Digital Citizenship Defined:

TEACH THE 9 ELEMENTS TO ENHANCE STUDENTS' SAFETY, CREATIVITY AND EMPATHY

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INTRODUCTION

CITIZENSHIP IN THE DIGITAL AGE

By now it's become clear: For all its wonders, the digital age has also introduced its fair share of challenges. From social media and cyberbullying to cybercrime, internet addiction and online privacy concerns, today's students face a wide range of difficult issues that previous generations never had to think about.

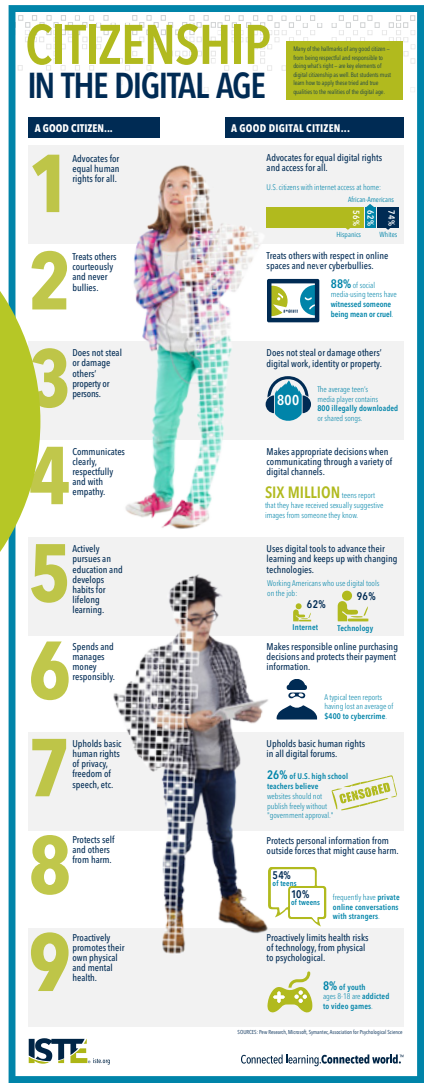
As a result, teachers, school leaders and parents are called on to add a whole new idea to our curricula: digital citizenship.

And yet, we don't have to start from scratch. The elements of digital citizenship, it turns out, are not so different from the basic tenets of traditional citizenship: Be kind, respectful and responsible, and just do the right thing.

What's new – for educators as well as students – is learning how to apply these ideals to the digital age. Just as all kids throughout the centuries have needed help from their parents, teachers and mentors along the path to becoming good citizens, our digital natives still need guidance as they learn how to apply the elements of citizenship to the realities they encounter in a connected world.

"As many educators know, most students want to do the right thing – and will, if they know what that is," said Mike Ribble, author of ***Digital Citizenship in Schools*** and co-founder of the **ISTE Digital Citizenship Network**. "Let's help them do great things with technology while avoiding the pitfalls."

Check out this infographic (iste.org/digcit) to see how the characteristics of a good citizen parallel – and differ from – those of a good digital citizen.



DIGITAL CITIZENSHIP DEFINED:
9 ESSENTIAL ELEMENTS OF DIGITAL CITIZENSHIP

9 ESSENTIAL ELEMENTS OF DIGITAL CITIZENSHIP

BY MIKE RIBBLE

When I wrote my first book, *Digital Citizenship in Schools*, with Gerald Bailey, the idea was to create a framework of defining elements that provide a structure for digital citizenship education on which everything else could hang. As a result, we identified nine key elements that help define how to best use technology in every school, home and community. They're organized into three primary categories:

RESPECT

1. **Digital access:** Advocating for equal digital rights and access is where digital citizenship starts.
2. **Digital etiquette:** Rules and policies aren't enough – we need to teach everyone about appropriate conduct online.
3. **Digital law:** It's critical that users understand it's a crime to steal or damage another's digital work, identity or property.

EDUCATE

4. **Digital communication:** With so many communication options available, users need to learn how to make appropriate decisions.
5. **Digital literacy:** We need to teach students how to learn in a digital society.
6. **Digital commerce:** As users make more purchases online, they must understand how to be effective consumers in a digital economy.

PROTECT

7. **Digital rights and responsibilities:** We must inform people of their basic digital rights to privacy, freedom of speech, etc.
8. **Digital safety and security:** Digital citizens need to know how to protect their information from outside forces that might cause harm.
9. **Digital health and wellness:** From physical issues, such as repetitive stress syndrome, to psychological issues, such as internet addiction, users should understand the health risks of technology.

These nine elements have been well-received over the years, and I am now looking to take them to the next level by creating a curriculum that can be embedded into the classroom at various levels. The curriculum will break down the elements into the categories above, then expand and incorporate them throughout a student's K-12 experience. This is where we originally hoped digital citizenship would ultimately lead, and the time is now ripe.

Digital citizenship is a complex topic with many facets. We need to make sure we help students understand the issues that might occur online while also stressing the positive impact of technology. As many educators know, most students want to do the right thing – and will, if they know what that is. Let's help them do great things with technology while avoiding the pitfalls.

–Mike Ribble is a district technology director and author of Digital Citizenship in Schools. Visit www.digitalcitizenship.net and connect with him on Twitter @digcitizen.

DIGITAL COMMUNICATION:
TAP INTO YOUR COMMUNITY TO NARROW THE DIGITAL DIVIDE

TAP INTO YOUR COMMUNITY TO NARROW THE DIGITAL DIVIDE

Schools have a responsibility to advocate for equal digital rights and access. Here's how one school district leveled the playing field for all students.

In 2013, the Rowan-Salisbury School System in Salisbury, North Carolina, put devices in the hands of 17,000 K-12 students. Learners in grades 3-12 brought the devices home every day. Almost immediately, an issue arose.

Despite every student having a device, there was still a digital divide.

Sixty-five percent of Rowan-Salisbury students now receive free and reduced-price lunch since the textile industry – which once employed much of the community – moved most of its job overseas. When these students went home, poverty existed, and access to the internet often didn't.

In an effort to address the digital divide, the school system reached out to the community for solutions, said Andrew Smith, director of digital innovation. The core question: How do we make internet access available outside of school so students can use their devices to study, do research and complete homework?

"We said, 'We can't tackle this alone, we need community partners,'" Smith said.

The district knew that its 1:1 computing initiative would go a long way toward improving literacy – but not until all students had connectivity as soon as they stepped off the school bus.

The partnerships and solutions took many forms, until they eventually found 60 Wi-Fi hotspots in both urban and rural areas of the community. The goal is to eventually establish 100.

