

# DIGITAL CITIZENSHIP IN SCHOOLS

THIRD EDITION



Nine Elements All Students Should Know

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# Introduction

When talking to people who use technology on a regular basis, does it sometimes seem that they are speaking a different language? Do they talk about texting, Facebook and Twitter? Do their discussions of “friending”, smartphones and phishing confound and confuse? In 2001, an influential article by Mark Prensky identified two distinctive groups of technology users: “digital natives” and “digital immigrants”. Digital natives are identified as young people who have grown up around digital technologies and seem to instinctively understand the technology. Digital immigrants (those new to technology), on the other hand, may be fascinated by and may have adopted many aspects of the new technologies, but because they have not grown up with these digital tools, they don’t seem to use them as instinctively as the natives. Although digital technologies such as smartphones, tablets and web devices have been around for many years, there still seems to be a gap. It will be interesting to see how these “digital natives” address digital technologies with their children.

Students today have not known a world without these digital technologies. As a result, many teachers assume that their students, as digital natives, already know everything there is to know about technology. Additionally, some teachers do not feel as competent as their students around these technologies, and are often afraid to make mistakes or learn from their students. But the truth is, not all students are as technologically savvy as teachers might assume, and not all teachers are as incompetent as they fear.

Even when students are comfortable using technology, they may not be using it appropriately. Likewise, educators of all skill levels may not understand how to use technology effectively. Both students and teachers need to find a common ground. They all need to become members of a digital citizenry.

Over the years, users of technology have come together to interact with one another, creating, in effect, a digital society. This digital society has forged new opportunities for education, employment and social interaction. A typical society would offer such advantages but also require that its citizens act in a certain way – with the rights of citizenship come responsibilities. Laws are made and consequences are established for not following those laws. Although a multitude of people work, play and learn through digital technologies, many individuals still don’t know how to be responsible citizens in this digital society, and often many do not know where to begin. Items such as smartphones, tablets and web devices are provided with little or no direction or professional development, or the training that is provided is incomplete, or incorrect. Too often the hope is that users will “figure them out”, and this is when frustration and disenchantment occur, causing mistakes to be made.

What are the appropriate behaviours in a digital society? How can an individual learn what is appropriate and what isn’t? These are core questions, and this book is an attempt to address them through a “teaching solution” called digital citizenship. The concept for

## Introduction

The introduction provides a roadmap for the chapters that follow. It discusses the importance of digital citizenship and tells where to find critical information.

## Section I: Understanding Digital Citizenship

Section I is geared toward anyone interested in digital citizenship. The chapters in this section outline the technology issues discussed in the rest of the book. It also provides crucial background information of use to all technology coordinators and teachers.

### Chapter 1: The Basics of Digital Citizenship

All technology leaders must have a solid understanding of digital citizenship before making changes to their curriculum. This chapter helps leaders understand the meaning of digital citizenship and what makes it so important.

### Chapter 2: The Nine Elements of Digital Citizenship

Digital citizenship is comprised of nine distinct elements. A new organisational feature has been added to provide some overview of the elements – Respect, Educate and Protect, or REPs. To fully apply the concepts of digital citizenship to a given school or region, technology leaders should review these nine elements to become familiar with digital citizenship in its constituent parts and as a whole.

## Section II: Digital Citizenship in Schools

Section II is designed to help technology coaches, leaders and administrators determine what they can do to create and support digital citizenship programs in their regions.

### Chapter 3: Creating a Digital Citizenship Program

Once technology coaches and leaders understand the concepts of digital citizenship, they need a vehicle that allows them to work with the information. The audit and rubric in this chapter are designed to help technology leaders determine which elements of digital citizenship need to be addressed most urgently in their schools and which can be dealt with at a later time. This section also provides some ideas and examples of how other regions have implemented digital citizenship.

### Chapter 4: Professional Development Activities in Digital Citizenship

Technology coordinators and other educators who use technology need some direction on how best to implement and use digital citizenship in their regions or sites. These activities are designed to help technology leaders educate other technology users in their schools in implementing digital citizenship.

## Section III: Digital Citizenship in the Classroom

Section III provides ideas and activities for teachers in the classroom.

### Chapter 5: Teaching Digital Citizenship to Students

Chapter 5 helps teachers, coaches and library media specialists determine how to effectively incorporate the themes of digital citizenship into the curriculum.

### Chapter 6: Foundational Lessons in Digital Citizenship

The lessons in Chapter 6 help teachers, coaches and library media specialists raise their students' consciousness of digital citizenship issues.

### Chapter 7: Guided Lessons in Digital Citizenship

These activities help classroom teachers work with students to understand the concepts of digital citizenship. Although the lessons here are not as fully articulated as those in Chapter 6, they nonetheless provide resources to begin teaching digital citizenship.

## Conclusion

The conclusion summarises the principles of digital citizenship and addresses topics not covered elsewhere in this book. This section identifies important issues and provides suggestions for how they may be handled as they arise. The Lessons Learned Since the Second Edition section focuses on the changes that have occurred since the release of the second edition and on the importance of being prepared to meet those changes.

