

Be a Model Digital Citizen

Model positive digital citizenship every class, every day.

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Introduction. Digital Citizenship is not a one-time lesson or something discussed at a special assembly once a year. Regardless of their age, all of our students' lives, and ours, are influenced by digital media. Even if you don't tweet, or snap, or own a cell phone, your life is still influenced by digital media. Digital media influences the books that are published, legislation in our communities and nation, and the conversations we have in school hallways and around the dinner table. Because digital media is so influential, even if when we're not online, we're all digital citizens; as are our students. Instead of isolating digital citizenship, you're encouraged to model good digital citizenship in every class, every day--even outside of class.

This choice board is designed to help you determine what aspects of digital citizenship you want to work on first. These are ideas to get you started, and you're welcome to suggest additional ideas. The four columns of the choice board are Categories that represent the Citizen standard from the ISTE Standards for Educators (released in 2017). The four Levels are intended to help you understand how you can scaffold your understanding and approach to digital citizenship in your classroom, school, and beyond. They are:

1. **Citizen.** Since we're all digital citizens, this is the default level that all of us first enter. In this level, you are encouraged to explore and establish a procedure or teach a full lesson that supports one or more of the four categories of digital citizenship.
2. **Model.** This level represents that primary goal of the board, becoming modeling good citizenship every class, every day. The intent is to move beyond a single lesson or practice--which you may have to establish first--to incorporating procedures and routines across all of your lessons and classes.
3. **Advocate.** At this level, your digital citizenship impacts others beyond your classroom. Advocates collaborate with teachers, students, and others in their school community to provide a more comprehensive understanding of digital citizenship and to establish a culture of more responsible use of digital media throughout the day and beyond school.
4. **Leader.** The most intense of the levels, leaders connect with other leaders and advocates within and beyond their district.

You may already be at a level beyond Citizen. That's fine. Set your own goals for growth and determine which activities you plan to complete to bolster your digital citizenship skills. Follow the links to access more information and helpful resources for each activity. For each activity you choose to work on, consider the output or evidence you'll create to demonstrate you've been successful. Evidence might be a new lesson or activity for your class, new resources you share with other teachers, or a reflection on your work after you're done. You decide what type of evidence is most appropriate.

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Let the games begin!

You can also make your professional learning a game and reward yourself and your colleagues. Consider the following point scale as one guideline and set a goal for your own professional learning. Celebrate each success as you work towards your final goal.

- Each citizen activity is worth 50 points.
- Each Model activity is worth 100 points.
- Each Advocate activity is worth 200 points.
- Each Leader activity is worth 400 points.

You start off at level 1. Earn 100 points and move to level 2. Earn 200 points to move to level 3. You can move up a level from there on for every 200 points you earn. How many points do you plan to earn? By when? Set reasonable goals and a timeline to complete them. Monitor your work along the way to determine if you need to try different strategies.

If you really want to track your progress, try this [Digital Citizenship Badge Collector](#) based on the work of Alice Keeler. Selecting the link for the Badge Collector will require you to make a copy of the collector in your own drive. If you'd like to adapt Alice's template for use in your own work, [go here](#).

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Digital Citizenship Choice Board	Promoting Positive Interactions	Respecting Intellectual Property	Creating a Safe and Secure Environment	Being Information and Media Literate
Citizen Set up a procedure or teach a lesson	Set norms for participation with your students Help kids become "Internet Awesome" Explore social media for positive educational uses	Model appropriate use of intellectual property (copyright & fair use) Explore licenses for your favorite resources Curate and disseminate trusted resources, including OER materials	Create a secure password you can remember Teach students how to avoid common threats and scams Explore a resource's security level	Help students become informed consumers Teach media literacy Teach a lesson from Common Sense Media
Model Incorporate procedures and routines across all lessons/classes	Use conversation protocols Have students craft a classroom responsible use policy from your district's AUP	Promote Creative Commons Licensing Incorporate citation procedures & tools, including plagiarism checks	Establish file management and sharing options Create a safe learning environment: online and in class	Have students fact check like a pro Establish principles of verifiability
Advocate Collaborate with teachers, students, and others in your school community	Digital playground: help parents understand how tech is used in your class	Work with others in your school/district to set up citation and sharing materials you find or create	Provide resources to parents to help them reinforce safe and secure technology use at home	Have conversations on social media using #digcit or #digcitsnaps
Leader Connect with educators within and beyond your district	Help your school or district implement a Responsible Use Policy	Publish or present on intellectual property	Join the ISTE Digital Citizenship community	Become a Common Sense Media Certified Teacher

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Category: Promote Positive Interactions

Level: Citizen

Set Norms for Participation with Your Students

Why is this important?

Norms are different than class rules. Most teachers post class rules, but every class has norms whether you are proactive about them or not.

What can you do?

Classroom rules are usually developed by teachers. Many students appreciate knowing what the rules are and consequences for not following them. Norms are different, however. Norms are generated as a part of your classroom culture and represent “how we do things around here.” Every class has norms, whether you’ve gone about helping students develop positive norms or not.

Norms are best generated by the group, not imposed by one person or a small group. Norms can also change or evolve over time. Use any of the following resources to determine a process to establish positive norms for participation in your classroom.

Classroom norms can be posted around the room and in online learning environments. They can be included on student handouts and worksheets, especially when activities require group work. Ultimately, students should periodically reflect on the norms and determine any changes that should be made, such as at the end of a collaborative project.

Resources:

- [“The Science Behind Classroom Norming”](#) by Todd Finley for *Edutopia*
- [Establishing Our Collaborative Work Norms](#). Tips by Kristen Grey on Teaching Channel
- A [tool for Creating Norms](#) (in PDF) from Learning Forward

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What evidence can you collect?

Norms are created by a group, not an individual, so if you are interested in establishing norms as a personal professional goal, identify a procedure to generate norms with students to try in your classroom. Don't forget to include opportunities to reflect on and revise the norms, as necessary, throughout the year.

Another option is to create a collaborative activity in which students implement and then reflect on the use of norms.

Points for completion: 50

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Level: Citizen

Help kids become “Internet Awesome”

Why is this important?

The Internet has become an extension of almost every child’s world, even very young students. Google has created this resource for parents and teachers to help students better understand how to have positive online experiences.

What can you do?