DIGITAL ACCESS

HERE'S HOW ROWAN-SALISBURY SCHOOLS ATTACKED THE PROBLEM:

1. **The summit.** Business, community and church leaders were invited to a summit where the district laid out its literacy plan, explained its 1:1 initiative and asked for help. Nearly 250 attended. District representatives explained how the digital divide impacts student achievement and asked those in attendance to help them address the access issues many students face at home.

2. **The challenge.** Superintendent Lynn Moody challenged those who operated businesses in the community to provide students with free internet access so they could stop by and do their homework. In return, the district would spotlight the businesses on its website and provide window clings identifying the locations as Wi-Fi hot spots for area students.

3. **The churches.** With a couple solutions in place for urban students, the district turned to rural areas where students faced geographical internet poverty. The district approached faith-based groups and asked them to consider opening church doors to students after school.

   Simultaneously, the district contacted an internet provider and a cable provider to collaborate on providing connectivity for the rural church buildings. Churches were asked to provide access to students 2-3 hours a week. It didn't take long for some to agree to offer an hour or so every day. In some cases, having the students onsite has given churches opportunities for new ministries and to provide meals.

4. **The libraries.** The district adjusted library hours at schools, keeping them open later in the day so kids could do homework after school.

> *"There's no one solution that solves all of the problems. It becomes a mix of all solutions."*
>
> - Andrew Smith, director of digital innovation

5. **The teachers.** Teachers were trained to deal with classrooms where only half the students had internet access at home. Educators were asked to evaluate the efficacy of the homework they assigned to ensure it was valuable. They also learned about apps students could use at home that don't require connectivity, and they were encouraged to have students download materials at school so they could work offline at home.

6. **The district.** District officials asked vendors to offer digital resources that function offline. Whether a learning management system, a literacy program or a general digital content resource, vendors were told, "If you don't have an offline function, we don't want to talk to you."

7. **The buses.** A wildly successful summer food program led to another innovative solution. This summer, the district's nutrition department served 85,000 meals to students out of remodeled school buses parked throughout the community, which got Smith thinking: "What if we fitted buses with a wireless hotspot and served dinner from the buses during the school year?" That plan is in the works.

"Some of the simplest solutions that you can implement tomorrow don't take any money at all," Smith said. "There's no one solution that solves all of the problems. It becomes a mix of all solutions."

DIGITAL ETIQUETTE:
A NEW TWIST ON CYBERBULLYING

A NEW TWIST ON CYBERBULLING

BY CYNDE RENEAU

One high school teacher discovered that teaching teenagers about appropriate online conduct was more complicated than just handing them a policy. Here's how she reached them.

Over the years, I've worked hard to teach my students at Darlington School, a K-12 day and boarding school in Rome, Georgia, about appropriate online behavior. I have spent a lot of time teaching students to "do this" or "don't do that" online. While I feel this method works for younger students, I've come to realize that high school students require a different approach. Older students don't respond well to lecturing and finger-pointing. For something to stick, they need to draw their own conclusions. Therefore, we need to guide them, not preach to them.

That's easier said than done. While the 2016 ISTE Standards for Students expect students to recognize the rights, responsibilities and *opportunities* of living, learning and working in an interconnected digital world, finding new tactics for teaching digital citizenship is difficult because most educator resources don't stray far from the traditional "thou shalt not" approach.. That's what prompted me to look for my own resources. In doing so, I came up with a three-pronged method that engages my students in discussions about digital citizenship rather than patronizing them.

TEACH CONSEQUENCES

After seeing firsthand a few students lose college scholarships due to senseless mistakes on social media, I decided to look for videos or materials that would focus on what happens if students don't stop and think about what they do online. I found just what I was looking for at **Netsmartz Workshop**, a program created by the National Center for Missing & Exploited Children, which provides age-appropriate resources for teaching students how to be safe on- and offline.

The video "**2 Kinds of Stupid**" perfectly illustrates the consequences of posting inappropriate content online. The three-minute animation tells the tale of Edvardo, a good student and champion swimmer who's primed to win a college athletic scholarship – until he takes selfies of himself drinking at a party and posts them on Facebook. He doesn't make his pictures "private," so everyone can see them, including his coach, teammates, parents and principal. Ultimately, the consequences are stiff. He gets kicked off the swim team and suspended from school, and he loses any chance of earning a college scholarship. My students, who are competitive by nature and want to be successful, could identify with the student who made bad choices and paid a very high price.

DIGITAL ETIQUETTE

TEACH EMPATHY

The next step is to tap into students' natural empathy. Again, I like to share scenarios that my students can relate to. I start by telling the story of two best friends who unwittingly find themselves in a cyberbullying predicament. One girl buys a new swimming suit and posts a picture on social media of herself wearing it. The suit is unflattering and not a good fit, so the best friend posts under the picture, "Did you check the size?" Numerous mean-spirited comments follow. The best friend feels awful because she didn't mean for her comment to spur such a humiliating response.

After asking students what the friend could have done differently, hands shot into the air from students eager to offer solutions. One student felt the girl who inadvertently wrote the hurtful comment should pick up the phone and call her friend to apologize. Another student suggested that someone post a nice comment, and another said someone should stand up for the girl.

That prompted a lengthy discussion. When you feel that pang of empathy, do you stick up for the student being bullied, ignore it or join in?

Using a literary reference that I knew students would appreciate, I reminded them of a well-known quote by Albus Dumbledore in the book *Harry Potter and the Sorcerer's Stone*. After the character Neville tries to stop his friends from doing something undoubtedly dangerous, Hogwarts Headmaster Dumbledore acknowledges Neville's act of courage when he says, "It takes a great deal of bravery to stand up to our enemies, but even more to stand up to our friends."

TEACHING IDENTITY STRENGTH

Let's face it: Cyberbullying is serious, and it's happening every day in our schools. But when adults constantly toss out slogans like "Be a buddy, not a bully," or post signs designating "bully-free zones," the words begin to lose their impact. Just as in the 1970s, when antidrug campaigns were scoffed at by the very people they were targeting, anti-bullying campaigns are also losing their effectiveness. I got a taste of this firsthand last year when I spoke about sexting, online safety and cyberbullying at an all-school assembly. When a student blurted out an obscenity during the sexting portion, the students went wild and didn't listen to a thing I said. I was frustrated and discouraged. Later, I offered an iPad mini to the student who produced the best video and poster. Even that got little response.

The fact is, anti-bullying clichés have become a shut-off switch. What we really need to be doing is giving students actual skills to prevent bullying. To get that conversation going, I pose this question to students: "Will you accept the identity that others give you?"

Few students have thought of the problem this way before. Allowing them to discuss their vision for life – and thus be more empowered learners as called for in the 2016 ISTE Standards for Students – gives students skills to reject the vision others try to give them. It's important to talk about someone they can relate to who had a vision and was successful. For this, I talk about Steve Jobs and how he never let anyone interfere with his vision for technology. Lady Gaga has also spoken pointedly about being bullied in school by kids who called her "ugly" and laughed at the way she dressed and sang. But she followed her vision to stardom.

