burma:
I became familiar with censorship as a boy in the 1990s, when certain pages of the monthly magazines I read were covered with black ink, which censorship officials manually brushed over printed words. The paragraph-by-paragraph, line-by-line, ink-covered pages made me curious, so I would place them on a lit-up surface in order to have a peek. Indeed, the hidden words covered with ink criticized government economic policy or local businessmen.

Myanmar to introduce code of conduct for internet (08/23/2014)
http://www.channelnewsasia.com/news/asiapacific/myanmar-to-introduce-code/1326964.html
Myanmar will introduce a code of conduct to prevent the spread of hate speech over social media, as part of a response to last month's communal riots in the country, which had been instigated by the spread of false information online.

INTERNET CENSORSHIP AROUND THE WORLD

IRAN

Iran: Rouhani's insistence on faster internet has staying power (09/04/2014)
http://www.indexoncensorship.org/2014/09/iran-rouhani-internet-3g-4g-supreme-leader-ali-khamenei/
In remarks to a group of clerics on Monday, Rouhani presented the internet as crucial to the nation's progress in both science and academic research, areas that Supreme Leader Ali Khamenei has also identified as paramount to Iran's development. "We cannot close the gates of the world to our younger generation," Rouhani said.

Here's how Iran censors the Internet (08/15/2013)
http://www.washingtonpost.com/blogs/the-switch/wp/2013/08/15/heres-how-iran-censors-the-internet/
Little is known about Iran's censorship system because Iranian citizens who probe the network from inside the country risk reprisals from the government. But earlier this year, two anonymous Iranians teamed up with Alex Halderman, a computer science professor at the University of Michigan, to conduct one of the first systematic studies of Iranian Internet censorship to be published outside Iran.

Why are Twitter and Facebook still blocked in Iran? (04/19/2014)
http://america.aljazeera.com/opinions/2014/4/iran-twitter-rouhaniinternetcensorship.html
Rouhani's administration has been embracing these digital media platforms as a means to bypass conventional media outlets and break the barrier to Iran's isolation. And by using these platforms to engage in discourse with their constituents and the international community, the Iranian establishment is acknowledging the popularity of these networking websites. But there's a catch: Officially, access to social networks such as Twitter and Facebook is banned — leaving Iranians unable to legally access these sites.

The Enemies of Internet: Iran
http://surveillance.rsf.org/en/iran/
Iran has been connected to the Internet since the mid-1990s. For economic and political reasons, the authorities have developed the communications infrastructure to the point that Iran has the biggest number of Internet users in the region. Iran's Internet depends on the Mullah regime, which controls infrastructure, technology and regulatory bodies, and has imposed repressive legislation.

Iran's Censors Tighten Grip (03/16/2012)
http://online.wsj.com/news/articles/SB10001424052702303717304577279381130395906
Iran hasn't been shy about its bids to monitor, filter, and block content on the Internet. Now it has taken the next leap, turning online censorship into an institution. In the past week, the government has announced it has formed a high council dedicated to cleansing the country's Internet of sites that threaten morality and national security, launching what amounts to a centralized command structure for online censorship.

Grand Ayatollah Issues Fatwa Stating High Speed Internet is against Sharia (08/27/2014)
http://www.iranhumanrights.org/2014/08/makarem-internet/
A Grand Ayatollah in Iran has determined that access to high-speed and 3G Internet is "against Sharia" and "against moral standards." In answer to a question published on his website, Grand Ayatollah Nasser Makarem Shirazi, one of the country's highest clerical authorities, issued a fatwa, stating "All third generation [3G] and high-speed internet services, prior to realization of the required conditions for the National Information Network [Iran's government-controlled and censored Internet which is under development], is against Sharia [and] against moral and human standards."

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TURKEY

Turkey: Internet Freedom, Rights in Sharp Decline (09/02/2014)
http://www.hrw.org/news/2014/09/02/turkey-internet-freedom-rights-sharp-decline
Turkey, the host of a UN-sponsored Internet forum September 2-5, 2014 in Istanbul, has an abysmal record of protecting free expression online. In recent months, the Turkish government has expanded its powers to censor online content and to monitor Internet activity without independent oversight.

Turkey's Erdogan: One of the World's Most Determined Internet Censors (05/02/2014)
http://online.wsj.com/news/articles/SB10001424052702304626304579505912518706936
Turkish Prime Minister Recep Tayyip Erdogan rode around Google Inc. headquarters last spring in the company's self-driving car, tried on Google Glass eyewear and vowed to keep digitizing the economy in the country he has ruled since 2003. Since then, the 60-year-old Mr. Erdogan has turned his democratically elected government into one of the world's most determined Internet censors. His political party passed laws letting him shut down websites without a court order and collect Web browsing data on individuals. He put a veteran spy in charge of Turkey's telecommunications regulator.

