



## Digital Citizenship Course Syllabus

### COURSE DESCRIPTION

Whether you're a digital native or recent immigrant, the Internet and social media are remaking what it means to be a citizen. It is not enough to understand digital citizenship. Educators must ensure schools are cultivating productive, safe and responsible members of a digital world.

With this course, you'll learn to model, teach and lead educators and students to a deeper value of digital citizenship. You will assess what you, your students and peers know about digital citizenship, assess current practices, and create a plan to equip and lead your students and yourself to success in the digital age.

### COURSE OBJECTIVES

I can...	<a href="#">ISTE Teacher Standards</a>
Evaluate and build digital citizenship literacy	<b>Standards:</b> 2d, 3a
Teach digital citizenship	<b>Standards:</b> 1b, 2a, 2b, 2c, 4a, 4b, 4c
Lead digital citizenship	<b>Standards:</b> 1a, 3b, 5b, 5c

### COURSE CONTENT

#### Introduction

Where are you in your digital citizenship skills and habits? We'll discuss our responsibility to model and teach students to learn, work and interact in the digital world.

You will get an introduction to the topic, and hear its relevance to both student instruction and educational leadership within schools. Additionally, you'll get an overview of the course structure (which includes an opportunity to use social media) and requirements for credit.

#### Assessments of knowledge (AOKs):

1. Curated digital citizenship resource list
2. Pre- and post-student assessment results worksheet
3. Representation of your learning (learning map, blog post, illustration, etc.)



### **Module 1: Evaluating and planning for professional digital citizenship literacy**

What do I know (and not know) about digital citizenship?

You will take an assessment to gauge your current understanding of digital citizenship, both as a learner and an educator. This assessment will form the basis for a gap analysis, which will help you identify areas for additional research and self-study.

Activities:

1. Complete the self-assessment.
2. Review results, and identify areas for inquiry and growth.
3. Complete the gap analysis.

### **Module 2: Building my professional digital citizenship literacy**

In a targeted fashion, identify and collect resources to help learn and understand core digital citizenship concepts, laws and policies.

Activities:

1. Begin a resource list of promising content to meet your own learning goals.
2. Create a compilation of district, state and federal policies and laws on digital citizenship.
3. Use your resource list to fill learning gaps.
4. Retake the self-assessment.

Based on the assessment and gap analysis, you will identify, review and start to collect resources. These resources both support your own digital citizenship learning and your teaching and leadership on the subject.

### **Module 3: Assessing student digital citizenship literacy**

So far, this course has been all about you and your learning. Here we will apply what you've learned, and assess what your students do or do not know about digital literacy.

Based on your exploration of digital citizenship, you will develop and use tools to assess student understanding of digital citizenship.

Activities:

1. Create and find student assessment tools.
2. Identify a pilot group to test assessments, and refine assessment tools.
3. Conduct a formal or informal survey of your students.
4. Review baseline results from assessments and surveys.



#### **Module 4: Identifying and curating resources**

Locating resources is only half the battle. We also need to find the best resources to address student needs, and learn how to make them available.

You will continue collecting and curating learning resources to support student instruction in digital citizenship by adding to an existing resource list.

Activities:

1. Create a curated student digital citizenship resource list.
2. Share this resource list via learning management system, library website, etc.

#### **Module 5: Planning for instruction**

It is important to be purposeful in your digital citizenship instruction. We will examine how you can effectively prepare for your students' learning to be effective, focused and engaged.

You will plan for instruction by identifying current practices and student understanding of digital citizenship, noting any gaps, and finding or creating instructional materials. In addition, you'll pinpoint areas where digital citizenship can be effectively integrated into existing instruction.

Activities:

1. Identify any digital citizenship instruction that you're already doing.
2. Create a student learning gap analysis document.
3. Find or develop lesson plans or activities to meet identified needs.
4. Review curriculum to pinpoint areas where digital citizenship can be integrated.

#### **Module 6: Measuring and improving instruction**

We conducted our student lessons, so we're finished, right? Wrong! After instruction and using the baseline assessment data, it's very important to measure students' *continued* growth in understanding digital citizenship.

You will review core questions to assess student digital citizenship instruction and understanding. The goal is to further improve student learning and instructional quality. Then, you'll use student assessments to identify successes as well as areas needing additional attention.

Activities:

1. Curate resources based on your students' needs.
2. Find or create lessons or resources.
3. Determine the best way to measure if that instruction was effective.



### **Module 7: Leading change and coaching peers**

How can I find myself as a digital citizen coach and leader? We will explore the differences between teaching and leading adults vs. students, how to coach teacher colleagues, and ways to influence and inform administrators.

You'll examine the role of an educational leader as it relates to digital citizenship, specifying areas of need within your school or system. Additionally, you will explore effective leadership and engagement strategies to build shared understanding and support.

Activity:

1. Research best practices for engaging and interacting with teachers and administrators.

### **Module 8: Building a communication and collaboration plan**

You have done some amazing work—how do we share those successes? In this module, we outline ways to share success, and develop a communication and collaboration plan.

You will examine the role of collaboration and effective communications to both promote digital citizenship within your organization and enable effective leadership.

Activities:

1. Using the template, build a digital citizenship communication and collaboration plan.
2. Reflect on school, district, state and national policies from your resource list.

### **Module 9: Bringing it all together and post-assessment**

Reflecting on your learning, check to see how you did with your professional goals for this course, and submit your AOKs.

You will create a culminating representation of your learning and success, making note of professional growth, new knowledge, and lessons learned.

Activities:

1. Curate a digital citizenship resource list.
2. Complete the pre- and post-student assessment results worksheet.
3. Create a representation of your learning (learning map, blog post, illustration, etc.).

## **CONTRIBUTORS' BIOS**



**Mark Ray**, MS, Educational Media. A lifelong educator, Mark has experience as a teacher librarian, instructional technology facilitator and district administrator. He was the 2012 Washington State Teacher of the Year and a National School Boards Association “20 to Watch” Educational Leader in 2015. His professional focus has included professional development, technology integration and school libraries.

**Patty Stanko**, M.A.Ed., Educational Administration and M.A. Ed. with middle school endorsements in Library Science/Media, Business, Language Arts and Social Studies. After several years in corporate accounting, Patty found that her love of reading and children brought her to the field of education. She spent 14 years as a school librarian, then school library administrator, then district library administrator. Most recently, as a professional development director, she worked with teachers and students on information literacy and critical thinking skills.