DIGITAL ETIQUETTE

GIVE STUDENTS A VOICE

Allowing students to be involved in the conversation is the most important part of digital citizenship education. You can do this by posing questions in a class discussion or, to encourage more frank conversation, you can use online interactive polling software, such as **Socrative** or **Poll Everywhere**.

I did this by asking students at an assembly to get on their phones or laptops to answer some questions, while stressing that their answers would absolutely be anonymous. Then I asked questions like:

- Have you ever done something inappropriate online?
- Do you know someone who's done something inappropriate online?
- Have you been bullied online?

More than 90 percent of the students participating in the assembly answered the poll questions. As I showed the results, students shouted questions like, "What do you mean by inappropriate?" "How can you tell someone anonymously if you know someone is being bullied?"

Students were engaged and eager to talk, and the discussion was frank and educational – for both students and staff. No shame, no finger-pointing, no condescending admonishments. After all, these students are about to go out into the world, it's important that we not just educate them academically, but prepare them for their lives.

–Cynde Reneau is the technology director at Pan American School of Bahia in Salvador, Bahia, Brazil, and is pursuing her second master's degree from State University College in Buffalo, New York. Previously she was the instructional technology coordinator at Darlington School in Rome, Georgia. She's been involved with technology integration for 22 years and is an ISTE conference presenter and Apple Certified Trainer.

DIGITAL LAW:
FIND FREE AND FAIR USE PHOTOS

FIND FREE AND FAIR USE PHOTOS

BY KEITH FARRELL

Students don't know it's a crime to steal another's digital work or property unless we teach them. Training them the proper way to use and cite images they find online is a good place to start.

Grabbing images from Google is easy. You search, copy and paste. It's a no-brainer and often the first thing students do when creating any sort of digital project that requires images.

But how do your students know if they have permission to use someone else's photos? To be in alignment with the **2016 ISTE Standards for Students** on digital citizenship, students need to understand copyright and how to find royalty-free images that are OK to use in projects.

One example of a digital activity that requires royalty-free media is a book trailer project I often assign to my fifth graders. Students create 60- to 90-second movie trailers of books they have read. The trailer consists of a series of images and text that work together to tell the story of the book that excites readers without giving away too much of the plot. The trailer is coupled with a royalty-free soundtrack (we use **Soundzabound**) to add to the drama and auditory aesthetics of the final product.

DIGITAL LAW

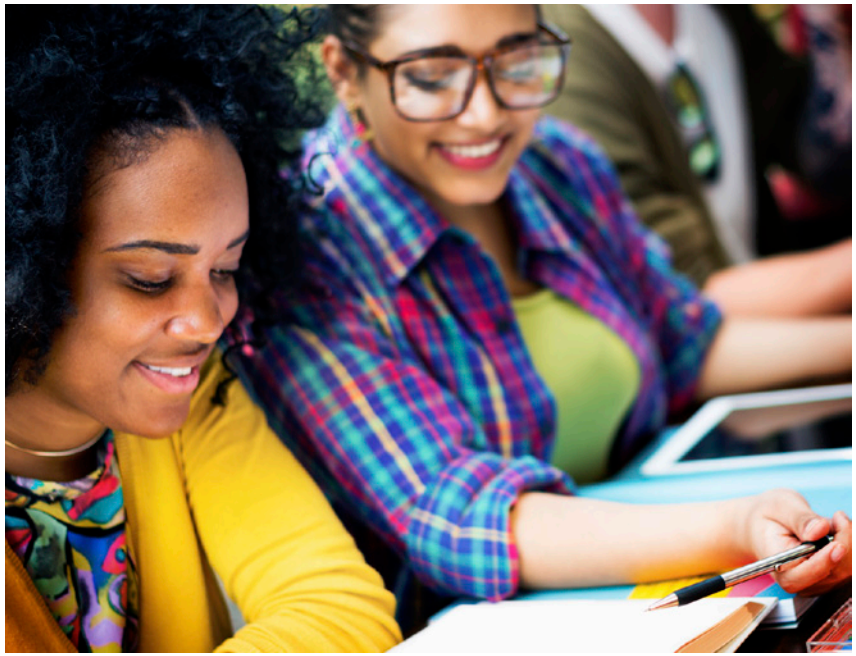
The images they use must also be royalty-free and fair use. Here are four great sites we have found to search for royalty-free photos:

1. Pics4Learning. This site offers a safe, free image library for education. Teachers and students can use the copyright-friendly photos and images for classrooms, multimedia projects, websites, videos, portfolios or any other project in an educational setting. It's easy to use, and all of the copyright information is available in a simplistic bibliography underneath any chosen photo.

2. flickrCC. This is a good place to start when looking for Creative Commons images. The panel on the left displays a collage of the first 36 photos matching your search term. Click on any of these thumbnails to get a slightly larger image and the attribution details displayed on the right. Right-click the image and choose a size. Most photos have small, medium and large sizes. Next, hit "save image as" and save it in a folder. Above the photo, you'll find attribution text that must be included with any work you produce using the picture.

3. Photos for Class. This is one of my favorite sites for photos because all images are appropriate for the school setting, and downloaded images automatically cite the author and image license terms.

4. Flickr Storm. This is similar to flickr CC. You simply run a search and click on a thumbnail, and the photo appears on the right. Make sure to have your students click on the advanced search feature, which allows them to limit their searches to noncommercial and share-alike photos. One nice feature about Flickr Storm is the "Add to Tray" option. When you open your tray, all the photos you've added are there in large-size format along with the attributions.



If it seems like finding royalty-free images is an extra step, just remember: As our students' lives and school work move more into the digital realm, it is important that we, as educators, lead by example and show the ethical and appropriate ways to cite work and give credit where credit is due.

–Keith Ferrell is an educational technology coach at Singapore American School. He's taught internationally since 2001 and has worked as a technology coordinator, integration specialist, classroom teacher and coach. He blogs at edtechideas.com. Follow him on Twitter @k_ferrell.

DIGITAL COMMUNICATION:
STRATEGIES FOR USING EMPATHY AS AN ANTIDOTE TO CYBERBULLYING

3 STRATEGIES FOR USING EMPATHY AS AN ANTIDOTE TO CYBERBULLYING

Studies show that social media is changing how teens relate to one another. Help them learn how to communicate with empathy.

Is social media killing empathy?

It's a valid question; nearly 90 percent of teens who use social media have witnessed cruelty online, and research has repeatedly shown that many of today's adolescents – who spend more than seven hours a day consuming media – struggle with the ability to recognize other people's emotions. With children's socialization increasingly moving into the digital realm, something is clearly getting lost in translation.