New Internet law in Turkey sparks outrage (02/25/2014)
http://www.aljazeera.com/indepth/features/2014/02/new-internet-law-turkey-sparks-outrage-201422312144687859.html
Turkey's new law tightening the state's grip on the Internet has gone into force after President Abdullah Gul approved the controversial legislation pushed by the ruling Justice and Development Party (AKP) government. The legislation changes Turkey's original 2007 Internet law, and has sparked street protests and various public campaigns against the new online controls. The conservative government has rejected claims that the law will lead to censorship, arguing instead that it aims at protecting individual rights and privacy. "There is no censorship on the Internet. Freedoms are not restricted. We are only taking precautions against blackmail and immorality," Turkish Prime Minister Recep Tayyip Erdogan recently said.

10 Shameful Facts About Censorship in Turkey (03/21/2014)
http://www.businessinsider.com/10-facts-about-censorship-in-turkey-2014-3
Turkey has a long tradition of censorship that culminated this week in a ban on Twitter that has infuriated the international community. Below we have compiled some of the most egregious examples of censorship in Turkey, starting with the most recent one: Turkey has blocked Twitter.

http://blogs.wsj.com/emergingeurope/2011/05/15/yes-we-ban-turks-protest-internet-censorship/

Social media plays major role in Turkey protests (06/04/2013)
http://www.bbc.com/news/world-europe-22772352
Social media networks have played a major role in the recent anti-government demonstrations in Turkey. Prime Minister Recep Tayyip Erdogan has recognized this and blamed them for the problems, calling Twitter a "menace". But for the demonstrators social media has proved an important tool.

Turkey's Social Media Wars (04/08/2014)
http://www.newsweek.com/turkeys-social-media-wars-244721
In the weeks before Turkey's March 30 election, the government shut down some popular social networks, including Twitter, YouTube, and Vimeo. The country's highest court reversed that mandate last week, but the ruling party's big win at the polls could mean its battle against social media will get even nastier.

INTERNET CENSORSHIP AROUND THE WORLD

Turks Protest Internet Censorship (05/15/2011)
http://blogs.wsj.com/emergingeurope/2011/05/15/yes-we-ban-turks-protest-internet-censorship/
Thousands of Turks gathered in some 40 cities and towns around the country on Sunday, to join marches organized on Facebook against state Internet censorship. The trigger for the protests was a decision by Turkey's Internet regulator, the Information and Communication Technologies Authority, or BTK, to introduce a selection of filters that Turkish Internet users would choose from before browsing the Internet, beginning in August.

Turkey's new internet law: policing the online mall (02/11/2014)
https://www.opendemocracy.net/opensecurity/jussi-parikka-burak-arikan/turkey%E2%80%99s-new-internet-law-policing-online-mall
There was an air of *déjà vu* in the scene: The Prime Minister of Turkey, Recep Tayyip Erdoğan, arguing to the media that his country is dedicated to peace and order while riot police equipped with plastic bullets and water cannons confront protesters on the streets of Turkey's cities. This time the demonstrators were protesting the new internet law, just passed by the parliament and waiting for ratification by President Abdullah Gül. Whether it passes the final hurdle or not, the debates about the law provide a good way to understand Turkish society and political developments in digital culture.

RUSSIA

Russian Internet Censorship, Social Media Crackdown Make it easy For Putin To Stay Popular (09/06/2014)
http://www.ibtimes.com/russian-internet-censorship-social-media-crackdown-make-it-easy-putin-stay-popular-1651078
Putin has chipped away at Internet freedom in Russia since he returned to the Kremlin in 2012, blaming social media platforms for helping organize massive Moscow street protests that attracted thousands of people chanting "Russia without Putin." Since then he's casually referred to the Internet as a Central Intelligence Agency plot against Russia, offered a $110,000 bounty for anyone able to crack the Tor anonymity network, and last week enacted a law that forces all bloggers with 3,000 or more daily readers to register with the government.