## Appendixes and Index

Refer to Appendix A for terms and definitions relevant to digital citizenship. Appendix B includes a sample lesson plan from a region. Appendix C includes ISTE's updated Standards for Students, Teachers, Administrators and Coaches. Appendix D lists resources for further reading and Appendix E lists the references cited in this book.

## Who Should Read This Book?

Technology leaders who will benefit from the principles and activities in this book include:

- teachers and educators
- school planners and administrators
- lead teachers and coaches



# 1

## A Brief History of Digital Citizenship

The idea of technology raising ethical considerations did not start with computers. With every new technology that has been discovered, the way in which it is used and to what end has defined that tool. Prior to computers, the most recent major tool to change society and education specifically was the printing press. What the printing press allowed in the way of sharing ideas with the “masses” forever changed how we look at learning and the educational field. Some people consider the printing press as the beginning of more structured educational systems and the division of adults and children (this is described in *The Disappearance of Childhood* (1994) by Neil Postman).

The growth of technology in the 1950s and 1960s, when telephones and televisions came into many homes, continued this trend of sharing information across vast areas in a short amount of time. Marshall McLuhan, in his 1964 classic *Understanding Media: The Extensions of Man*, proposed that, “a medium itself, not the content it carries, should be the focus of study”. He said that “a medium affects the society in which it plays a role not only by the content delivered over the medium, but also by the characteristics of the medium itself” (McLuhan, 1964).



# Introduction to Digital Citizenship

The following activity is designed to introduce the basic concept of digital citizenship.

## ACTIVITY 1

### Email Bingo (General Digital Citizenship)

<b>STANDARDS ADDRESSED</b>	Standards•T 4.b; Standards•A 5.c; Standards•C 5.b
<b>FOCUS QUESTION</b>	How can we use technology to learn about the appropriate use of technology?
<b>RELATED QUESTIONS</b>	Where can users learn digital citizenship concepts beyond just having technology training?  Can technology help to extend administrators' ability to teach new concepts to teachers?
<b>OBJECTIVE</b>	Members will learn about appropriate uses of technology in a non-threatening way.
<b>RESOURCES NEEDED</b>	Kim's Korner for Teacher Talk: Icebreakers and Energisers: <a href="http://farr-integratingit.net/Theory/newteacher/icebreakers.htm">http://farr-integratingit.net/Theory/newteacher/icebreakers.htm</a>  The Wilderdom Store: Icebreakers, Warm-ups, Energisers & Deinhbitisers: <a href="http://www.wilderdom.com/games/Icebreakers.html">www.wilderdom.com/games/Icebreakers.html</a>  Digital Citizenship Bingo cards (see Figure 4.1)
<b>ACTIVITY DESCRIPTION</b>	Using the Digital Citizenship Bingo cards as an example, make a set of bingo cards with the entries in different locations. Distribute the bingo cards to your faculty.  Explain that you will be sending emails with concepts related to the digital citizenship elements. When an email has ideas related to an element, participants can mark it on their bingo card. Have them send an email to the technology leader once someone has a bingo (horizontal, vertical or diagonal).  Keep a stash of prize incentives and distribute them to the winners. After someone has a bingo, announce that participants should clear their cards and start again.
<b>EXTENSION IDEA</b>	Have faculty members come up with their own bingo cards for their classrooms. Find out how students respond to the activity.

## Learning and Student Performance

Activities 2–8 are designed to help participants explore appropriate technology use while getting acquainted with otherwise unfamiliar technologies.

### ACTIVITY 2

## Understanding Digital Technologies (Literacy)

<b>STANDARDS ADDRESSED</b>	Standards•A 5.b; Standards•T 4.b; Standards•C 5.a
<b>FOCUS QUESTION</b>	How do educators teach students to use digital technologies?
<b>RELATED QUESTIONS</b>	<p>Why is it important for teachers, students and parents to have activities to learn about using technology?</p> <p>How can users of technology best learn about the issues surrounding the use of technology?</p>
<b>OBJECTIVE</b>	Educators will discover new ways for teaching content using digital technologies.
<b>RESOURCE NEEDED</b>	<p>Cyberlearning World – Bookmarks:            First Day of School Icebreaker Activities:  <a href="http://www.cyberlearning-world.com/nhhs/html/firstday.htm">www.cyberlearning-world.com/nhhs/html/firstday.htm</a></p>
<b>ACTIVITY DESCRIPTION</b>	<p>Begin the session by dividing class members into groups of three or four.</p> <p>Ask the members about any interesting things they have done or heard of teachers doing through the use of digital technologies.</p> <p>Have the groups come up with three activities that they could do to teach the use of technologies to other teachers, to students and to parents.</p> <p>Bring the groups back together and have them share their ideas.</p>
<b>EXTENSION IDEA</b>	Have group members brainstorm technology activities they could do in their classes. Have them provide reasons why these activities would make the lessons more meaningful
<b>TEACHING TIPS</b>	<p>Identify areas where there are lots of ideas, as well as areas that need to be better represented.</p> <p>Allow members to be creative and come up with new and interesting ways to teach about appropriate technology uses, but require them to be specific about how they will accomplish these activities.</p> <p>Make sure that the group understands what would be considered good classroom activities.</p>