"There's a cost to this change in the way kids socialize, and that has to do with how empathy develops," journalist Emily Bazelon said in an edWeb webinar on cyberbullying. "We all can tell in our regular interactions what it means to be looking at someone face to face and the way we read social cues when we can see what they look like. For kids, this can really affect their social and emotional development.

"There's some research that shows that kids who spend many, many hours socializing online tend to report fewer emotionally healthy relationships and fewer good feelings about friendships with other kids their age."

That doesn't mean we should toss out social media and all the benefits it offers for students. It simply means educators and parents need to become more aware of the empathy gap and find ways to counteract it when teaching students about digital citizenship. Below are three strategies for bringing more empathy into the equation:

1. EXPAND THE CIRCLE OF CARING.

Conversations about empathy often revolve around an attempt to quantify it, focusing on whether children have the ability to empathize or how much empathy they have. But those conversations miss the point, said Harvard psychologist Richard Weissbourd, co-founder of the **Making Caring Common Project**.

"The issue often isn't whether children can empathize or how much empathy they have. It is who they have empathy for," he said in a Huffington Post article. "For most of us, it's not hard to have empathy for our family members and close friends. It's also human nature to have more empathy for people who are like us in some way. But the real issue is whether children (and adults) have empathy outside that circle."

He offers an empathy-building toolkit to help educators develop a caring school culture and teach students to expand their personal circles of concern.

2. ENGAGE STUDENTS WITH STORYTELLING.

Storytelling offers a powerful entry point for engaging students' empathy by actually changing the way their brains work. Neuro-economics pioneer Paul Zak, who studied how people respond to stories, found that even simple narratives can trigger potent empathetic responses through the release of neurochemicals, such as cortisol and oxytocin.

"Stories have tremendous potential to help kids reflect on not just how other people are feeling but why that is a value," Bazelon said. "They kind of lift kids out of their own situations and give them another vantage point and a way to think about other people's experiences."

In ***Sticks and Stones: Defeating the Culture of Bullying and Rediscovering the Power of Character and Empathy***, she provides a guide for middle and high school teachers to help students explore the ramifications of bullying by studying the stories of several real-life students who have been harassed online or at school.

3. CONVERT BYSTANDERS TO UPSTANDERS.

Nine in 10 teens who have witnessed bullying on social media say they've ignored it rather than telling the cyberbully to stop. How can educators encourage students to engage specifically in the ethical behaviors as spelled out in the 2016 ISTE Standards for Students?

For starters, we can take advantage of the fact that the lack of face-to-face contact in online interactions – which often makes it easier for bullies to disregard the feelings of others – also has a positive side: It can make it easier for students to become "upstanders," or those who stand up for cyberbullying victims, Bazelon said.

Educators can help encourage this behavior through role-playing, peer-to-peer mentoring and helping students reflect on what it means to stand up for others.

–Nicole Krueger is a freelance writer living in Eugene, Oregon. Follow her on Twitter @NicLovesBooks.

DIGITAL LITERACY:
GET YOUR STUDENTS ON THE ROAD TO DIGITAL CITIZENSHIP WITH A DIGITAL DRIVER'S LICENSE

GET YOUR STUDENTS ON THE ROAD TO DIGITAL CITIZENSHIP WITH A DIGITAL DRIVER'S LICENSE

Digital citizenship skills are foundational to operating successfully in a digital society. That's why we need to teach them directly and assess how well students understand them.

As more schools go 1:1 and embrace bring-your-own-device (BYOD) initiatives, the need to teach students – and educators – about digital citizenship is intensifying. In fact, the U.S. Children's Internet Protection Act (CIPA) and the Protecting Children in the 21st Century Act emphasize the responsibility of U.S. schools and districts to teach students about internet safety.

But what's the best way to do that? Well, just as motorists take driver's education to learn how to recognize and react to road situations, digital age students need a course in how to navigate precarious situations online, such as cyberbullying and copyright infringement.

That's what led us in 2011 to develop the **Digital Driver's License** (DDL) project, a free and easy-to-navigate resource that schools or individuals can use to teach and measure digital citizenship proficiency.

The DDL is both a platform and curriculum. The "license" is a set of scenarios, or cases, designed to expose students to crucial concepts and build their skills in the nine elements of digital citizenship. The content covers a broad range of topics, such as digital communications, etiquette, security, commerce, law, media fluency, and health and wellness.

TWO TYPES OF ASSESSMENTS TEST STUDENTS' KNOWLEDGE

The cases themselves are embedded with two types of assessments: practice-its and prove-its. Practice-its lay out the cases and then provide feedback. For example, one question might ask if a particular situation constitutes copyright infringement. When students submit their answer, they receive an explanation that either confirms their thinking or offers corrective advice.

Here's an example:

Question: Jamie is working on a "You Look Like a Celebrity" page for the soon-to-be-published school yearbook. His job is to find pictures of celebrities resembling students. He has found several images online that will be perfect and gets to work editing the yearbook page. Is this OK?

Your answer: Yes, it is perfectly fine if the pictures Jamie found were from an amateur photographer who takes a lot of pictures in Hollywood and posts them to a site like Flickr.

Feedback: No, it is not legal if Jamie does a Google search, finds some great images, saves them on his desktop and starts putting them in the yearbook layout. Not only did Jamie not cite where he got the images, but more than likely, the photographer did not release them for public or commercial use. Jamie could request permission from the artist, but most of the time photographers are hard to find. Jamie should either cite the sources of the images if they are released to be reproduced or do some Creative Commons searches for different images.

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STUDENTS CAN LEVEL UP AFTER PASSING PROVE-ITS

The second type of assessment is called a prove-it, where students take a quiz and receive an overall score but do not know which questions were incorrect. Students can take a prove-it when they feel they are ready and retake them as many times as necessary. The system will email a designated teacher when a student passes a prove-it and is ready to go on to the next level.

We recently added a "reviewed prove-it" for schools that require a performance assessment. For this type of prove-it, students link to their evidence (a Google Doc, a YouTube video, a Twitter chat they moderated), and a designated educator can view it and approve the submission. This process takes the place of the auto-graded quizzes in the standard prove-it. Once signed off, the case will be marked complete and count toward license completion.

School and district personnel can access summaries that show which students have completed licenses and get detailed reports of assessments. Once students pass all the cases required by their school or district, they get their digital citizenship license.

The school or district determines how long the DDL is valid. Some school districts require students to recertify their DDLs every year. Others allow licenses to remain valid until the student leaves school. Because student accounts are connected to the school, students who move to a new school simply update their information and the data automatically transfer to the new school.

