DIGITAL CITIZENSHIP

The Media Literacy Institute Summer 2018 explores ideas and theories of Digital Citizenship to help learners and educators understand the decisions made by internet users as they consciously and subconsciously build Digital Citizenship. As technology continues to change and shift, technology users must adapt with the changes. To meet these ever-shifting needs, this Institute will approach digital citizenship with the goal of conceptualizing digital citizenship to prepare ourselves and others to meet the challenges that face all technology users. We will grapple with the question: How do citizens learn appropriate behavior in a digital society?

This Media Literacy Institute will discuss approaches, practices, and strategies that learners can employ to build positive relationships with and through technology. We will engage with the connections between digital citizenship and digital literacy in information gathering and meaning making practices of internet users, especially students in K-12 education classrooms.

NOTE: While numerous discussions of cyberbullying exist as THE conversation of Digital Citizenship. Cyberbullying will be a minor discuss at the Institute.

Target Audience: Elementary, Middle level and Secondary classroom teachers. Instructional design supporters, Librarians, Curriculum Coordinators, Administrators, Graduate Students.

“Digital citizenship does not stop at the classroom door” (Ribble, p. 15)

Topics

The Summer 2018 Media Literacy Institute: Digital Citizenship will include guest speakers to provide a variety of perspectives on just a few elements relevant to Digital Citizenship. The following are the topics, the course website will include a list of confirmed speakers.

Monday

- What is Digital Citizenship?
- What is Media Literacy?
Tuesday
• Exploring Information Literacy, Information Curation, and Digital Citizenship
• Engaging with Universal Design for Learning (UDL) to support Digital Citizenship

Wednesday
• Identifying political deception

Thursday
• Finding tools to meet learning objectives and user needs
• Engaging with 360-Degree feedback to support digital citizenship

Friday
• Exploring games and digital citizenship games

Daily Time Schedule:
8-8:30am Breakfast, Q&A, worktime
8:30-9:30 Reading group
9:30-9:45 Break
9:45-11:45 Speaker
12-1 Lunch
1-2 Peer Review
2-4 Speaker
4-4:30 Work time, Q&A

Learning Outcomes
Students will:
• Develop a theory of digital citizenship
• Design an approach to positive digital citizenship
• Identify and articulate learning supports you need to provide support to digital citizenship education
• Critically engage with technologies and algorithms to develop a more robust conceptualization of who they are as digital citizens
• Produce multimedia projects to meet learner needs and research goals

Questions to be explored
• How do we understand ourselves as knowledge consumers and knowledge producers?
• What is the reality of what kids/teens/adults are consuming online?
• What is appropriate behavior in a digital society? How do (and should) individuals (kids/teens/adults) learn what is appropriate and what is not?

CLASS TEXTS
Part of the draw of digital texts is the freedom of choice granted to users of the internet. To support freedom of choice and opportunities through this course curriculum, we will all read and engage with a course textbook. Additionally, I’d like each student to select a text that interests them, and will support their research endeavors related to digital citizenship. I’ve compiled a list of texts I recommend, but students may request a title of their choosing. It just needs to relate to Digital Citizenship.
Required text:

Optional texts (students will select 1):


ASSIGNMENTS

Twitter, Attendance and Participation (5pt per day x5 days) 25
Pre-Institute “What is Digital Citizenship?” essay 5
Post-Institute “What is Digital Citizenship?” essay 10
Book Review 20
Project #1 20
Project #2 20

A= 100-90, B= 89-80, C= 79-70, D= 69-60, F= >59
Pre-Institute “What is Digital Citizenship?” essay

Prior to July 9th, students will submit a short essay answering the question “What is Digital Citizenship?”. This ~300 word essay should explore what you already know about digital citizenship, and how the concept is addressed in your school/life. This reflection essay will provide a baseline for class discussions of digital citizenship for the week we meet.

Post-Institute “What is Digital Citizenship?” essay

After July 13th and before July 15th @11:59pm students will submit a post-institute reflection essay again answering “What is digital citizenship”. This ~500 word essay will develop a working definition of digital citizenship that accounts for what the student learned during the institute, how they’ll use the concept outside the institute, and why this learning matters. Students are encouraged to draw from class sources as appropriate.

NOTE: I’m happy to discuss these titles with students before you select what you’ll read. I really want students to select a text they’ll find useful, so choose wisely 😊.

Book Review

In addition to the required text for class, students are asked to read a second book. I’ve provided a list of texts I recommend; alternative titles may be emailed to me for consideration. Students should select a book that aligns their understanding of digital citizenship with their research, theory, or teaching goals for this course. I want students to find a book that will help them in some way, and that relates to digital citizenship.

Each student will write a blog length, blog styles Book Review. Once completed, and final edits and revisions have been made, I’ll publish these book reviews through our course blog with the student listed as the author. Publication of these posts may extend beyond our course meeting and semester, but will be accessible to students through the internet to use as publication credits, or as future reference.

Projects

**Students will complete a total of 2 projects. Students may choose any of the following to complete the required projects:**

- Multimodal Project
  - Develop a multimodal visualization of definitions and conceptualizations of Digital Citizenship
- Tools and Tool hacking
  - Develop a review (blog format for our course blog) of a tool designed to support digital citizenship, digital literacy, and/or learning. Engage with what the tool is designed to do, and what the tool can do. Feel free to focus the analysis based on an audience/user group of your choice.
- Tool Integration
  - Update an existing lesson to include multimedia elements
  - Include a reflection on why you made these changes. Connect to theories of digital citizenship, active learning, and/or other pedagogical/research goals.
- Tool Addition
  - Create a NEW lesson plan that includes multimedia elements
  - Include a reflection on why you designed in this way. Connect to theories of digital citizenship, active learning, and/or other pedagogical/research goals.
- Positive Digital Citizenship ‘Poster’
  - Design a poster to communicate Positive approaches to Digital Citizenship (consider Infographic programs, digital poster programs, etc. for your design work)
  - Include a reflection on how you can or will integrate this design