Technology Integration: Citizen

Educator inspires students to positively contribute to and responsibly participate in the digital world.

Key Method

The educator cultivates critical online engagement by establishing a learning culture that exhibits empathetic responsibility with safe, ethical, and legal use of technology to foster digital literacy and media fluency.

Method Components

Components of Good Digital Citizenship

ISTE describes a good digital citizen as having the following nine qualities:

1. Advocates for equal digital rights and access for all
2. Seeks to understand all perspectives
3. Respects the digital privacy, intellectual property, and other rights of people online
4. Communicates and acts with empathy for others' humanity via digital channels
5. Applies critical thinking to all online sources and does not share non-credible sources, including fake news or advertisements
6. Leverages technology to advocate for and advance social causes
7. Is mindful of physical, emotional, and mental health while using digital tools
8. Leverages digital tools to collaborate with others
9. Understands the permanence of the digital world and proactively manages digital identity

Components of Code of Conduct

A code of conduct is a set of expectations for using digital tools within an organization. Codes of conduct are valuable tools for educators to use with their students. Not only do they clearly lay out expectations but they can also be used as an educational tool that provides students, families, and administrators with information on how to use technology safely and respectfully. A good code of conduct also provides information on how to report abuse. Codes of conduct help keep kids and adults safe and respected while participating in online activities.

Some of the topics covered in a code of conduct are:

- Digital etiquette (including empathy and respect for others)
- How and when to gain access to digital tools

- Online collaboration
- Cyberbullying
- Security and safety
- Digital footprints
- Fair use (crediting sources)
- Evaluating online sources
- Physical and mental health considerations
- Consequences for not following the code of conduct

Supporting Research

Babette Moeller & Tim Reitzes (2011) Education Development Center, Inc. (EDC). Integrating Technology with Student-Centered Learning. Quincy, MA: Nellie Mae Education Foundation. https://www.nmefoundation.org/wp-content/uploads/2020/05/Integrating-Technology-with-Student-Centered-Learning.pdf

Gleason, B. & Von Gillern, S. "Digital Citizenship with Social Media: Participatory Practices of Teaching and Learning in Secondary Education." Journal of Educational Technology & Society, vol. 21, no. 1, 2018, pp. 200–212. JSTOR, www.jstor.org/stable/26273880.

Lemke, C., Coughlin, E., and Reifsneider, D. (2009). Technology in Schools: What the Research Says (PDF). Culver City, CA: Commissioned by Cisco. https://www.cisco.com/c/dam/en_us/solutions/industries/docs/education/TechnologyinSchoolsReport.pdf

Hollandsworth, R., Dowdy, L. & Donovan, J. TECH TRENDS (2011), "Digital Citizenship in K-12: It Takes a Village," 55: 37. https://doi.org/10.1007/s11528-011-0510-z

Resources

Standards

ISTE Standards for Educators
https://www.iste.org/standards/for-educators

ISTE Standards for Students
https://www.iste.org/standards/for-students

Articles

Framework: ISTE Standards, a Roadmap
https://www.edsurge.com/news/2017-10-29-framework-iste-standards-a-roadmap

Aspiring School Administrators' Perceived Ability to Meet Technology Standards and Technological Needs for Professional Development
https://www.tandfonline.com/doi/abs/10.1080/15391523.2016.1215168

What is Successful Technology Integration?
https://www.edutopia.org/technology-integration-guide-description

Technology Integration and Blended Learning
https://www.digitaljlearning.org/technology-integration-and-blended-learning

Videos

Jason Dorsey, TED Talk about Generation Z students vs. Millennials
https://www.youtube.com/watch?v=4f16o9Q0XGE

Reimagining Classrooms: Teachers as Learners and Students as Leaders | Kayla Delzer
https://www.youtube.com/watchtime_continue=1&v=w6vVXmwYvgs

Gwynn's Technology Integration Playlist
https://youtu.be/AgLNRKQR3AI

Teaching Resources

Richard Culatta's Teacher Digital Citizenship Pledge
https://twitter.com/i/moments/1012012466707025921

It's Time to Commit to Digital Citizenship
https://www.iste.org/explore/Digital-citizenship/It%27s-time-to-commit-to-digital-citizenship%21

Common Sense Media-Digital Citizenship
https://www.commonsense.org/education/digital-citizenship

David Eagleman; ISTE Keynote Address, June 2018
https://youtu.be/VE28sJ5XL2w

David Eagleman's Website (Brain Development, and Gen Z students)
https://www.thelavinagency.com/speakers/david-eagleman?gclid=Cj0KCQjw-JvaBRDGARIsAFjqkkqz1rzt-pR7kJ2VOuElMnzcOZjW12DlQz9IgzSrobN4Gza8qaq1G10aAuPWEALw_wcB

Holly Clark's Twitter Feed @HollyClarkEDU
https://twitter.com/HollyClarkEdu

Kathy Schrock's Guide to Everything
http://www.schrockguide.net/

Google for Education Teaching Center
https://edu.google.com/teacher-center/?modal_active=none

FreeTech4Teachers
https://www.freetech4teachers.com/

Classroom Talk and Inquiry to Enhance Critical Thinking. Encouraging the development of a critical eye to respect intellectual property and legal use of digital media.
http://www.ascd.org/publications/books/108035/chapters/Procedures-for-Classroom-Talk.aspx

Library of Congress Analysis Tool for analyzing primary resources
http://www.loc.gov/teachers/usingprimarysources/

New Bloom's Taxonomy
http://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy

Google Sites, Digital Breakout EDU
https://sites.google.com/site/digitalbreakoutjb/sandbox

Examples of Digital Agreements

Digital Citizenship Pledge (3-5)
https://www.commonsense.org/education/lesson/digital-citizenship-pledge-3-5

Technology Contract for Kids and Parents
https://cyberbullying.org/technology-use-contract-2014.pdf

Safe Kids Family Contracts for Online Safety
https://www.safekids.com/family-contract-for-online-safety/

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3 and receive a proficient for all components in Part 2.