More than 150,000 users from 50 U.S. states and 10 countries have gone through the program. Although the program was originally designed for high school students, any individual or group can use the web-based platform and customize the content to fit their needs. For instance, some schools have tailored the content to make it appropriate for elementary and middle school students.

HOW DISTRICTS ARE USING THE DDL PROJECT

Some schools use the structured cases to spark classroom conversations on digital citizenship. Others require each student to go through the program individually. Here's a glimpse of the myriad ways schools are using the DDL program:

1. **Customized licenses.** At Frelinghuysen Middle School in New Jersey, teacher Chrissie Flanagan and her students used material from some of the cases, added their own content and created their own custom license. Like users of Linux and other open-source software, DDL users become co-developers, not just consumers.

2. **Embedded safeguards.** Schools implementing 1:1 initiatives are embedding the DDL program into their rollouts to reassure parents and school board members that the students will be highly trained on topics such as cyberbullying or copyright violation before they get school-issued devices.

3. **Proven proficiency.** Other districts use the DDL program as tiered prerequisites for BYOD initiatives. Before permitting students to use their personal technology at school, they must prove proficiency in appropriate and legal use. One district gave students access to an increasing level of unfiltered content as they leveled up toward their DDL.

4. **Social media skills.** In another district, the DDL became part of a communications course. Students earned their DDL before they could embark on building a social media presence for a local organization.

5. **Prepared teachers.** Several teacher education programs have started using the DDL project as a component of a larger course, just as schools are using the DDL as one piece of a technology implementation.

In all of these examples, schools, districts and colleges chose the DDL program because it allowed them to access student responses, gauge levels of success, provide feedback, reset passwords and monitor activity. Plus, there's an added benefit that we stumbled upon: After a few schools shared pictures of students proudly wearing their custom DDL badges, we decided to create a badge through the Mozilla Open Badge project. Now when students earn their DDLs, they get a Mozilla badge to display in their Mozilla backpack.

While the initial focus is on digital citizenship, we hope the excitement about blended learning and open educational resources will lead educators and organizations to develop other types of licenses. The DDL is a great example of what educators can do with readily available software tools, some thoughtful design and collaboration.

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*–Marty Park is the chief digital officer for the Kentucky Department of Education. He is a doctoral candidate in instructional systems design at the University of Kentucky and an adjunct professor in education technology instruction and leadership at Georgetown College. Follow him on Twitter **@martypark**.*

DIGITAL COMMERCE:
THE STUDENT'S GUIDE TO SAFE ONLINE SHOPPING

THE STUDENT'S GUIDE TO SAFE ONLINE SHOPPING

Students are already shopping online. Show them how to be effective consumers in a digital economy.

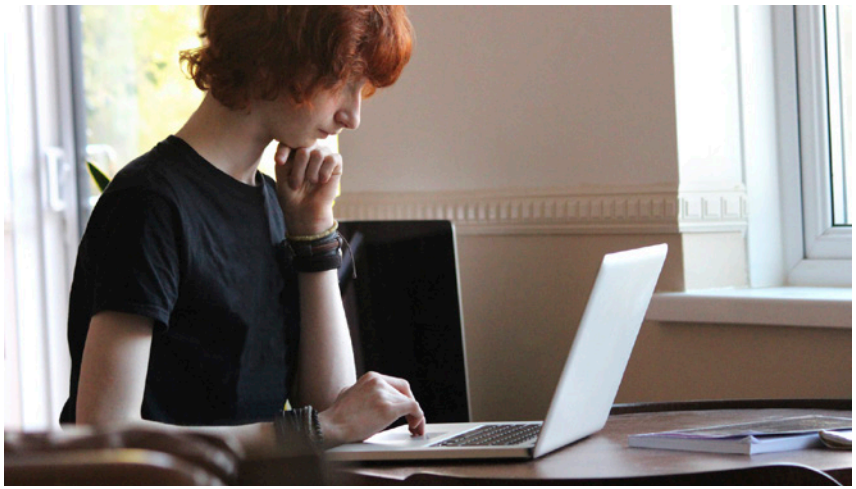
As teachers work with students to understand online access, etiquette, health and wellness, and rights and responsibilities, there's one aspect of digital citizenship they often overlook: digital commerce. And yet it has significant implications for students, both personally and financially. The electronic buying and selling of goods, after all – be it on Black Friday or Cyber Monday, via Craigslist, or just through regular visits to the App Store – is now ubiquitous for people of all ages.

Clearly, it's time we start teaching about digital commerce. But what should we say?

Mike Ribble, author of *Digital Citizenship in Schools* and director of information technology for Manhattan-Ogden Unified School District 383 in Manhattan, Kansas, says it's important for students to understand what digital commerce looks like today and what buying online means for all of us.

The ease with which things can be purchased online opens the door not only to safety and security issues, but to financial lessons as well. "We put locks on our phones, but when we hand it off to friend and family, things can happen," Ribble says. Like when a child has access to a grandparent's phone and downloads an app without a second thought. After all, what's $1.99?

"The child isn't being malicious. Perhaps they just went ahead and followed the intuitive nature of today's digital commerce," Ribble says.



Jenn Scheffer, mobile learning coach and instructional specialist for Burlington Public Schools in Massachusetts, confirms that the ease of online buying means we also need to be teaching kids about how to be savvy consumers. Scheffer, a former high school business and marketing teacher, says we shouldn't overlook smart online shopping when we teach about finance, especially since some students may be creating their own shopping sites to sell entrepreneurial products or services.

"Kids need to know that things like enrollment fees, delivery charges, special offers and rewards program will pop up and they can end up spending a lot more than they anticipated or buying things they didn't know they were buying," Scheffer says.

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Ribble and Scheffer advocate for teaching students how to safely make online purchases. Here are several topics they say should be part of the discussion:

Website reliability. Show students how to check the URL bar and website address to see where a link is taking them. We often assume that links are taking us where we want to go, but that's not always the case. Does the URL bar say Target.com, for example, or something else? Checking the URL assures that users aren't being redirected to a secondary site that captures personal information.

Fraud and identity theft. These are often the biggest concerns in the discussion of digital commerce. Students need to know what to do if they think they've been defrauded or their identity has been stolen. Talk with students about how to report fraud and who they should tell: their email carrier, the primary website, website hosts like GoDaddy or On-Site, a social media company, their local consumer protection agency, or the state attorney general's office, depending on how the intrusion occurred.

Secure sites. Show students how to determine if a website is secure, especially if they are providing credit or debit card information. Look for URLs that include https. That "s" stands for "secure" and means the site has encryption to help protect financial information. A yellow lock icon in the lower right-hand corner assures the same protection.

