

Sabbatical Report Term 2 2014 M. Black Lynfield College

The goal of this investigation was to **document, evaluate and make proposals about the continuity of presentation and subsequent student awareness of digital citizenship** that currently exists in the Blockhouse Bay / Lynfield learning community.

As a result of professional reading, contacting and visiting schools to gather information and interviewing people in specialist roles within national organisations there was a focus on opportunities and models of effective practice in developing digital citizenship programmes. The **International Society for Technology in Education (ISTE)** conference in USA included a number of digital citizenship presentations in which speakers and panels shared an international perspective on the significance of student awareness and understanding of the digital world and their responsibilities towards it.

1. Netsafe in New Zealand offers a large number of valuable resources through their web page as well as from their staff. Netsafe promotes an informed approach to Knowing what the issues are that affect students and families through surveys and other data collection ensures an efficiency and focus and Netsafe offer analysis for their survey.

The principle of LGP (Learn, Grow, Protect) is an important strategy promoted by Netsafe that indicates the ways digital citizenship can be approached and presented to children as they progress through their schooling.

<http://www.netsafe.org.nz/lgp-a-student-centered-approach-to-teaching-and-learning-about-cybersafety/>

The Netsafe “grid” describes the important learning progressions as children develop their understanding and experience of the digital world.

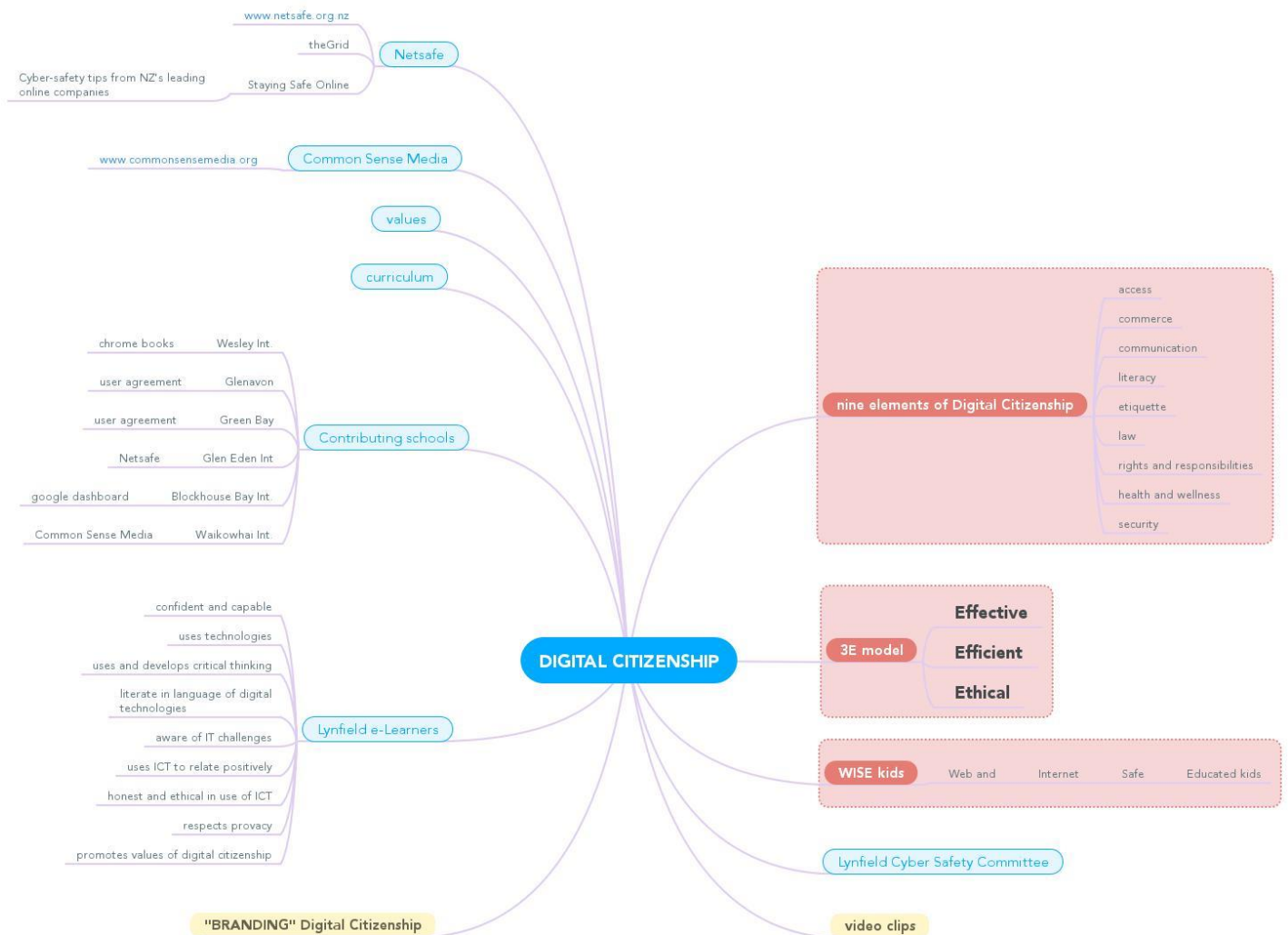
<http://www.thegrid.org.nz/>

2. Contributing Schools varied widely in the way they implemented digital citizenship presentation – some were explicit, using a programme of teaching and learning based on Netsafe material or resources from Common Sense Media based in USA. Others relied on a user agreement or general school values to maintain an expectation of behaviour and etiquette across a broad range of contexts that included digital activities.