Putin's Next Invasion? The Russian Web (05/01/2014)
http://www.businessweek.com/articles/2014-05-01/russia-moves-toward-china-style-internet-censorship
Russia's Parliament has approved a law similar to China's that would require Internet companies such as Google to locate servers handling Russian traffic inside the country and store user data locally for six months.

http://www.washingtonpost.com/blogs/monkey-cage/wp/2014/03/16/the-logic-of-russian-internet-censorship/

Russians Selectively Blocking Internet (03/31/2013)
http://www.nytimes.com/2013/04/01/technology/russia-begins-selectively-blocking-internet-content.html?_r=1&
The country's communications regulators have required Facebook, Twitter and YouTube to remove material that the officials determined was objectionable. Supporters of the law say it is a narrowly focused way of controlling child pornography and content that promotes drug use and suicide. Opposition leaders worry that social networks, which have been used to arrange protests against President Vladimir V. Putin, will be stifled.

Putin rams up Internet Censorship, citing Google and Snowden to ensure public support (03/20/2014)
http://pando.com/2014/03/20/putin-ramps-up-internet-censorship-citing-google-and-snowden-to-ensure-public-support/

As Ukrainian ultra-nationalists took control of Western Ukraine and Russian special forces seized strategic points in Crimea in preparation for its secession vote, the Kremlin used the conflict as an excuse to roll out a new and highly regressive system of Internet censorship.

Lurk no more (11/15/2012)
http://www.economist.com/blogs/easternapproaches/2012/11/internet-censorship-russia
The law came into force on November 1st and allows for a site or page to be blocked in accordance with any court order: a vague, potentially wide-ranging clause that has given rise to worries over censorship, given the frequent politicisation of the Russian judicial system. So far, more than 180 sites have been added to the list, the government says—though that number will surely grow, as various state agencies and local courts make their own additions, and internet users submit potentially offensive material.

CUBA

Internet access now a reality for some Cubans, but not cheap at $4.50 an hour (08/06/2013)
http://www.cnn.com/2013/08/05/world/americas/cuba-online-access/
The "navigation hall" as such establishments are called here, is one of 118 government-run Internet access points that Cuban authorities opened in June, marking a small step towards greater connectivity in a country with some of the lowest percentages of Internet penetration in the Western hemisphere.

Google exec says Cuban internet is old and censored (07/01/2014)
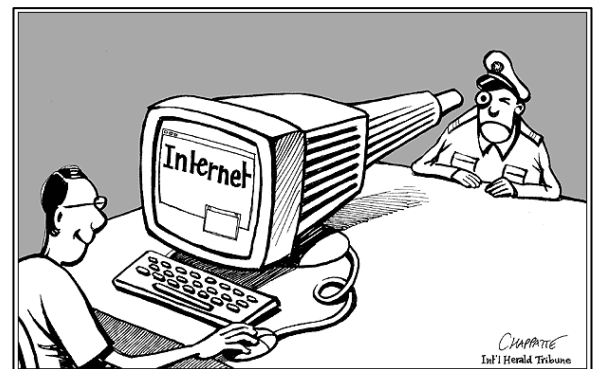http://www.miamiherald.com/2014/07/01/4212761/google-exec-says-cuban-internet.html
Fresh from a visit to Havana, Google Executive Chairman Eric Schmidt has described the Internet in Cuba as "trapped in the 1990s," heavily censored and with a weak infrastructure dominated by Chinese equipment because of the U.S. trade embargo.

Internet for Cubans: Censorship through Price
http://www.fhrcuba.org/2014/03/internet-cubans-censorship-price/.
Recently an official with the Cuban government-run monopoly ETECSA has revealed that in September Cubans will be able to access Internet from their homes through several connection packages. Those will range from 10 to 220 hours and prices will vary from 10 CUC to 60 (1 CUC almost equivalent to $1 USD). If we take into account that salaries for Cuban workers range from 12 to 30 CUC per month, we can conclude that Internet access is being censored by the Castro government through extremely high and unaffordable prices. In other words, Cubans will have the chance to be connected to Internet, but at a price they simply cannot afford.

http://www.contrib.andrew.cmu.edu/~vvadyar/

Cuba's uneasy Internet connection (04/08/2014)
http://blogs.reuters.com/great-debate/2014/04/08/cubas-uneasy-internet-connection/
The ZunZuneo debacle highlights the difficulty of bringing connectivity to Cuba. It has one of the lowest Internet penetration rates in the Western hemisphere. Only 5 percent of Cubans have access to the Internet, according to 2012 estimates. Some connect through hotels, schools, workplaces, or illegally. A greater percentage of Cubans access a domestic "intranet."