Use of public computers. Kids often think nothing of logging in to a public computer and making a purchase at a library or school. Remind them that there's always potential for people to pull information off of public machines. It's not a bad idea to also talk about data skimming at ATM machines.

Money management skills. Take time to review basic money management. Students must understand that just because it's easy to click on something, that doesn't mean it's free. You will be responsible for paying the piper at some point.

Consumer skills. Students will also benefit from a lesson on how to be savvy consumers. Go over how to read product reviews, how to read and understand terms and conditions of purchases, and additional fees that can be added to purchases. Show them how to leave a review if a product or service they purchase is sub-par.

Leveraging social media. Many young people trust the reviews of online strangers more than friends. After all, it's easy to get caught up in Yelp reviews. Explain that they can also crowdsource information on products or services they are considering purchasing from folks they know and trust on social media platforms.

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Looking for additional resources on digital commerce?

Here are a few sites that might help:

- Surfnetkids for safe online purchasing practices.
- Get Safe Online for shopping and banking practices.
- Digiteen wiki for articles and information on digital commerce.
- YoungBiz for business and financial education.

Click here to print this infographic and give students a cheat sheet for safe online shopping and selling.

DIGITAL RIGHTS & RESPONSIBILITIES:
9 TIPS FOR A ROBUST DISCUSSION ON STUDENT DATA PRIVACY

9 TIPS FOR A ROBUST DISCUSSION ON STUDENT DATA PRIVACY

Our students have a right to privacy online, and educators and parents have the responsibility to safeguard that right.

The U.S. president is concerned about it. So are Bill and Melinda Gates, dozens of state legislatures, the Parent Teacher Association and your distant cousins in Great Britain.

The hot topic is student data privacy and educators globally are encouraged to have robust discussions with parents and students.

The conversation may not be as easy as it seems. Speakers at educator conferences and workshops are tossing around terms like FERPA, COPPA, PPRA, SOPIPA and IDEA. *Pop quiz: Can you define those acronyms?*

Jim Siegel has a lot of experience with this topic from his years working in Silicon Valley and through his current position as technology architect in the Department of Information Technology for Fairfax County Public Schools.

Siegel's an advocate for a clear give-and-take among educators, students and parents. He encourages all educators to be well prepared for questions and to lean in to help everyone learn.

Here are nine tips for talking about student data privacy in a way parents can understand:

1. **Be transparent.** Take the initiative to provide information students and parents need about safety and security. Take away the mysteries and misunderstandings about what is going in a student's "permanent file." Provide all the school policies, rules and guidelines for how they collect, use, protect and share data.

2. **Know your roles.** It's everyone's job to provide security and safety but the roles of districts, principals and classroom teachers are different. Work within the organization to define roles. Then study up and become comfortable with your place and what you are responsible for sharing.

3. **Name a point person.** There should be one person and place in the organization responsible for data privacy answers. In some districts, there is a designated privacy officer. There should always be at least one highly trained person parents and students can contact with their questions and concerns.

4. **Ask parents' permission.** Make information available on the web and on paper about the online tools being used and links to their privacy policies. Then ask them to sign off on the tools. If they have safety concerns, give options.

5. **Ask for parents' input.** If parents discover internet tools that are helpful, provide a form where they can submit their ideas so a district committee can vet the tools.

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6. **Provide training.** Offer training so all stakeholders can be well informed. Marsali Hancock, president and CEO of **iKeepSafe Coalition**, trains and presents nationwide. A mother of six children, she can relate to parents, so her website offers a good education for educators and parents.

7. **Offer timely access.** Students, families and educators should have timely access to information collected about their students. Information delays discourage inquiries.

8. **Have a plan in case of mistakes**. Inform parents how they will be notified if there is any misuse or breach of information and how you will provide remedies.

9. **Avoid acronyms and edu-speak.** Educators may be familiar with the technical terms surrounding data privacy, but don't overuse them with a general audience without explanations. You'll know when you're overdoing it when people respond with another acronym, MEGO (my eyes glaze over).

Here's the answer sheet to the acronym pop quiz above.

FERPA: Family Educational Rights and Privacy Act

IDEA: Individuals with Disabilities Education Act

COPPA: Children's Online Privacy Protection Act

SOPIPA: Student Online Personal Information Protection Act

PPRA: Protection of Pupil Rights Amendment

DIGITAL SAFETY AND SECURITY:
5 MYTHS ABOUT STUDENT ONLINE PRIVACY

5 MYTHS ABOUT STUDENT ONLINE PRIVACY

BY TAMARA LETTER

Digital citizens need to know how to protect their information from outside forces that might cause harm. But it helps to know where to focus your energy.

One of my greatest challenges as a technology integrator is helping teachers overcome their fears of letting students engage with the digital world around them. Students want to use the technology of their choice to learn and grow, but teachers are obligated to keep them safe.

How can we meet in the middle?

The first step is acknowledging the myths surrounding online student privacy. Often, teachers' fears – which are usually sparked by news reports warning about identity theft and hacked accounts – only exacerbate the problem. In the words of Marie Curie, "Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less." Facing fear allows teachers to embrace the possibilities of online student learning safely and meaningfully so that they can help their students become responsible digital citizens.

Ready to face your fears? Here are five common myths about student online privacy that cause more harm than good.

Myth #1: Criminals will find and kidnap my students.

Fact: The chance that an unmarked white van will pull up to your school and whisk away a student following a blog post is so miniscule, it's nearly nonexistent. If you are worried about students sharing their personal information online, don't ban them from the internet. Rather than preventing students from blogging or using online accounts, teach them the parameters and monitor for correct use.

With upper elementary students, I face fear head-on by allowing students to enter their addresses into Google Maps, then use Street View to travel virtually down their streets, noticing cars and houses along the way. This leads to a natural discussion about why it's unwise to post your address with your name online: because it's very easy for someone to make a connection between who you are and where you live. One solution I offer them is to use pseudonyms for usernames so they can still participate, but safely.

Myth #2: My students will never get a job if they post something negative online.

Fact: The world is filled with opinions, debates and debacles. Preventing teens from practicing online communication sends the message that their voice doesn't matter. Instead, teach your students digital etiquette. While they're still learning, you can use a safe platform like Edmodo or a blog with private settings.

It's true that students can get burned by the fire of negative and rude postings, but those types of posts can be deleted and over time will not have the same impact they did in the moment. The ability to communicate respectfully is a vital skill for children and adults. By teaching students how to share their thoughts in a respectful manner, then giving them the opportunity to practice, we reduce the number of hotheads who negatively impact the world now and in the future.

Myth #3: Class Skype chats are dangerous and an invasion of privacy.

Fact: Communicating and collaborating with other classes online – whether they're in the next town or across the globe – gives students the opportunity to learn more about the world around them. Just make sure you know which students have parental permission to show their faces/images to others before engaging in a class chat.