Have you seen the viral video of the toddler trying to “swipe” the print magazine like an iPad? Or one of the many where toddlers mimic their parents and other grown up by using smartphones? Maybe you have a child like this at home. According to [a 2017 report from a periodic survey by Common Sense Media](#), children between zero and eight spend, on average, 48 minutes a day on a mobile device. This figure is triple what it was in 2013 which was triple from 2011. Overall, however, the amount of time children spend on media across all devices has not changed significantly--it’s just how they’re using media.

In order to support parents and teachers as they help students understand how to navigate and interact online, Google launched its [Be Internet Awesome](#) website full of resources. Start by watching the overview video, then review the resources you can use in your classroom, like *Interland*, an online game students can play to learn about digital safety and citizenship. Or download the complete curriculum based on kids being Smart, Alert, Strong, Kind, and Brave when using the Internet. The curriculum also interfaces with Google Classroom.

What evidence can you collect?

Find a relevant lesson or activity in the curriculum and adopt or adapt it for a lesson in your classroom. Be sure to play with Interland ahead of time so you know what to expect.

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Points for completion: 50

Category: Promote Positive Interactions

Level: Citizen

Explore social media for positive educational uses

Why is this important?

Most students are on social media daily. How will you help them learn how to use it for learning?

What can you do?

Virtually every new media, from phonographs to Facebook, follows a similar curve of adoption in education, from initial zealous support, through fear about the negative consequences of use until there is a time where educators find positive strategies to incorporate it into education (and elsewhere). This cycle, called the “Gartner Hype Cycle” is consistent across most new and emerging technologies and has been corroborated by an analysis of presentation topics at education conferences over a 50 year period (Sugar & Brown, 2008, as cited in [Securing the Connected Classroom](#) by Abbie Brown & Tim Green).

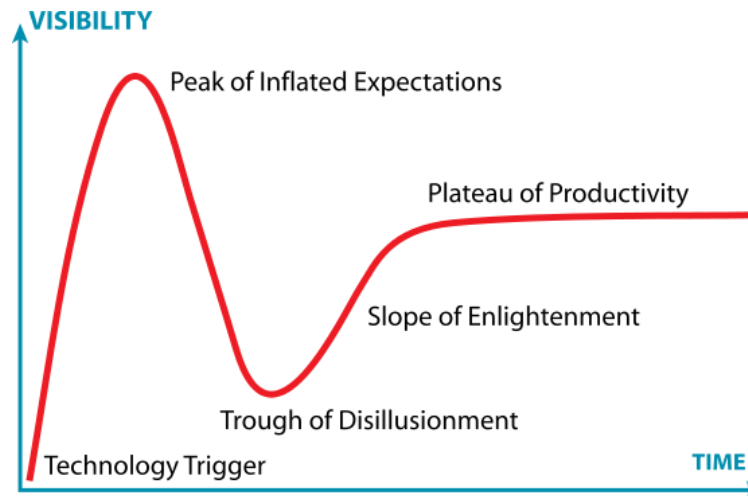
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You may not be tweeting or snapping right now, but ignoring or banning social media isn't going to make it go away. Even if you are using social media sites like Facebook or Twitter, your students may favor others, like Instagram or Snapchat. In order to prepare for constructive use of social media, explore how other educators are using it in their classroom. And even though children under 13 should not be accessing many social media sites, you can prepare those students by simulating chatting, texting, and sharing activities in safe learning environments, like a learning management system (e.g., Google Class) or shared documents.

At the Citizen level, it's important to build awareness and understanding of the potential for positive social media use to support teaching. When you're ready (and if your school and district policies are ready), you may want to use some of these ideas to explore social media use in your classroom.

Resources:

- [6 Tips for Social Media Newbies](#) by Karla Duff for *Education Week Teacher* (may require free account)
- [Embracing Mobile Devices and Social Media Tools](#) by Emily Rogan for *District Administration*

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- [Facebook for Education Group](#) or the Facebook for Educators [Scribd page](#) with resources you can download for using Facebook and Instagram.
- [Social Media for Teachers: Guides, Resources, and Ideas](#) by Matt Davis for *Edutopia*
- [Teaching and Learning with Twitter](#) from UNESCO
- [Texting to New Perspectives](#) is a short essay on the intellectual value of texting by professors Madhuri Karak and Missy Watson for *Inside Higher Ed*
- [How Twitter Can be Used as a Powerful Educational Tool](#) by Alan November & Brian Maull for *November Learning*

What evidence can you collect?

Explore how other educators are using at least one social media resource in their classrooms and consider the pros and cons. The evidence you collect at this point is documentation of your exploration, perhaps a reflection on what you're finding and how it relates to your own teaching.

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Category: Promote Positive Interactions

Level: Model

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Use conversation protocols

Why is this important?

The way we communicate with each other outside of class is often different than inside when we're learning something new. Protocols provide models that students can use to promote positive academic discourse, whether online or in person.

What can you do?

Try one of these protocols to help students ask better questions, post better responses, and keep a conversation going.

Mike Ribble introduce the **STEP (Stop, Think, Empathize, and then Post) protocol** in his book *Digital Citizenship in Schools* as a means to promote positive digital communication. How many times have you been tempted to fire off an email or comment on Facebook when your emotions were running high? Just because you can control yourself, it doesn't mean students always will. You can find a sample lesson that uses this protocol in his book (Lesson 3, Chapter 7).

I learned a simple protocol that can be used with most people from very young students to adults from some great technology coaches in Lee's Summit. The **Compliment, Connect, Question Protocol** works in face-to-face and online discussions and is a way to promote conversations with greater depth. You can use it in any subject or for many different reasons, such as discussing books, exploring current events, or preparing for a debate. The question at the end also promotes ongoing conversation rather than taking a "I must post 2 replies" mindset.

A Simple Example: I really appreciate your point about using organic fertilizers and pest deterrents to keep our water supplies clean (compliment). I have been thinking about ways to use less toxic materials both inside and outside my home (connect). Do you have any suggestions on the most effective organic fertilizers (question)?

Another more complex conversation protocol is the Ladder of Feedback. It builds upon the idea of using both "warm" and "cool" feedback to generate higher quality work. To

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Ladder of Feedback

Step 4: Suggest

Make suggestions for improvement. This step can be blended with step 3: people state concerns and then offer suggestions to address them.