Students arriving at Lynfield College in Year 9 have therefore not necessarily had a comprehensive introduction to digital citizenship concepts during their schooling and many would be unfamiliar with the issues that will face them as they move into a more open environment using their device own device connected wirelessly to the internet across the school.

3. Lynfield College offers digital citizenship input to Year 9 and 10 across multiple opportunities.

- **Year 9 Introduction to device login and network resources** (new in 2014)
- **Explicit teaching Year 9 and 10** – two periods at start of term 1 (new in 2015)
- Posters – Learning Charter
- Faculty input relevant to such activities as research and presentation
- Assembly presentations and reminders
- Staff introduction
- Parent meeting
- **Cyber Safety Committee / Digital Citizenship Committee**
- Project Based Learning activities



4. ISTE report:

https://www.movenote.com/v/K_KXCRtLTekSe



ISTE conference sessions relevant to Digital Citizenship:

a. Thanh Truc Nguyen: **Developing web and internet safe educated kids:**

The 3E model (Effective, Efficient, Ethical)
WISE kids (Web and Internet Safe Educated)
[Participate and Share : Roundtable]
Sunday, June 29, 8:30 am–9:30 am
GWCC B208, Table 5

Ribble, M and Bailey, G. (2007). Digital citizenship in schools. ISTE.
Ribble, M. (2011) Digital citizenship in schools, 2nd Ed. ISTE.

b. Panel: **Digital citizenship, now what?**

["tinyurl.com/DigCitPanel](https://tinyurl.com/DigCitPanel)

Defn - live act play - tech and interact with people - civic resp. Local global digital think crit behave safely responsibly own policies about how to live digital lifestyle

Curriculum? One person in charge - team teaching collab - all teachers day/week nb teachers and parents (dig. Investigator invest social media applicants) - powerful examples digital tattoo student voice

Topics respect educate protect from kindergarten step = stop think empathise post - relationship with kids nb depersonalise why do people use FB think and talk * Brand for DC triangulate parent school student footprint/tattoo

Cable impact teachinctrl.org

Policy. Students put policy in own words. Student plus conversations (ethics) teachable moments eg comment / feedback - backchannel

Engaging families - common sense media appeal to sense of concern

Positive messages -

Oct19-25 digital citizenship week

Safer internet day 2nd Tue Feb onegoodthing.org

c. Common Sense Media **Digital Citizenship + PBL = Cool Program for Teens**

DigitalBytes. Designed for informal learning environments, DigitalBytes helps teens explore real-world digital citizenship topics.

Digital Citizenship + PBL = Cool Program for Teens:

"Digital bytes - informal learning. Project Based Learning
Media deconstruction collaborative reflection
Activism our generation interpretation innovation

Snap shots montage video - thoughts - case study video and questions - media production activity

Student badge"

d. **Digital citizenship: Doing it right** 21st Century Citizenship project

Digital citizenship: Doing it right:

"Digital world defn. Preparing students for the complex civic life of this century

Cable impacts.org

Commonsensemedia.org/educators

P21 partnership for 21 century skills - P21 framework

Critical think communicate collaborate creative

College / uni career citizenship

Citizenship - civics interactions within communities rights responsibilities

Dimensions - savvy and effective digital citizens

Informed engaged active Literate in civics. Proficient in core academic Empowered within 21 C skills

Capable of participating safely, productively & responsibly

Global C - digital C - civic literacy informed engaged and active citizen

P21.org/our-work. Reimagining 21C

PBL

(Washington - Floor fight - congressman Ashley from Ohio 1860)

www.teachinctrl.org 7 topics

Common sense media digital literacy and citizenship curriculum

Digital passport

Digital bytes. To be announced

Digital citizenship week

Connected educator month

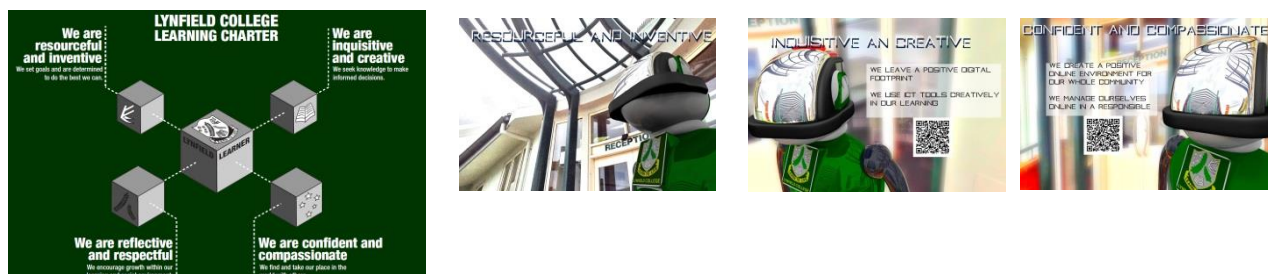
Connected educator website: connectededucators" <http://connectededucators.org/>

5. Next Steps – outcomes and options

- Support the Lynfield College Cyber Safety Committee plans to extend the Digital Citizenship programme of student activities.

