

Digital Citizenship

TI-2: Digital Citizenship (Part 2)



“Children and young people need to be empowered to keep themselves safe – this isn’t just about a top-down approach. Children will be children - pushing boundaries and taking risks. At a public swimming pool we have gates, have lifeguards and shallow ends, but we also teach children how to swim.” Dr. Tanya Brown

The goals and outcomes for this project are...

- The student gains an awareness and a depth of knowledge of the nine elements of digital citizenship
- The student is able to clearly, consistently, and convincingly (through providing evidence) communicate to others effectively the urgency of building an awareness of digital citizenship among students, teachers, administrators and the entire community.
- The student demonstrates a depth of knowledge of the best technologies to utilize when creating and communicating a clear, consistent and convincing message

Standards:

Standards: (You can click the links to view all standards.)

[AASL](#) (American Association of School Libraries; Standards for Initial Programs for School Library Media Specialist Preparation):

1.3 Responsibilities

- 1.3.1 Respect copyright/ intellectual property rights of creators and producers.
- 1.3.2 Seek divergent perspectives during information gathering and assessment.
- 1.3.3 Follow ethical and legal guidelines in gathering and using information.
- 1.3.4 Contribute to the exchange of ideas within the learning community.
- 1.3.5 Use information technology responsibly.

2.3 Responsibilities

- 2.3.1 Connect understanding to the real world.
- 2.3.2 Consider diverse and global perspectives in drawing conclusions.
- 2.3.3 Use valid information and reasoned conclusions to make ethical decisions.

3.3 Responsibilities

- 3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.

- 3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.
- 3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.
- 3.3.4 Create products that apply to authentic, real-world contexts.
- 3.3.5 Contribute to the exchange of ideas within and beyond the learning community.
- 3.3.6 Use information and knowledge in the service of democratic values.
- 3.3.7 Respect the principles of intellectual freedom.

4.3 Responsibilities

- 4.3.1 Participate in the social exchange of ideas, both electronically and in person.
- 4.3.2 Recognize that resources are created for a variety of purposes.
- 4.3.3 Seek opportunities for pursuing personal and aesthetic growth.
- 4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.

ISTE (International Society for Technology in Education; NETS-T—National Educational Technology Standards for Teachers):

Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
- c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

KTS (Kentucky Teacher Standards):

6.5 Demonstrates ethical and legal use of technology.

- Ensures that personal use and student use of technology are ethical and legal.
- Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology.

Resources:

- [Digital Citizenship PowerPoint](#) – This is a self-paced presentation on the Nine Elements of Digital Citizenship based on the work of Mike Ribble and Gerald Bailey.
- [Digital Citizenship Website](#)
- [Common Sense Media website](#) - provides free digital literacy and citizenship curriculums for elementary and secondary students, covering three areas: safety and security, digital citizenship, and information literacy. Also available are free media education materials for schools to use with parents.
- Wiki at <http://jasonOhler.com/dc> provides links to many digital citizenship resources.
- **Character Education Partnership** (www.character.org) offers many resources and publications, including *Character Education Quality Standards: A Self-Assessment Tool for Schools and Districts* (www.character.org/uploads/PDFs/Pub_Quality_Standards_.pdf).
- **Center for Safe and Responsible Internet Use** (www.cyberbully.org) contains resources addressing nearly every aspect of cybersafety and responsibility. Materials target students, teachers, parents, and administrators.
- **TeachersFirst** (www.teachersfirst.com/safety.cfm) offers a comprehensive collection of Internet safety lessons and materials for use with students of all ages.
- May need audio recording device to record your narration (microphone; either internal or external)
- May need digital camera
- [Free Play Music](#)
- Pictures/Video about your selected element/topic of Digital Citizenship

- Windows Movie or Windows Live Movie Maker (if you use a PC computer, free program that came with your operating system or it is a free download)
- iMovie (free with any Macintosh computer)

Tutorials to Assist with this Project:

Windows Movie Maker 2 (free with your PC)

[Mighty Coach](#)

[Getting Started with Movie Maker](#)

[Free Movie Maker 2 Tutorials](#)

Windows *Live* Movie Maker (free with Windows 7 Operating System)

[WLMM Tutorials](#)

[WLMM: Create Movies from your Photos](#)

iMovie (free with Mac computer)

[Create a Simple Digital Story](#)

[Apple Support Page for iMovie](#)

Assignment:

After carefully studying and reviewing the Digital Citizenship Powerpoint and other resources provided above, you will choose one of the nine elements of digital citizenship that you determine to carry the greatest urgency to communicate to an audience. Then, you will gather resources/assets (pictures, video clips, sound effects, etc...) and create a Public Service Announcement (PSA) persuading an audience of your choice (you determine who your audience (educators, parents, students, etc...) the urgency of digital citizenship in your selected element.

1. Review the entire [Digital Citizenship PowerPoint](#).
2. Select one of the nine elements of digital citizenship that you feel strongly about. Think about a message that you would like to convey to others or your students.
3. Gather resources/assets (pictures, video clips, sound effects, statistics about your element, etc.) and save them in one folder on your computer. You may take photos with your digital camera, use photos, clips, etc... from the Internet, or any other source. They must all support your element and persuade your audience in the most powerful manner. Be sure to create a reference for each picture, audio clip, video, and information that you get from another source.
4. Identify your audience—adults, students at what grade level, parents, etc.
5. Check your computer to determine which digital story software program you have—Movie Maker 2 (PC), Windows Live Movie Maker (newer PCs), or iMovie (Mac). You will need instructor permission to use any other program.
6. Write your script.
7. Create a storyboard.
8. Create your PSA video with the following requirements:
 - a. 45-60 seconds in length
 - b. Create an original, powerful message that stands alone (needing no explanation). It should focus on ONE persuasive message, not several messages.**
 - c. [Example of a Powerful PSA](#) (click link to view)
 - d. You might ask...how many images should I use? My answer, how many images do you need to make the message most powerful? How many video clips should I use? My answer, how many video clips or statistics do you need to make your message the most powerful it can be? Do I need to include audio? My answer, what kind of audio would make your message the most powerful. And you get the idea...use your creative mind

driven by your passion about the element of Digital Citizenship you selected to be the most powerful.