If you want to protect student identities, keep the webcam at a distance to capture the class as a whole rather than individual students. Ask those who don't have permission to be on camera to sit just outside its view, so they can still participate. Prior to the chat, review proper etiquette and follow through on consequences for students who misbehave.

You can also turn the event into a "Mystery Skype," where classes give clues and try to guess each other's location. The teacher or one student can act as the spokesperson, so the rest of the class remains anonymous.

Myth #4: Social media creates cyberbullies.

Fact: Social media is not evil. It's a communication tool that connects millions of people around the world. And cyberbullies are not a unique species spawned by the internet. They are everyday bullies who choose to use technology to express their aggression instead of keeping it face to face. While tracking down and punishing cyberbullies is more difficult than breaking up a fight in the hallway, the heart of the problem is bullying itself, not the manner in which it's conveyed.

That said, social media can create a false shield of security that lets students feel more comfortable expressing themselves to others – even if that expression is less than positive. The best defense against cyberbullying is education. Teach students how to recognize negative, and potentially harmful, communication and give them the resources they need to report cyberbullying. Don't let online anonymity become a virtual permission slip to act inappropriately.

The bottom line is, if we block social media in schools, we'll miss the opportunity to teach students the proper way to update their status, post a comment, create a photo caption, tweet a hashtag and so many other skills they'll need out in the world. Give them the chance to practice digital etiquette and teach them how to report bullying in any form, whether online or in person.

DIGITAL SAFETY AND SECURITY

Myth #5: Digital natives already know how to be safe online.

Fact: Just because today's students were born in an era of technological ease does not mean that they know intuitively how to manage their online privacy. Children are children, and they can be immature and impulsive.

As educators, it is our duty to teach online safety rules to our students, much like we teach them to look both ways when crossing the street. They need to know the difference between private and personal information. And they need to learn how to customize the privacy settings of the networks they use.

Instead of assuming they pick these skills up through osmosis, plan a dedicated lesson to teach your students the rules and skills involved in protecting themselves online, and open the door to discussions about what should and should not be shared.

We also need to acknowledge the fears students may have themselves about online student privacy. To get at their concerns and misunderstandings, conduct a class meeting where you allow them to share their stories and ideas about online privacy, both good and bad.

We must embrace our students' use of technology in and out of the classroom, which includes teaching them how to use it respectfully and productively. Instead of banning online interactions, promote a culture of safe learning experiences in your classroom as you work together online. By allowing – and guiding – their practice, we can help shape them into productive digital citizens who can impact the world with their presence.

DIGITAL HEALTH AND WELLNESS:
SHOULD WE LIMIT KIDS' SCREEN TIME?

SHOULD WE LIMIT KIDS' SCREEN TIME?

For all its blessings, frequent technology use also carries risk for physical and psychological harm.

The American Pediatric Association, among other organizations, has asserted that it's physically and psychologically unhealthy for children to use tech with screens for more than two hours a day. However, others assert that this limit does not reflect the realities of our time or allow for the fact that much of our students' daily lives – from their current learning environments to the workplaces of their future – will require using technology for valuable and necessary activities that go far beyond entertainment. Some tech proponents even believe that our brains will adapt to the increased screen time in ways that will help them succeed in the world they are about to enter.

Read on for how two ISTE members answered the question of whether limiting children's use of technology will mediate the risks.

Should we limit kids' screen time? **YES**

BY DION LIM

We should limit children's screen time but do so in a thoughtful, rather than reactive, way. The "right" amount of screen time can fall anywhere on a spectrum, depending on a number of factors, including the purpose and use of technology as well as the child's ability to use it in a mindful and self-regulating way.

To hit this ever-moving target, I have found questions to ponder more helpful than rules to follow when creating a framework for deciding how much screen time is appropriate for children. Ask yourself:

1. How are they using technology?

Not all screen time is created equal. Types of technology use fall into three buckets:

- **Creational.** This is when students use tech to create something original or cultivate skills to enable their vision.
- **Functional.** This type of tech use happens when students use their devices to connect with friends, communicate with the world, or carry out research or tasks.
- **Recreational.** This type of tech use is the most controversial. It refers to consumption of media, apps, games, etc., for entertainment value or to relax.

2. How are you fostering the use of creational technology?

Creational screen time is best for preparing kids for the future. As an educator, you can learn more about facilitating your students' creational use of tech by immersing yourself in the broader technology culture. Analyze trends and the impact technology is having on the world. Discuss ideas from thought leaders, meet like-minded folk and create things yourself using technology as a regular part of life. Then bring some of the cool things you learn back to your classroom and let your students experiment.

DIGITAL HEALTH AND WELLNESS

3. Is technology building or hurting relationships?

Teach kids that relationships and networks are critical to future success. When using social media, encourage them to think beyond themselves. They should ask, "How is what I'm doing likely to create enjoyment or suffering for those around me?"

4. Are you collaborating with your students?

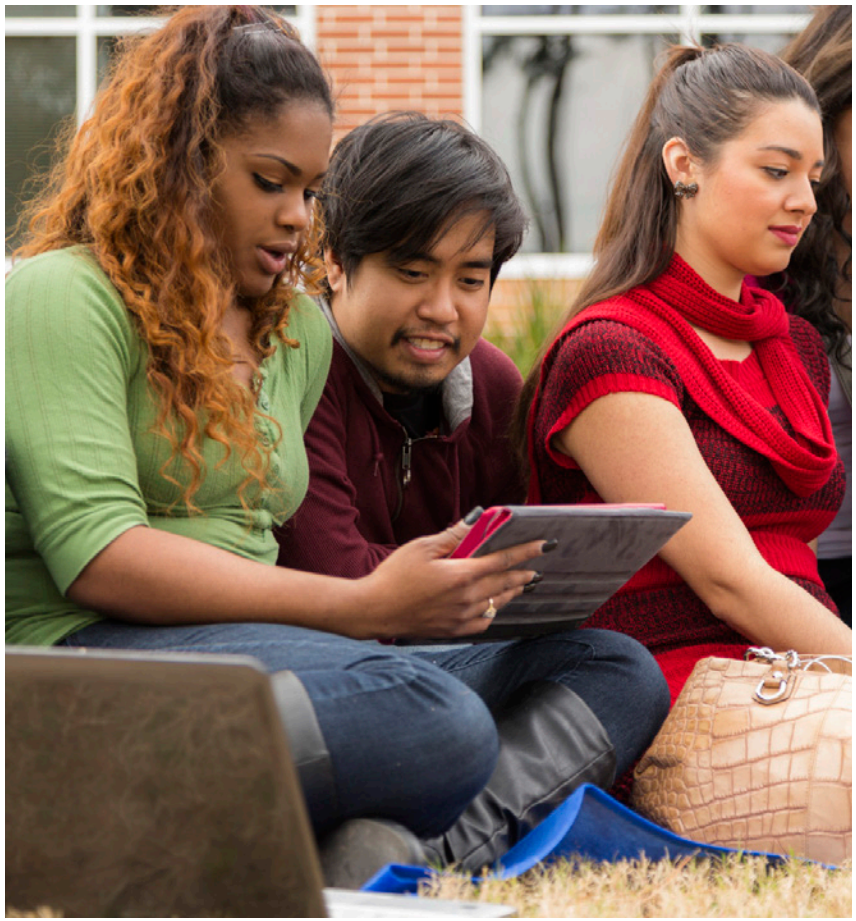
Children enjoy life more with fully developed self-regulation skills. How are they going to learn to manage their technology if you are always doing it for them? Collaborate with them on general principles. If the kids feel like they need a rule, then have them come up with it. It's true that people support what they help build, and it helps to build self-regulation skills.