Step 3: State Concerns

State your puzzles and concerns. Avoid absolutes: "What's wrong is..." Use qualified terms: "I wonder if..." "It seems to me..." Avoid criticizing character or ability. For example, "You're wrong" is not a good example of a concern.

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be effective, you really need to establish a supportive culture where students or adults feel comfortable receiving critical feedback from others. The goal is not to criticize but to offer critical feedback. It can take a group some time to reach this level of maturity.

[*The Power of Protocols: An Educator's Guide to Better Practice*](#) also provides examples of more than 30 discussion protocols you can use with student and adults. What other discussion protocols can you suggest?

Other resources:

- [Using Dialogue Protocols](#) from *Students at the Center Hub*
- [Net M@nners](#): Technology & e-mail Etiquette (free list with printable version for fee)
- [Protocols and Activities...from A to Z](#). Dozens of protocols for students and teachers from the National School Reform Faculty (some require membership, most do not)

What evidence can you collect?

Determine a conversation protocol to implement in your classrooms. The best protocols can be used to support conversations in any subject area and across multiple grade levels. Come up with a plan to introduce the conversation protocol to all of your classes, perhaps creating supporting materials (e.g., handouts, anchor charts, post on your class website), and determine how you will evaluate the protocol's effectiveness.

Points for completion: 100

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Category: Promote Positive Interactions

Level: Model

Have students craft a classroom responsible use policy from your district's AUP

Why is this important?

Most students understand how to use technology responsibly. Involving them to create a Responsible Use Policy for technology in your classroom gives them more buy in and supports norms for positive interactions.

What can you do?

Acceptable Use Policies are often complex, legal-sounding documents that many students, parents, and teachers do not read or understand fully. They are, however, contracts that have some legal consequence as they are signed, usually by both students and their parents/guardians.

Help your students become proactive users of technology in your classroom by creating a Responsible Use Policy with them. A Responsible Use Policy describes what students can and should do to benefit from using technology and digital resources. They are short and focused on positive use, not consequences for negative use. Start with your district's AUP, which will be a good refresher to many, but go beyond. Build on any class norms you've developed. Ask students which technologies they use outside of class and how they might benefit learning. Consider any concerns they have about using technology in class, and determine positive strategies to address them so you can build a positive culture of technology use in your classroom.

What evidence can you collect?

Review, dissect, and annotate [your district's AUP](#) to identify potential topics for your Responsible Use Policy. Look for examples of policies online that promote positive use rather than consequences for negative use. Use these resources to your students.

Points for completion: 100

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Category: Promote Positive Interactions

Level: Advocate

Help parents understand how technology is used in your classroom by creating a digital playground with your students

Why is this important?

Many parents may have questions and concerns about how technology is used in your classroom, especially parents that do not have school technology experiences.

What can you do?

There may be many digital technologies that pervade our home lives, even in homes with young children. That doesn't mean that parents can make the leap from personal technology use to leveraging technology for learning. One of the best ways to help is to provide sessions for parents to come explore and use the same technologies their children will use in your classroom.

These sessions may be organized around "Technology Open Houses," "Parent Internet 101" classes, or creating a "Digital Playground" with common devices and resources you use in your classrooms. You can find dozens of examples of agendas, flyers, and activities from schools across the nation with an Internet search. One of the most successful ways to help parents understand the value of technology to supporting teaching and learning in your classroom is to get your students involved. Having elementary students explain to Mom and Dad (and sometimes Grandma and Grandpa) how they use videos, simulations, and collaborative documents safely and securely in your classroom can help alleviate many parent concerns. This is also a great time to reinforce appropriate technology use at home by providing helpful hints and tips.

If you can't sponsor sessions after school, you can consider using technology to help parents understand technology, such as creating a classroom blog to share updates with parents, capturing videos of students sharing what they've learned (following your district's AUP, of course), or creating class e-newsletters. Of course, some parents may still prefer print, so survey your parents to determine the best way to share the great things you're doing in your class.

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Resources:

- [20 Ways to Make Parent Tech Talk Night Fun](#) by Kerri Beauchesne for PTO Today
- Mike Ribble's [Digital Citizenship Website](#)
- [Tech Activities for Parent Tech Night](#) from Education World

What evidence can you collect?

Work with school administrators, technology specialists, academic coaches, and other teachers to develop a plan for a digital playground. Collect evidence of sessions offered, attendees, and follow-up surveys.

Points for completion: 200

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Category: Promote Positive Interactions

Level: Leader

Help your school or district implement a Responsible Use Policy

Why is this important?

Many students do know what is and isn't acceptable technology use, but some AUPs tend to be so complex and lengthy and focus on what students should *not* do. A Responsible Use Policy is acknowledgement of what students *should* do with technology to support their learning.

What can you do?

There are many examples of Acceptable Use Policies. Unfortunately, they tend to be categorized by complex “legalese” and an extensive list of negative consequences to students. While important, because they do serve as a contract for the use of school devices, some districts are taking a more positive spin on technology use by creating Responsible Use Policies. These tend to be shorter and written in student-friendly language about the benefits of using technology. You will find more examples of the former than the latter, but check out this example from the [Renton School District in Oregon](#), developed in part by Judy Paddock, past co-chair of the ISTE Digital Citizenship Community (#digcit).

Developing a Responsible Use Policy will likely require collaboration between a range of stakeholders in your district, including central office and building-level administrators, instructional and educational technology staff, teachers, parents, and--most importantly--students! This is not likely a quick project, but one well worth consideration for setting the tone for positive technology use across schools in your district.

What evidence can you collect?

A completed Responsible Use Policy.

Points for completion: 400

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Category: Respect Intellectual Property

Level: Citizen

Model appropriate use of intellectual property (following Copyright and Fair Use Guidelines)

Why is this important?

All intellectual property in the United States is governed by one copyright law, The Copyright Act of 1976. There is no such thing as “educational use.” Everyone, from the president to every student in our classes, is held accountable to the same law.

What can you do?

Know what you can and cannot do with intellectual material protected by copyright. [When free isn't free](#) is a short movie that helps teachers understand the difference between copyright, Fair Use, and information in the Public Domain. It also introduces the Creative Commons Licenses and Open Educational Resources, which are free resources for teachers.

What evidence can you collect?

