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

Institutional 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?

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.

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

Stage 1: Awareness
• Call learner’s attention to information – or need for information
• Elicits 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

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