	Cyber Bullying	Digital Footprint	Copyright	Online Research	Digital Safety	Online Security/ Privacy
Knowing	List 5 different definitions of "Cyber bullying". Now come up with a T-shirt design with your original definition.	Think about yourself. What is your digital footprint? Is it bigger than you think?	What does the term "Creative Commons" mean? Research what other people say it means. Then come up with your own definition.	Create a simple "Student friendly" informational poster on effectively researching online. It will be aimed at people your age.	List 10 reasons why it is important not to give out personal information online.	Explain in a cartoon, what cloud storage is and what applications you can use for this on your device.
Understanding	Create a PSA showing how cyber bullying can affect the wellbeing of students? 1 - the student who is being bullied, 2 - the students who is doing the bullying.	Explain why websites want to gather information on the sites and pages you visit.	Create an infographic that illustrates how to use creative commons appropriately.	YouTube Search & Discovery. Have a look at this video, create a visual representation of how YouTube decides what to show you.	Create a wallet sized card with YOUR top FIVE tips for staying safe online.	Watch the video. Now make your own simple version with some devices for people like you, the patient, a pet's basket!
Applying	Create your own callout card with a slogan that you think is important for staying safe online (see Resource B)	Watch the video and complete the activity (see Resource A)		Come up with an original limerick, haiku, acronym, mnemonic or other linguistic device to help people research effectively. Humour is a plus...	Design a background wall paper that explains your top FIVE tips for staying safe online.	Do an audit on your online accounts.
Analysing	Is there a sure way out of a Cyber bullying situation? Create a flowchart of actions and questions that could get someone out of a bad situation like this.	Download a free security app (for example "choosery") which allows you to see which sites gather information on you. Visit the sites you were usually using during a 24 hour day. Analyse the results by summarising A) which specific sites gather cookies the most, B) is there a TYPE of site which gathers cookies a lot?	Create a short skit. Lorde (or any artist you prefer) has stolen her latest album.	Compare and contrast online research Do's/Dont's with old school methods of research. Visually present this information.	Is my password secure? Create a simple, foolproof flowchart to help people work out if their password is secure or not. OR Create a simple flowchart to help someone create a highly secure password that is easy to remember.	Design a Hackerspace you would enjoy relaxing in. What steps do you take to protect your privacy?
Creating	Create a board game that highlights positive and negative online behaviours (see Resource C)	Make a short video (1p) explaining the importance of creating your own positive digital footprint.	Watch these videos on the possible future of the "now" while scanning or posting on sites about the challenges of protecting their work from the living.	Create a brochure that outlines your recommended process to go through when completing research.	Write and record a song or a rap that explains what you can do to stay safe online.	Writing Prompt: The internet has been taken over by the pirates, trolls and scammers. No-one goes there anymore unless it's for illegal purposes. What is the world like now?
Evaluating	Your class needs to make a presentation about the most effective ways to deal with cyberbullying. Write down five methods you could use. Rank them from MOST effective to LEAST effective and justify your ranking.	Your school is deciding whether or not facebook will be available to students. Make a pamphlet that outlines both the pro and cons. Draw a conclusion that justifies your position on this issue.	Take a look at these arguments for and against the right to download pirated material. Create a cartoon which outlines the STRONGEST arguments each side presents. End with a conclusion that explains YOUR point of view on the topic.	Take a look at these two online resources. They seem to contradict each other. Which one is more believable? Why?	"The world I live in is more dangerous than the one my parents grew up in" Do you agree or disagree with this statement. Why? Also What poses the most danger to your safety these days.	Find two short videos on internet privacy which express different opinions. Compare them. Which one is more persuasive and why? Create your own video in response.
	Gardener's Intelligences	Task types	Ideas			
	Linguistic	Writing, reading, Write a poem.				
	Logical -Mathematical	Flowcharts, Statistics, survey				
	Hauora	Looking at wellbeing				
	Spatial	Draw, physically model, Minecraft model				
	Bodily-Kinesthetic	Role play, skit, Find in the world. Build.				
	Musical	Write a song/rap, create a 'mix tape'				

- Encourage development of posters that link Digital Citizenship to the Lynfield Learning Charter.



- Prepare assembly slots to reinforce the elements of Digital Citizenship throughout the year.
- Participate in the Netsafe Digital Citizenship survey and evaluation.

- Support / organise Digital Citizenship parent sign evening (student voice and guest speaker).