INTERNET CENSORSHIP AROUND THE WORLD

Cuba: Internet Censorship and a Generation That Has Never Spoken (04/03/2012)
http://ict4bop.wordpress.com/2012/04/03/cuba-internet-censorship-and-a-generation-that-has-never-spoken/
It's hard to start a blog about a topic that I find so delicate to talk about, because it directly affects about 12 million Cubans. This blog aims to discuss internet censorship in Cuba and its effects on education. Cuba is a country with one of the highest levels of educational attainment in the world. Education is provided nationally, for free by the socialist government. Conversely, students and the rest of the Cuban citizens have been constantly and increasingly censored in their internet access.

The Internet in Cuba: 5 Things You Need to Know (04/03/2014)
http://mashable.com/2014/04/03/internet-freedom-cuba/
Cuba has long been one of the least connected countries in the world. Indeed, the country rivals North Korea in the extent to which it has shut itself out from the Internet. Here are five things you need to know about Internet freedom in Cuba, a country that blogger and Cuban dissident Yoani Sanchez calls "the Island of the disconnected.

Quick Facts
- University of Havana graduate in philology, now considers herself a computer scientist
- Emigrated to Switzerland in 2002 to build a new life for herself and her family
- Returned to Cuba in 2004
- Started blog called Generation Y – a site that is censored by the Cuban government

Awards
- Ortega y Gasset Journalism Awards – Spain's highest award for digital journalism
- 100 Most Influential People in the World by *Time* magazine
- 25 Best Blogs in the World by *Time* magazine/CNN
- 100 Most Notable Hispanic Americans of 2008
- 10 Most Influential IberoAmerican Intellectuals of 2008 by *Foreign Policy*

Spotlight on Yoani Sanchez

http://www.huffingtonpost.com/yoani-sanchez/

Havana Real: One Woman Fights to Tell the Truth about Cuba Today
http://www.amazon.com/Havana-Real-Woman-Fights-Truth/dp/1935554255

Yoani Sanchez is an unusual dissident: no street protest, no attacks on big politicos, no calls for revolution. Rather, she produces a simple dairy about what it means to live under the Castro regime: the chronic hunger and the difficulty of shopping; the art of repairing ancient appliances; and the struggles of living under a propaganda machine that pushes deep into public and private life.

"*Thank you for this opportunity to exchange views with you and your readers in Cuba and around the world and congratulations on receiving the Maria Moore Cabot Prize award from the Columbia University Graduate School of Journalism for coverage of Latin America that furthers inter-American understanding. You richly deserve the award. Your blog provides the world a unique window into the realities of daily life in Cuba. It is telling that the Internet has provided you and other courageous Cuban bloggers with an outlet to express yourself so freely, and I applaud your collective efforts to empower fellow Cubans to express themselves through the use of technology.*"
-President Obama on Generation Y blog

http://generacionyen.wordpress.com

Educational Technology Standards - OSPI
http://www.k12.wa.us/edtech/standards/
The standards for educational technology are designed to reach across the digital divide among K-12 schools. Developed as grade level expectations for digital technologies, the new standards work compatibly, and practically, within the current teaching and learning environment. Each standard is accompanied by:

- Realistic classroom activities that use very little technology – an internet connection and a PC – equipment we know is available in most state classrooms.
- Learning activities well-suited to learning environments in which technology is abundant.

Grades 6-12 Essential Academic Learning Requirements (EALR)

EALR 1 – Integration
Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems.

Components
1.1: Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
> 1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools
> 1.1.2 Use models and simulations to explore systems, identify trends, and forecast possibilities

1.2: Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others.
> 1.2.1 Communicate and collaborate to learn with others
> 1.2.2 Develop cultural understanding and global awareness by engaging with learners of many cultures

1.3: Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.
> 1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry
> 1.3.2 Locate and organize information from a variety of sources and media
> 1.3.3 Analyze, synthesize, and ethically use information to develop a solution, make informed decisions and report results
> 1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions

EALR 2 – Digital Citizenship
Students demonstrate a clear understanding of technology systems and operations and practice safe, legal and ethical behavior.

Components
2.1: Practice Safety: Practice safe, legal and ethical behavior in the use of information and technology.
> 2.1.1 Practice personal safety
> 2.1.2 Practice ethical and respectful behavior

2.2: Operate Systems: Understand technology systems and use hardware and networks to support learning.
> 2.2.1 Develop skills to use technology effectively
> 2.2.2 Use a variety of hardware to support learning

2.3: Select and Use Applications: Use productivity tools and common applications effectively and constructively.
> 2.3.1 Select and use common applications
> 2.3.2 Select and use online applications

2.4: Adapt to Change (Technology Fluency): Transfer current knowledge to new and emerging technologies. (Grades 6-12 only)
> 2.4.1 Formulate and synthesize new knowledge