

Teaching K12 Digital Citizenship

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<http://k12digitalcitizenship.wikispaces.com>

Digital Citizenship Definition: the ability and habit of using technology:

- Safely
- Responsibly
- Critically
- Pro-actively to contribute to society

Introduction:

Several factors contribute to the importance of digital citizenship:

- Uneven quality of online information: need to evaluate resources critically
- Abuse of the Internet: cyberbullying, flaming, libel and slander
- California AB 307 requires district technology plans to "include a component to educate pupils and teachers on the appropriate and ethical use of information technology in the classroom."
- California Executive Order S-06-09 established a California ICT Digital Literacy initiative
- Federal S 1492 Broadband Data Improvement Act (Public Law 110-385), also titled Protecting Children in the 21st Century Act, mandates that all schools receiving e-rate discounts must teach students "about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms and cyberbullying awareness and response."

Goals:

- Be information literate: access, evaluate, use
- Be a lifelong learner: pursue interests, read, generate knowledge
- Be socially responsible: uphold democracy, be ethical, cooperate
- Develop a positive digital footprint
- Connect physical and digital worlds



Instructional Design:

- Identify outcomes
- Define indicators
- Identify learners' characteristics
- Determine prerequisite skills
- Choose Instructional format
- Make delivery decisions: resources, time, space, groups
- Learning stages: awareness, model, practice
- Contextualize learning

Matching Learning Outcomes and Format:

- What are the critical features of each tool?
- What are the desired outcomes?
- What is process-centered, and what is product-centered?
- What are the parameters: time, resources, expertise...?
- Who is the learner?



Stage 1: Awareness

- Call learner's attention to information – or need for information
- Elicit perceptions by surveys and focus groups
- Design instruction based on learner needs

Stage 2: Learner Engagement

- Learners must decode information "language"
- Instructors can scaffold learning to give students prerequisite skills
- Link information with intended task
- Use case studies to raise and solve issues

Stage 3: Manipulate Information

- Processing skills: extract information, decide how to represent information, determine method of manipulating information, manipulate information
- Production: manipulate information representations
- Management of information

Stage 4: Apply Information

- Use for decision-making
- Make recommendations for the public
- Train and mentor others
- Create products for the community

Teaching Modules at <http://ecitizenship.csla.net/>:

Module #1: [What is digital citizenship?](#)

Check out a PowerPoint presentation to learn about digital citizenship. Adapt it for use at your site.

Module #2: [What are standards for digital citizenship?](#)

Link content standards, school library standards, and digital citizenship. Brainstorm learning activities that could incorporate both sets of standards.

Module #3: [How can students incorporate technology to contribute to the digital world?](#)

Read about ways that students can use technology to get engaged civically. Suggest a digital service project.

Module #4: [What tools support digital citizenship?](#)

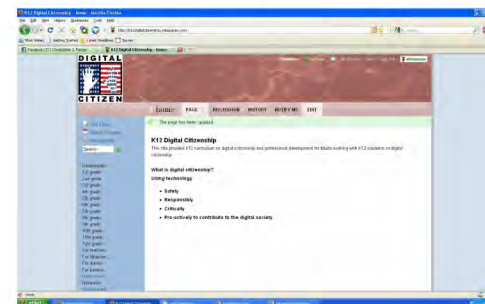
Try out some tools that can be used to foster digital citizenship. Match tools with digital responsibility standards.

Module #5: [How can digital citizenship be taught?](#)

Test a couple of lessons that deal with digital citizenship. Try writing your own lesson, or collaborate with a colleague to do so.

Module #6: [What resources are available to support digital citizenship?](#)

Explore resources that can inform you and your school community. Create lists of relevant digital citizenship resources.



Empowering Students:

Review books, media, Internet sites
Add content on community websites
Create products for the community: photos, artwork, videos, displays, posters, newsletters, web pages
Train others in technology use
Do service learning
Conduct oral and community history