Reflect on the difference between materials that are protected by copyright and those that you can use under Fair Use or may fall under Public Domain. Review the materials you use often in your classroom to ensure you are following and modeling appropriate use of intellectual property.

Resources:

- A [LiveBinder of websites for Monitoring Copyright for Teachers](#) I collected with my graduate students at Bethel University in Tennessee.
- The Center for Media & Social Impact provides [Codes of Best Practices](#) for a variety of uses and settings, including OER, Fair Use, visual arts, video, and others
- [The TEACH Act and some Frequently Asked Questions](#) from the American Library Association
- [Copyright and Fair Use Resources](#) from *TeachersFirst*

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Points for completion: 50

Category: Respect Intellectual Property

Level: Citizen

Explore licenses for your favorite resources

Why is this important?

Even if it's not apparent, most materials are licensed for certain types of use. Licenses tell you how you can or can't use materials.

What can you do?

Explore the licenses for common educational resources you use in your classroom. Some, like textbooks and other print materials, may provide their licensing uses in the front matter of the book. Others, especially websites, can be harder to find, but even websites like YouTube have licensing agreements that dictate how their materials can be used. The music and film industry are especially strict about the use of intellectual property, and simply purchasing a song or DVD is rarely sufficient to give you license to use it in your classroom. Even the Apps and Add-ons you can add to Chrome or Drive have licenses--some of them very obtrusive. Whether you are using the materials other post online or posting them yourself, you should know the licenses for the services you use.

Resources:

- All Disney materials are licensed through [Swank Movie Licensing](#), which offers licensing for individual movies or an annual blanket license
- [Motion Picture Licensing Corporation](#) (many non-Disney movies)
- [Facebook terms of service](#)
- [iTunes \(Apple Media\) Services Terms and Conditions](#)
- [EdPuzzle Terms of service](#)
- [YouTube terms of service](#)

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What evidence can you collect?

Examples of how you are following licensing guidelines for the materials you use in your classroom.

Points for completion: 50

Category: Respect Intellectual Property

Level: Citizen

Curate and disseminate trusted resources with students and explore Open Educational Resource materials

Why is this important?

We live in the “information age” and there is an ever-increasing amount of information available to students and teachers. You and your students need a way to locate the best information, catalog it, and find it later.

What can you do?

Because of the proliferation of digital information in a variety of formats, curation could be considered a “new literacy”--something that requires unique literacy skills based on the growing use of a new technology. In this case, that new technology is just about everything digital. Curating has become such an essential skill for students that ISTE has included it in its new [ISTE Standards for Students](#), 3: Knowledge Constructor. Curation includes:

1. finding information
2. saving or linking to it
3. cataloging or organizing it in some way
4. sharing

Many people are familiar with creating favorites or bookmarks on a browser on their own computer, but what about when you're not at your own computer? How will you find your favorite stuff? This is where web curation tools, sometimes called social bookmarking

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tools, become really helpful. They work differently, but generally social bookmarking tools allow you to quickly tag or bookmark information you find online so you can find it again.

Some web curation tools are blocked or not supported in some school districts. You can still use common productivity tools to curate materials. This document is a curated list of materials related to digital citizenship. Teaching students how to create and organize files and folders on a drive is also a curation strategy. You can also create educational playlists, similar to the playlist concept in iTunes or YouTube, using a variety of tools. See this example by Kate Harris for ISTE showing [how students can curate a project playlist with primary-source documents](#).

Once you created a curated list or playlist of resources, you have to consider a way to share it. Learning management systems, like Google Class, can make this easy and can model file management for students. Other tools build in sharing capabilities. How will you share your lists with your students? With other teachers in your school or district?

Ready to create a playlist or curate some resources? Check out this curated list of [Open Educational Resources](#) from Bethany Rayl.

Resources:

- [Diigo](#) (social bookmarking, annotation, CIPA compliant)
- [LiveBinders](#) | An example about [copyright](#)
- [Symbaloo](#) | An example: [What would you like to do today?](#)
- [Texthelp Highlighting Tools](#) (Google Docs add-on that not only highlights text but collects highlights to summarize docs)
- [Top 10 Free Content Curation Tools for Teachers](#) by Christoforos Pappas for *eLearning Industry*
- Download free historical media from the [Public Domain Project](#)
- Media in the Public Domain or with Creative Commons Licenses is available from [Wikimedia Commons](#)

What evidence can you collect?

Create your first curation or playlist on a topic. Share it with your students or other teachers.

Points for completion: 50

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Category: Respect Intellectual Property

Level: Model

Promote Creative Commons Licensing

Why is this important?

Many content providers make intellectual property available for use in classrooms, and elsewhere, using this user-generated licensing scheme, so you and your students can find a range of different information they can use ethically and legally.

What can you do?

Creative Commons Licensing was born, in part, out of the frustration of the restrictions of copyright protections. Updates to copyright protection have been slow and often favored copyright owners and restricted educational use. This set of six licenses was developed to encourage content providers to make materials more accessible, especially for education.

 Attribution	 Attribution-Share Alike	 Attribution-No Derivatives
 Attribution-NonCommercial	 Attribution-NonCommercial-Share Alike	 Attribution-NonCommercial-No Derivatives

All of the licenses require the content user to attribute the creator of the intellectual property (BY: Attribution). From there, the licenses vary by whether you can or can't modify the material (ND: No Derivatives), how you have to license any derivatives (SA:

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Share Alike), and whether you can or can't use the material commercially (NC: NonCommercial). Material can include the Creative Commons icons or just abbreviations. You can learn more about the licenses from the [Creative Commons website](#).

One popular model of Creative Commons licensing is the [Wikimedia Commons](#), which supports several resources including the popular Wikipedia online encyclopedia. Search a favorite topic on Wikipedia, find a related image, and click on it. The resulting page on Wikimedia Commons will provide the appropriate licensing if you or your students want to include that image in a project, including language or code you can copy and paste. There are many other websites that provide Creative Commons guidelines for use, but sometimes you have to search the site to find the appropriate license. Not searching does not absolve you from improper use.

Not only should you and your students be aware of Creative Commons licensing for the materials you find and use, but you can encourage your students to incorporate this own licensing on their own work. Of course, they can also opt to use the more stringent © that is more restrictive. It's up to them, but considering how to license their own work promotes conversations about the appropriate use of intellectual property and can help them consider how others feel about intellectual property by exploring something very personal to them--their *own* property.