Part 1. Overview Questions

300-word min to 400-wprd max

Please answer the following contextual questions to help our assessor understand your current situation. Please do not include any information that will make you identifiable to your reviewers.
1. What experience have you had with previous technology usage contracts or code of conduct pledges with students? If you have used a contract, was it created with other teachers or students, or assigned from school/district level? Did you feel that the contract and/or pledge was effective in your school setting?
2. Describe student access to digital tools and digital media in your school setting (e.g. 1:1 devices, limited access/firewalls, reliable connectivity, dynamic online experience, controlled online environment, etc.)
3. What needs or concerns have brought you to a consideration to develop a code of conduct for your student population with this micro-credential?
4. In your experience, how have you developed a learning culture in your classroom? How have you set up routines or opportunities to encourage students to build a respectful community? How might a code of conduct support the relationships and critical interactions of your students in their learning environment?

- **Passing:** Response provides specific examples from the educator's experience to justify choosing this micro-credential to address specific needs of both the teacher and the student. credential.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following **two artifacts** as evidence of your learning. *Please do not include any information that will make you or your students identifiable to your reviewers*.

Artifact 1: Internet Code of Conduct

Create and submit an internet use code of conduct for your students. (Can be created with a teacher team/cohort or with the students.) Your code of conduct should be kid-friendly and grade-level appropriate. It should address the following topics:

- Digital etiquette (including empathy and respect for others)
- How and when to gain access to digital tools
- Online collaboration
- Cyberbullying
- Security and safety
- Digital footprints
- Fair use (crediting sources)

- Evaluating online sources
- Physical and mental health considerations
- Consequences for not following the code of conduct

Artifact 2: Plan for Sharing Code of Conduct

Create and submit a presentation or pamphlet to share your digital code of conduct with each of the following audiences for a total of 3 artifacts.

- Students
- Parents
- School staff

Each presentation or pamphlet should include all 10 topics listed above as well as a process for reporting abuse. The presentations/pamphlets can be similar but should be customized for each of the 3 audiences. Please combine these three artifacts into one document to submit.

| null | Proficient | Basic | Developing |

null	Proficient	Basic	Developing
Artifact 1: Internet Code of Conduct	Includes all 10 of the following topics: Digital etiquette (including empathy and respect for others) How and when to gain access to digital tools Online collaboration Cyberbullying Security and safety Digital footprints Fair use (crediting sources) Evaluating online sources Physical and mental health considerations Consequences for not following the code of conduct Code of conduct is age appropriate and kid-friendly Code of conduct is organized and easy to read, and each topic is clearly labeled	Includes 5 to 9 of the following topics: Digital etiquette (including empathy and respect for others) How and when to gain access to digital tools Online collaboration Cyberbullying Security and Safety Digital footprints Fair use (crediting sources) Evaluating online sources Physical and mental health considerations Consequences for not following the code of conduct Code of conduct may not be age appropriate or kid-friendly Code of conduct may not be organized or easy to read, and/or each topic is not clearly labeled	Includes fewer than 5 of the following topics: Digital etiquette (including empathy and respect for others) How and when to gain access to digital tools Online collaboration Cyberbullying Security and safety Digital footprints Fair use (crediting sources) Evaluating online sources Physical and mental health considerations Consequences for not following the code of conduct Code of conduct is not age appropriate or kid-friendly Code of conduct is not organized or easy to read, and each topic is not clearly labeled

null	Proficient	Basic	Developing
Artifact 2: Plan for Sharing Code of Conduct	Three separate artifacts are submitted The intended audience is clearly labeled and differentiated to meet the needs of the group it is created for The tone of each artifact is appropriate for the intended audience The content of the artifacts is appropriate for the age of the intended audience (i.e. primary grades, high school, adult) All three artifacts are laid out in a visually pleasing way and the information is well organized All 10 topics are covered in each artifact Each artifact provides a process for reporting abuse	Three artifacts may or may not be submitted, or the artifacts are not differentiated for each of the intended audiences The audience is not labeled on the artifact The tone of the artifact is not appropriate for the intended audience The content of the artifact is not appropriate for the age of the intended audience The artifacts are not well organized and/or not laid out in a visually pleasing way Some of the topics are missing Process for reporting abuse is not included	Fewer than 3 artifacts are submitted Most of the topics are missing Process for reporting abuse is not included

Reflection

300-word min to 500-word max

Please answer the following reflective questions Please do not include any information that will make you identifiable to your reviewers.

1. How has your investigation of Digital Citizenship broadened your understanding for an educator's need to promote Digital Citizenship?
2. Provide specific examples of how providing a code of conduct positively impacted your students' shift to being more digitally responsible, ethical, and critical in their use of digital media.
3. How might your lessons and promotion of digital citizenship continue to cultivate critical and ethical use of technology to foster digital literacy and media fluency in your future practice as an educator?

- **Passing:** Reflection provides evidence that this activity has positively impacted both educator practice and student success. Specific examples are cited directly from personal or work-related

experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.