5. Is use of technology a privilege, entitlement or responsibility?

All privileges come with responsibilities, and most technology use is a privilege. Ask for your students' help creating an acceptable use policy they can live with, as they'll be much more likely to adhere to it if they play a part in its implementation.

6. Are you modeling good technology use?

Be the person you want your students to be – at least while they're in your class. Are you present when you are with them, or are you checking email all the time? How much recreational technology are you using? Are you being a good digital citizen? Model the use you want to see in them as well as the balance between creational, functional and recreational technology that you want them to observe.



Should we limit kids' screen time? **NO**

BY NANETTE MCMURTRY

I'm a mom of two and an educator. And I have to admit something right here, right now: I get bored easily when playing with my kids.

I try to engage with the little ponies, the fairies and the Tonka trucks, and for a while, it all works out. Give me 20 minutes and I am super mommy, inventing stories that delight my kids, intricately weaving tales of action, romance and glory for the many characters and toys that populate my little ones' rooms.

But when the 20 minutes is over, my creative energy is spent and my kiddos are begging for more.

Recently, however, I discovered something. As an educational technology specialist, part of my job is to explore new technologies and discover the connections these technologies can bring to the classroom. Along the way, I discover the connections these technologies can make to my family too.

I was exploring a stop-motion application on my tablet when it dawned on me: I should make a stop-motion video with my girls to tell a story with their toys.

Three hours later, we had a stop motion video that lasted 30 seconds, which was a big deal for us. My daughter and I had so much fun playing together that afternoon – and that was using over two hours of screen time!

I believe it is important to establish what screen time can really mean. Do I want my daughter playing with a tablet more than two hours straight without glancing up at her surrounding world? On an airplane or long car ride, yes! In real life, no.

But, if she's engaging with her world, exploring her world and creating her world? Yeah, I want her to do that. So what does that look like for us?

My daughter is 6 and can tackle a six-mile hike with gusto. While hiking, we give her an iPod to document her climb with images and videos. Yes, this sometimes includes a 20-second video of one flower – but that's her choice! When we get back, she puts together a video of all of the images and videos using the iPod. Then we send that video to grandparents living far away, and they get to experience their granddaughter's storytelling skills.

That type of video often takes her longer than two hours to put together. Yet that doesn't concern me because she is preparing something that is meaningful to her and engages her with the world around her. She's telling the story of her adventure! When I was young, I drew pictures of my adventures. Today, she's drawing picture and adding photos, narration and music to her stories.

Technology can powerfully transform the time that kids spend with their families and in school. That minimizes my concerns about screen time and makes me aware that it's all about building meaningful experiences with our kiddos that engage and inspire them and enhance their view of the world. I think that trumps any arbitrary time limit on screen time.

*–Dion Lim is CEO of **NextLesson** in San Francisco, California. He loves converting people, so his favorite project growing up was his seventh grade science fair project, where he switched black molly fish from a freshwater to a saltwater environment.*

*–Nannette McMurtry is an ed tech specialist and district library coordinator for the Boulder Valley School District (BVSD) in Longmont, Colorado. Before that she was a high school teacher for nine years in Texas. Follow her on Twitter at **@edtechmusings** to tell her how you use technology with your own families.*

CONCLUSION:
THE FUTURE OF DIGITAL CITIZENSHIP

THE FUTURE OF DIGITAL CITIZENSHIP

Teachers and technology leaders need a roadmap for the digital future. With history as a guide, it is likely that the next few years will bring a number of changes in the technologies we use every day.

One thing is certain, however: Digital technologies are not going away. So should educators turn their backs and behave as if they don't exist? Or should they embrace these technologies and begin preparing students to become citizens of a digital society? The choices we make today will shape the future for our students and for our society.

Given the ever-changing nature of technology, it would be foolhardy to speculate on what the next new tools will be and how they should be used. But no matter what new technologies come along, digital citizenship will give educators a framework for exploring these technologies with their students.

Now is the time to start the discussion. Now is the time to look to the future. And now is the time to make a change.

*–Mike Ribble is a district technology director and author of Digital Citizenship in Schools. Visit **www.digitalcitizenship.net** and connect with him on Twitter **@digcitizen**.*

APPENDIX:
DIGITAL CITIZENSHIP RESOURCES

DIGITAL CITIZENSHIP RESOURCES

Ready to learn more? ISTE has a number of resources that will walk you through creating and implementing a digital citizenship curriculum in your school.

Digital Citizenship Academy

This self-paced series of online courses guides educators through the major issues surrounding digital citizenship and how to address them in schools. Each of the six modules offers resources, videos and lessons to help educators at all levels – from administrators to teachers to coaches – use digital tools appropriately while leading students and parents on the path toward becoming better digital citizens. Academy graduates walk away with a comprehensive understanding of how to use the ISTE Standards to develop, model and facilitate digital citizenship skills.

Digital Citizenship in Schools, Third Edition

In this essential exploration of digital citizenship, digital citizenship education expert Mike Ribble provides a framework for asking what we should be doing with technology if we want to become – and teach our students to be – productive and responsible users of digital technologies. The newest edition of this popular ISTE book includes:

- The nine elements of digital citizenship and how to incorporate them into the classroom
- Professional development activities to instill citizenship concepts
- Changes to the technology landscape, including new tools and devices
- Lesson plans, correlated to the ISTE Standards, for teaching different aspects of digital citizenship

ISTE Digital Citizenship Network

This online community supports educators as they strive to ensure the appropriate, safe and responsible use of technology. Network members benefit from sharing perspectives and structures for learning with technology as well as examples of how to use technology appropriately and responsibly to help students become more creative, resourceful and interactive with peers around the world. Membership is free to ISTE members.