Resources:

- [Creative Commons search](#)
- Usage Rights in Google Image search or in Google Advanced search

What evidence can you collect?

Explore sites that provide materials for use based on Creative Commons Licensing and use them as an example for your students. Share the licenses and their uses with your students and teach a lesson or create a policy about licensing their own intellectual property.

Points for completion: 100

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Category: Respect Intellectual Property

Level: Model

Incorporate citation procedures and tools, including plagiarism checks

Why is this important?

All material created in a tangible form is protected by some form of copyright. You can still use some material protected by copyright under some circumstances following one of many different citation procedures or styles and many free tools.

What can you do?

Many high school language arts teachers require students learn and use MLA (Modern Language Association) style, but students who follow a path in the sciences will have to learn APA (American Psychological Association) style. Then, there's Tarabian, and Chicago, and dozens of others. Using a free citation tool can scaffold students as they learn different styles, even switching back and forth between them.

Style guides provide procedures for using intellectual material so that we avoid plagiarism. This is true of images, videos, and other digital information, not just text. Complicating the issue of avoiding plagiarism for students is the unfortunate practice of many organizations and website owners that rampantly copy intellectual material from others without citation or even an attempt to modify the information. Students can be taught to quickly review digital information they've found to ensure they are citing an appropriate authority.

The simplest step students can take is to conduct an online search for passages or images to see if it appears on multiple sites and to better determine the appropriate authority. Google Image Search allows anyone to do a reverse search on an image to help determine who might own it and how it can be used. Other free plagiarism tools can help you and your students review digital text quickly. Part of the self-review portion of the writing process should be a plagiarism check, and documenting how materials are used appropriately.

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What evidence can you collect?

Review a citation or plagiarism tool and develop a procedure for students to use them in your classroom. Build their use into every student work product.

Resources:

- Citation Tools
 - [Citation Machine](#)
 - [EasyBib](#) is a website and has an extension for Chrome
 - The [Purdue OWL](#) (online writing lab) website provides guidance and examples for APA & MLA
- Plagiarism Tools
 - [Grammarly](#) is a free extension for Chrome and other browsers and has a for-fee plagiarism checker
 - [PaperRater](#)
 - [Plagiarisma](#)
 - [Plagiarism Checker](#)
 - [Plagium](#)

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Category: Respect Intellectual Property

Level: Advocate

Work with others in your school/district to establish a way for citation and sharing materials you find or create

Why is this important?

In many districts, teachers work in isolation to teach citation styles or only share materials with a close few. Technology can make us work better, not harder.

What can you do?

Despite the many advances technologies have made to business and industry, in many districts, teaching is still a solitary profession. Sure, there are PLCs, department and grade-level meetings, but how often do you get to share with teachers in another school? Even in your own district? Let's use technology to make our lives easier and work smarter, not harder.

One way to help students understand how to use intellectual property appropriately is to establish standards for citation and use tools that make it easier for students to follow style guidelines and that respect intellectual property rights, as noted above. As a school or a district, you may want to investigate and pilot some of these tools to determine which should be used routinely in classrooms across your school or district. This can help focus professional development and support and actually make it easier for students to respect intellectual property, because they'll be able to use the same processes and tools in all of their classes.

Work with your colleagues to teach appropriate citation procedures throughout grade levels. Younger students can be taught to attribute intellectual property by acknowledging where they've heard or learned something (e.g., around the dinner table, watching television, etc.). Students in elementary school can be given templates for citing intellectual property, and students as young as middle school can use citation tools to cite materials in an agreed upon style, even changing the style, if necessary, depending on which class they're in. Using a style guide is as much philosophical as mechanical. Work with others in your school or district to come up with guidelines for how students at different grade levels can cite intellectual property in all works in all classes and ensure all teachers reinforce style choices.

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While students can build plagiarism checks into their own work, sometimes you'll want to affirm that work does indeed belong to students or that it is attributed to the correct owner. Many districts and schools use for-fee solutions, like Turnitin.com, that is supported by some common learning management systems. A simple, free approach to verify information is to keep digital copies of student work on shared or cloud file storage and run sections in question against work past students have turned in. It's like searching your hard drive for a file, but doing so across documents from multiple students, grades, and years.

Once you and your colleagues have created information, how will you share it? Some grade-level teams and departments in schools do a good job of sharing their best resources. How should your district extend that sharing of the best materials beyond campuses to help save teachers time? How can you include resource teachers, like special education and ELL experts, in the sharing of instructional materials so they can provide suggestions for appropriate accommodations? Respecting intellectual property includes the appropriate sharing of the best materials you find or create so others can benefit.

What evidence can you collect?

Establish procedures for citing intellectual work by grade bands (e.g., elementary, middle, high) and work with district staff to establish an appropriate platform and procedure for sharing resources across the district.

Points for completion: 200

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Category: Respect Intellectual Property

Level: Leader

Publish or present on intellectual property to a statewide, national, or international publication or conference

Why is this important?

Part of the role of a leader is to help others continue their own professional growth.

What can you do?

After you've had success developing and implementing procedures that honor and promote intellectual property in your classroom, school, or district, consider sharing your ideas with others on a broader scale. Seek out state or national publications, either digital or print, where you can share your story. Consider teacher organizations or those that focus on using technology, like ISTE. ISTE has a variety of print and digital venues you can publish to. You may also want to reach out to national content organizations, like the National Council of Teachers of English (NCTE), Mathematics (NCTM), or others. And you don't have to do it alone! Work with a friend or colleague that you've collaborated with--in or out of your school.

You won't have to conduct an actual research study to get published, but readers will want to have some detailed information about the setting, the process you used, and the outcomes. What are your students like? Your school? What procedures did you establish to honor and promote intellectual property? What was the need? How did students react? Other teachers? What were the outcomes that you can document?

You may also want to consider presenting at a state or national conference on your digital citizenship work. Deadlines for national conferences are usually far, far ahead of the conference. State conferences are a good place to get started if you're new to presenting. And attending a conference can be as informative as presenting.

What evidence can you collect?

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An article, blog post, or presentation materials that support your publication or presentation.