- e. Make sure that your message is age/level appropriate for your audience.
 - f. Create a References and upload this along with your video PSA on your website. You should use other sources than this Digital Citizenship module. Remember to reference all pictures, clipart and music. Add this information at the top of the file:
 - i. Your name:
 - ii. Digital Citizenship Element*:
 - iii. Theme of your message:
 - iv. Intended audience:
 - v. Video software used:
9. Save your project file first so that you can come back and edit it if you need to. Then publish your final edited video as an .mp4 file.
- a. In Movie Maker you “Publish” the file as an .mp4.
 - b. In iMovie you “Export” the file (under Share menu) as an .mp4.
 - c. Save your file with your last name and short phrase.
Example: “Maxwell.No texting while driving.mp4”
10. Upload the .mp4 video file
- a. To save space you could upload the video file to YouTube and then past the embed code in a Reply on your Technology Projects webpage. Don’t forget to include the information from 8f above on your webpage.
 - b. Or upload the file to your website and embed in a Reply on your Technology Projects webpage. This will take up more space on your website. Don’t forget to include the information from 8f above.
 - c. See sample upload on Dr. Maxwell’s ed tech blog website at <http://margemaxwell.co.nf/techprojects>.

*Note: we may use this module in several of the course in the Library Media Education program. If you repeat this module, you will be expected to create another PSA on a *different digital element*. We do keep a list of the PSAs from past classes.

Assessment

Scoring Rubric for Multimedia Projects:	1 = Needs Much Improvement	2 = Needs Some Improvement	3 = Good/Acceptable; Proficient	4 = Excellent
Creativity	Product; Art/photos, color, graphics, and information not original and does not portray your message about your selected element of digital citizenship at all; Unprofessional look; Overall message does not appeal to the audience, no outside information used	Some original, unique features in product; Art/photos, color, graphics, and information not original and may not portray your message about your selected element of digital citizenship throughout the PSA video; Unprofessional look; Overall PSA does not appeal to the audience, information may not compliment the message.	Original, unique product; Art/photos, color, graphics, and information used to portray your message about your selected element of digital citizenship; The PSA appeals to the audience, information compliments the message.	Excellent, original, unique product; Art/photos, color, graphics, and information used in original ways that clearly portray your message about your selected element of digital citizenship; Professional look and appeal to the audience, information compliments the message.
Product and Content	Less than 30 seconds long; Product is inaccurate, missing components, or unorganized; Many	30-44 seconds long; Product is not accurate, in-depth, neat, or organized; Many grammar/ spelling	45-60 seconds long; Adequate product is accurate, in-depth, neat, organized; Few grammar/spelling	45-60 seconds long; Accurate, in-depth, neat, organized product and information; No grammar/spelling

	grammar/ spelling errors. Includes no essential information and no references submitted	errors. Includes some essential information about the message with few references and few facts.	errors. Includes essential information with most sources properly referenced in APA format. Information is mostly clear, appropriate, correct, and suited to the specified element of digital citizenship; Encourages some listeners/viewers to know more.	errors. Information is clear, appropriate to audience, correct, and suited to the specified element of digital citizenship; Encourages listeners/viewers to know more; All sources referenced in proper APA format.
Audience Appeal/ Message Effectiveness	The PSA has no audience appeal and listeners/viewers ignore most of the PSA or stops it in the middle of the video. The message is not clear in the PSA.	The PSA has moments of audience appeal, but it is brief. PSA may not target or appeal to intended audience during most of the video PSA. PSA has little motivational value.	The PSA catches listener attention early, but may lose listener/viewer interest before the end of the PSA. PSA targets and appeals to intended audience during most of the PSA. PSA delivers a clear message about the selected element.	The PSA engages the listener/viewer and maintains interest from beginning to end of broadcast. PSA clearly targets and appeals to intended audience. PSA delivers a strong message about the selected element of digital citizenship.
Use of technology	Many technical problems; No use of advanced features/ enhancements such as video, transitions, sounds, and/or animations (appropriate to software/project)	Some technical problems; Attempt to use one advanced feature/ enhancement such as video, transitions, sounds, and/or animations (appropriate to software/project) but did not work correctly	Few technical problems; Use of some advanced features/ enhancements such as video, transitions, sounds, and/or animations (appropriate to software/project) clearly add to the impact of the PSA. Narration and music are clear and add to the message.	No technical problems; Professional use of advanced features/ enhancement like transitions, animations, etc. of the video software are very powerful and add to the impact of the PSA. Narration and music are clear and add to the message.

References

- Brown, T. (2008). *Safer children in a digital world: The report of the Byron review*. United Kingdom: Department for Children, Schools and Families, and the Department for Culture, Media and Sport.
- Ribble, M. & Bailey, G. (2007). *Digital citizenship in schools*. ISTE.
- Stice, T. (2012). Digital Citizenship PowerPoint.