

Creating an Online Hate Response Guide

By now your group has researched the ways in which online hate may appear in a particular online environment (*social networking sites, online games, research sources, etc.*) and identified tools that can be used to confront hate in that environment.

Each group will now participate in creating a class webpage, blog, pamphlet or poster that explains the ways in which online hate may be encountered and the best practices for confronting it in different environments. Your group will be responsible for the section on the environment you researched. Your final product:

- Will be in the form of a Web page, blog, pamphlet or poster, depending on what I assign or the class decides
- Will be made available to the class as a resource to be used when online hate is encountered
- Will include the following information:
 - In what ways might users of this environment be exposed to online hate?
 - What forms is the hate content on this site likely to take (*e.g. text, graphics, music, video, etc.*)?
 - What *tools* are available for confronting online hate in this environment?
 - In your judgment, what is the best strategy for confronting online hate in this environment?

You will be evaluated on:

- The quality of your research
- Your understanding of the nature of online hate and the issues surrounding it
- Your analysis in identifying the best approaches to confronting online hate
- The clarity, creativity and overall presentation quality of your final product
- The overall usefulness of your final product in helping other students to confront online hate

Task Assessment Rubric: Online Hate Response Guide

	<i>Learning Expectations</i>	<i>Achievement</i>
<p>Use</p> <p>Skills and competencies that fall under “use” range from basic technical know-how – using computer programs such as word processors, web browsers, email and other communication tools – to the more sophisticated abilities for accessing and using knowledge resources such as search engines and online databases and emerging technologies such as cloud computing.</p>	<p><i>Ethics and Empathy</i></p> <p>use digital or traditional media to promote ethical and responsible behaviour</p> <p><i>Community Engagement:</i></p> <p>use digital or traditional media to be part of a community</p> <p>exhibit leadership as a digital citizen</p> <p><i>Making and Remixing:</i></p> <p>communicate information and ideas effectively to multiple audiences using a variety of media and formats</p> <p>participate in society through online engagement in democratic actions (e.g. lobbying, petitions, parliament)</p> <p>locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media</p>	<p>Insufficient (R)</p> <p>Beginning (1)</p> <p>Developing (2)</p> <p>Competent (3)</p> <p>Confident (4)</p>
<p>Understand</p> <p>“Understand” includes recognizing how networked technology affects our behaviour and our perceptions, beliefs and feelings about the world around us.</p> <p>“Understand” also prepares us for a knowledge economy as we develop information management skills for finding, evaluating and effectively using information to communicate, collaborate and solve problems.</p>	<p><i>Ethics and Empathy:</i></p> <p>show understanding of the concepts of ethical behaviour and online ethics</p> <p>understand the dynamics of online hate material and how it affects all of the people involved</p> <p><i>Community Engagement:</i></p> <p>understand how meaning is produced through multimedia (text, images, audio, video) and how culture is produced through the Internet and social media in particular</p> <p>show an understanding of the issues through their creative work</p> <p><i>Making and Remixing:</i></p> <p>select and use applications effectively and productively (e.g. chooses the most appropriate technologies according to the task)</p> <p>understand the potential of digital devices and resources for her/his schoolwork</p>	<p>Insufficient (R)</p> <p>Beginning (1)</p> <p>Developing (2)</p> <p>Competent (3)</p> <p>Confident (4)</p>

	<i>Learning Expectations</i>	<i>Achievement</i>
Understand (continued)	<p>understand the different purposes and contexts of digital image editing</p> <p>understand how meaning is produced through multi-media (text, images, audio, video) and how culture is produced through the Internet and social media in particular</p> <ul style="list-style-type: none"> • show an understanding of the forms and techniques of the medium and genre: • the chosen topic, issue and solution were clear • the product displayed an insight into a topic and opinion 	<p>Insufficient (R)</p> <p>Beginning (1)</p> <p>Developing (2)</p> <p>Competent (3)</p> <p>Confident (4)</p>
<p>Create</p> <p>“Create” is the ability to produce content and effectively communicate through a variety of digital media tools. It includes being able to adapt what we produce for various contexts and audiences; to create and communicate using rich media such as images, video and sound; and to effectively and responsibly engage with user-generated content such as blogs and discussion forums, video and photo sharing, social gaming and other forms of social media.</p> <p>The ability to create using digital media ensures that Canadians are active contributors to digital society.</p>	<p><i>Ethics and Empathy</i></p> <p>create a digital work that effectively promotes positive online behaviour</p> <p><i>Community Engagement:</i></p> <p>make valuable contributions to the public knowledge domain (e.g. wikis, public forums, reviews)</p> <p>create a practical implementation plan</p> <p><i>Making and Remixing:</i></p> <p>contribute to project teams to produce original works or solve problems</p> <p>interact, collaborate, co-construct content and publish with peers, experts or others employing a variety of digital environments and media</p> <p>effectively apply the forms and techniques of the medium and genre:</p> <ul style="list-style-type: none"> • photographs or video were taken with care and relevant to the topic at hand • visual components were complementary to the audio • narration was recorded clearly • the chosen music was a good fit for the topic and mood • text, if any, was effectively integrated 	<p>Insufficient (R)</p> <p>Beginning (1)</p> <p>Developing (2)</p> <p>Competent (3)</p> <p>Confident (4)</p>