Points for completion: 500

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Be a Model Digital Citizen

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Category: Create a Safe and Secure Environment

Level: Citizen

Create a secure password you can remember

Why is this important?

Our lives are replete with personal and professional resources that require a password. Knowing how to create secure passwords can protect both you and your students.

What can you do?

Our lives require so many passwords, and yet, using insecure passwords is one of the easiest ways of making your own identify information and your students' data vulnerable. Security experts repeatedly note that the greatest threat to security is often human rather than technological. In addition to creating secure passwords, you have to keep them safe. Too many people write their passwords down and put them in easy-to-find places, like on a sticky note in their desk, or a lesson planner or notebook, or somewhere else easy to find, like a spreadsheet on their desktop or Google Drive or a note on their phone. If you can create passwords you can remember, you won't have to write them down.

There has been some long-standing advice you can follow to create a secure password that you can remember. Prevailing wisdom suggested that secure passwords usually must contain at least the following characteristics:

- 8 characters
- At least one upper-case letter
- At least one lower-case letter
- At least one number
- At least one special character (e.g., @, #, \$, %, etc.)
- No real words in any language, forwards or backwards

What? That sounds impossible! But there is a simple mnemonic trick you can use to create secure passwords. Try the following:

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Step	Example
Create a short sentence that is easy for you to remember that has 5-8 words in it.	My sister Alena likes to skate.
Take the first letter of each word.	MsAlts
Replace some of the letters with numbers or symbols that are close to the sound of the word.	MsAl2sk8
If you need a special character, try replacing one of the numbers with one	MsAl@sk8

But wait, there's more! Recently the Department of Commerce has updated their suggestions for passwords (in a long, dry report: [Digital Identity Guidelines](#)). The new guidelines suggest that a longer **passphrase** made up of four random words (with or without spaces) that you can remember is more difficult to crack. An article in the [Wall Street Journal](#) (subscription required) reported that the new advice is based on new knowledge about passwords--information that wasn't available when the original guidelines were written decades ago. As an example of a passphrase, cartoonist Randall Munroe calculated that it would take 550 years to crack the password "correcthorsebatterystaple" compared to three days with an 8-character password following commonly accepted guidelines. (You can even visit [Correct Horse Battery Staple](#) to generate four-word passphrases.) Also according to the new guidelines, it's unnecessary to change your password frequently unless there is an expected threat. Of course, some districts may have their own policies you must follow.

Regardless of the method you use, you can create a more secure password you can remember. Now *DON'T* write it down, especially if that password can provide access to student data or your own important data (e.g., financial, residential, etc.). There is software for securing passwords. Read reviews of the software to ensure it has not been compromised. At the very least, if you are going to store your passwords in a spreadsheet or document, password protect that spreadsheet or document. It's a step in the right direction.

Depending on the type of site you are visiting that requires a password, you may be able to use this additional simple tip to make your life easier. You may want to consider keeping two kinds of passwords: a few secure passwords you can remember or that are stored in a secure password app, and then one simple password for *all* non-essential sites or sites that will never contain any student

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information. You may even want to create a second email account on a free service, like Yahoo! or Google, just for those online accounts. I call it my “junk account.” Like you, I hear about new online tools what seems like daily. I don’t know if I want to use them all, so if I’m going to take a look, I use my junk email and simple password. I play with it for a while. If it turns out to be something I’m going to use with students, I create a new account with my primary email and use a secure password. If not, I don’t need to come up with a whole new password for every new resource I try out.

What evidence can you collect?

Create a secure password, but don’t tell anyone!

Points for completion: 50

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Category: Create a Safe and Secure Environment

Level: Citizen

Teach students how to avoid common online threats and scams

Why is this important?

There is NO single technology or combination of technologies that can keep our data and students safe. Security and safety require a combination of human practices and technologies.

What can you do?

Creating a safe and secure learning environment can be supported by some technologies, like filters and secure domains, but is primarily dependent on human actions. Your district can provide access to a safe and secure online environment through a restricted domain or learning management system, but if one person finds your password without your knowledge, that environment can be compromised. Just as you can teach students how to create secure passwords and strategies for keeping them safe, you can also help students develop skills to protect themselves, their data, and the devices they use.

We used to tell our students to only use sites in domains ending in .EDU or .ORG and to never open an attachment that ends in .EXE, but those are limited approaches in our contemporary digital society. Students access materials through a range of devices and apps, often using a cell phone, so the simple domain test may not even be feasible. And information and data can be pushed to students through apps and games with no consideration of the file type.

Discuss tips and set procedures for safe use of digital devices in your classroom. Use the resources below to find strategies, lessons, and activities you can complete with your students to help them develop the skills to be vigilant when using digital resources. Find resources that are routinely updated and provide suggestions for new threats as they become prevalent, such as the rise of phishing attempts through email and other communications.

Resources:

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- [CyberWise](#) offers a range of supports for parents and teachers on a full range of topics related to digital citizenship
- [Get Safe Online](#)
- [Infographic on identifying and avoiding phishing attacks](#) from TechRepublic
- [Privacy Rights Clearinghouse](#)
- [10 Easy Ways to Prevent Malware Infection](#) by Wendy Zamora for Malwarebytes Labs

What evidence can you collect?

Establish, teach, and model strategies for keeping students, devices, and data safe and secure in your classroom. Find a good resource, activity, or lesson that you can start the year with and refer to throughout the year.

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Category: Create a Safe and Secure Environment

Level: Citizen

Explore a resource's security level

Why is this important?

Just because you've logged in to a website with a password, there is no guarantee the entire website is safe and secure!

What can you do?

At the end of 2016 and then again in 2017, Common Sense Media conducted a study of more than 1200 popular online educational resources to determine how these resources keep student and teacher information safe and secure. The results of this test of minimum security standards was surprising, and perhaps a bit alarming! While the follow-up study showed some minimal improvement, only 56% of the sites visited use encryption to keep account information secure after logging in. Of the remaining sites, approximately 18% support but do not require encryption and about 23% do not support encryption at all. This can mean that some sites that require students to use a password to log in don't provide ongoing checks within the site to ensure data generated on internal pages was kept secure. You can learn the the difference between [Privacy, Security, and Encryption](#) with this article from Bill Fitzgerald for Common Sense Media

Based on the findings from this report, you can now explore a resource's security on [Common Sense Media's Privacy Program](#), which gives security ratings for hundreds of educational resources based on four components:

1. Safety
2. Privacy
3. Security
4. Compliance

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You may also double check to see which companies have taken the [Student Privacy Pledge](#) to take steps to keep student data safe and secure when using their products. Sponsored by the Future of Privacy Forum (FPF) and The Software & Information Industry Association (SIIA), more than 300 companies have taken [the pledge](#) to safeguard student privacy in their products.

What evidence can you collect?

Explore at least one resource you commonly use on Common Sense Media's Privacy Initiative. If you're not happy with the ratings, consider how you might adjust your use of the resource or find an alternate.

Points for completion: 50

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Category: Create a Safe and Secure Environment

Level: Model

Establish file management and sharing options

Why is this important?

Online collaborative environments like Google Drive and Office 365 make it easy for teachers and students to collaborate, but not knowing appropriate ways to share documents in these environments can have negative consequences.

What can you do?

When they were first introduced, word processing, spreadsheets, and databases revolutionized the ways offices ran and the work that was accomplished there. Now, anyone can share those productivity tools--and many others--in collaborative workspaces so any number of people can create, edit, comment, or even delete and debase information in shared documents, images, presentations, and other productivity tools. These free tools are available to anyone with Internet access and now allow teachers or students to collaborate in real time or at different times.

It's important to review the features of these collaborative tools with students in your classroom, even if they've used them previously. Confirm that all students know the appropriate procedures for using them in your classroom. Consider starting with a simple activity and then gradually scaffold up. Depending on the age of your students and the experiences they've had with these tools--and most teenagers seem to know all about them and are using them whether they're allowed to in school or not--you can take a few steps to introduce them to your kids so they can use them effectively.

1. **Start with an activity that has little risk and no consequence in terms of a grade.** You can this by having students copy a slide from a shared presentation, edit it, and then use their new slide to introduce or share something about themselves (this is also a great way to begin developing a Personalized Learning Profile). You can also use a word-processing document that has specific places for students to enter information, such as in a table that designates where each student should enter.

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Display the document as students are working on it and review it and the process to troubleshoot issues or concerns that arose during the activity.

2. **Help students understand the different ways to SHARE documents.** Generally, you can share a document in only so many ways:
 - a. The most global is so that anyone in the world can find it. This is helpful for sharing general information. You can actually use Google Docs or Word documents in Office 365 like web pages.
 - b. You can share a document with a group of people. Some school districts only allow their staff and students to share documents within the district, but others give access to anyone so you can share with parents, experts, or students in other school districts.
 - c. You can also designate specifically whom you share a document with, either an individual or a group you determine. Sometimes people can ask to see your document if they know it exists, but you don't have to let them if you don't want to.
3. **Help students understand the different ways to EDIT a document.**
 - a. The simplest way is to share a document that only you can edit. This can be called **viewing** access. Generally, anyone who can view your document can probably make their own copy of it, but they can't edit your original, unless you change that permission later.
 - b. One helpful way to share a document is so that people can **comment** on it. If you're used to the commenting feature in Word, it's similar. This doesn't change your original document text, and you don't have to accept their comments, but this is especially helpful during the formatting and reviewing stages of documents before it becomes final. Comments are also usually timestamped with the commenter's name, so it also provides some level of accountability to know who is doing what work when.
 - c. Of course, you can give others permission to fully **edit** your document. After you've prepared your students for this freedom, this can be a powerful way to support cooperative learning.
4. One final thing you may want to do is show students that they *can* go in and mess up other people's documents, but that **everything they do is tracked**. Their actions leave a trail. Shared documents have a history, and people have to log in to use them, so every edit can be tracked back to its owner. I try to introduce this in a fun and light-hearted activity, but that history is a form of accountability that students come to understand quickly. Not only can you track who has modified a document, you can also use it to find out who *hasn't* been working on their document. There are no dogs on the Internet, so if a student doesn't log in to work on a document for homework, it won't be tracked regardless of whether his or her dog wanted to eat it or not.

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You can find additional tips and tricks for using shared documents online. For younger students, sometimes designating who edits at any one point is a good strategy. You can also have students work on their own individual documents within a shared folder, and then compile information into a master document later. Find additional tips for collaborating on a shared document, which can include presentations, spreadsheets, and other forms of documents. And if you haven't already used these tools, find someone to practice with and create your first shared document!

What evidence can you collect?

Create an activity to help students understand how to create documents for collaboration, including using the view, comment, and edit features. Include a review of the document history and show students how their activity is tracked.

Points for completion: 100

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Category: Create a Safe and Secure Environment

Level: Model

Create a safe learning environment: online and in class

Why is this important?

The seeming anonymity of an asynchronous digital conversation can empower some people to behave in ways they would not when face to face.

What can you do?

Creating a positive classroom and school culture can promote positive behavioral and academic outcomes. While culture can seem rather intangible--more “touchy-feely” than real. Culture is often referred to as “the way things are done around here,” but there’s more to it than that. In the literature on school culture ([reviewed here by Elizabeth R. Hinde](#) from Arizona State University West), Kent Peterson and Terrence Deal suggest that culture is the stream of “norms, values, beliefs, traditions, and rituals built up over time.” Elizabeth Hinde continues to explain that culture is a set of expectations and assumptions that are understood or implied that don’t have to be stated that direct the activities of school personnel and students.

You can proactively impact classroom cultures. Every class has a culture, even if you aren’t proactive in shaping it. Classroom (and school) culture can be impacted by three strategic structures that you have control over ([Walsh, Sattes, Corallo & McDonald, 2003](#)):

1. The way you structure and organize the **learning environment** impacts classroom culture. Does it provide opportunities for every child to perform to high standards? In many schools today, the learning environment extends to online or virtual environments, so you may want to take steps to ensure interactions students have in these spaces are well designed and monitored.
2. The **policies and procedures** in a classroom and school also shape the culture. This includes the spoken and unspoken rules and norms that are created for participation, in person and online. Are all policies and procedures presented from an authoritarian perspective? Or do students feel supported or have a voice in classroom policies and procedures?
3. The **relationships** that people have in your classroom is the final strategic structure you can influence. Left alone, relationships do exist and will flourish, whether those are in ways you desire or not. To promote a safe and secure

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environment that promotes high performance, consider how norms are established, how collaboration is structured to promote positive interaction and gains that individual work cannot, and how students are held individually accountable for their own learning and given support to get there. Your district or school may also participate in positive or responsive behavior programs that can provide strategies and resources for promoting positive social and emotional learning that leads to a high-performance learning culture.

After all your proactive work to establish a positive culture, there may be times when students have negative experiences. In these cases, they need to know where to go or whom to reach out to for support or help. You may want to consider setting up a quiet spot, safe spot, or safe space in your classroom or school where students know they can go, either for a personal time out or to talk with a supportive adult. There should also be a clear and understand actions students can take to request help from trusted adults in cases where they feel bullied or unsafe.

What evidence can you collect?

Review your classroom's physical and online learning environment from the perspective of promoting positive interactions and high performance for all students. Consider the policies and procedures in your classroom to determine where and how much say students can have in designing and monitoring them. Determine how you develop and maintain positive relationships in your classroom and seek support for additional strategies to promote a positive classroom culture from the resources below or from other colleagues, guidance counselors, or administrators in your school. Finally, know and help students understand what to do and whom to go to when they are feeling bullied or unsafe.

Resources:

- The [Cyberbullying Research Center](#) provides information for educators and parents, including these [10 Tips to Develop a Positive School Culture](#) that can prevent bullying.
- [Get Safe Online](#) is from the UK but offers a good deal of helpful information about a range of technologies
- [Stay Safe Online](#) has lessons and tips from the National Cyber Security Alliance, a public/private partnership
- [Stopbullying.gov](#) has information to build a safe environment and to prevent bullying
- [The Power of Mistakes: Creating a Risk-Tolerant Culture at Home and School](#). 4 tips from Mindset Works

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Category: Create a Safe and Secure Environment

Level: Advocate

Provide resources to parents to help them reinforce safe and secure technology use at home

Why is this important?

Some students have access to more technology at home than they do at school, yet commercially developed and marketed tools, like smartphones, weren't developed with kids in mind. Parents may appreciate some guidance in understanding how to reinforce safe technology use at home.

What can you do?

Except in a few cases, you're not your students' parent. So you're not responsible for how students use technology outside of school. However, schools prepare students for life, and in doing so establishing a strong home-school relationship can help keep students safe and secure wherever they are.

There are tips, resources, and entire programs that parents might benefit from for creating a safe digital environment for their children outside of school. Not all parents have the benefit of receiving the same background on Internet safety and cybersecurity that teachers do. Review some of the resources provided with others in your school or district to determine the best to share with parents.

Also consider multiple forms of communication preferred by parents and develop a reasonable communication strategy to promote safe digital use in and outside of school. Do parents prefer to visit your website? Receive an email or digital newsletter? Or do they prefer print? Do parents want to receive instruction at a parent tech night? Or do they need a forum with teachers and others to review safe tech use, like attending a discussion sponsored by the school PTO/PTA? Consider existing communication methods, their benefits and drawbacks, and whether there is a need for other ways to communicate. It's likely multiple methods will be

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Be a Model Digital Citizen

Model positive digital citizenship every class, every day.

warranted, and the best conversations are reciprocal, not just the one-way dissemination of information. Ongoing conversations with parents will help keep students safer and more secure in and out of your classroom.

Resources:

- [CyberWise](#) offers a range of supports for parents and teachers on a full range of topics related to digital citizenship
- [Parent Toolkit for Student Privacy](#) from Parent Coalition for Student Privacy
- [Tips Toward a Safe and Positive Social Media Experience](#) by Stephen Spengler for T.H.E. Journal
- The [Federal Trade Commission](#) provides a range of resources about staying safe and keeping information secure online specifically written for students, parents, and schools.

What evidence can you collect?

Identify the best resources to share with parents and work with colleagues to develop a plan to communicate them with parents.

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Category: Create a Safe and Secure Environment

Level: Leader

Join the ISTE Digital Citizenship community

Why is this important?

There is an international community of educators just like you that you can belong to and share ideas with about digital citizenship.

What can you do?

The International Society for Technology in Education (ISTE) is a long-standing, highly trusted education organizations focused on the effective and appropriate use of technology by students and educators. Its membership is truly international, and ISTE provides many different ways for members and sometimes non-members to interact both in person and virtually. One of these ways is through ISTE's thematic and job-alike communities--the [ISTE Online Community](#)--which you can join for free!

ISTE's Digital Citizenship community, one of the many communities in ISTE's Professional Learning Network, provides a forum for educators around the globe to share questions, concerns, ideas, and solutions in a range of Digital Citizenship topics. Digital Citizenship is complex and changes over time. Members of the ISTE Digital Citizenship community include experts in many areas as well as people just learning about a new concern, resource, or strategy. Members of the community can connect online through the community discussion board, participate in Twitter Chats, review resources on the ISTE website, and even connect in person at the ISTE conference, one of the largest annual educational technology conferences in the world.

Please note: ISTE is a membership organization that requires paying an annual membership. Some schools or districts may support part or all of this cost for teachers. Many teachers find value in membership on their own. I was able to create a non-member account and join the ISTE communities at no cost.

What evidence can you collect?

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Even if you do not plan to become an ISTE member, visit the [Digital Citizenship section of ISTE website](#) to find and review free resources to support being a Digital Citizen.

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Be a Model Digital Citizen

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Category: Develop Information and Media Literacy

Level: Citizen

Help students become informed consumers

Why is this important?

We are bombarded daily by offers to share our private information and even our hard-earned money, from targeted ads online and apps that offer in-app purchases with the click of a button. Students of all ages are confronted with digital commerce challenges daily.

What can you do?

Find an activity or a lesson you can share with your student about becoming more informed digital consumers from the resources below. You may want to explore the ways students are faced with targeted advertising throughout the day on the different websites and social media they access. Explore the types of advertisements that students see when browsing. Find scenarios students can work through online or implement them in your class from resources like THINKB4U. Have students create artifacts, perhaps public service announcements for other students or their parents, about how to make good decisions when faced with advertising and purchasing decisions.

Resources:

- [11 Activities for Teaching About Advertising](#) by Marsha Rakestraw for the Institute for Humane Connection
- The [Federal Trade Commission](#) provides a range of resources about staying safe and keeping information secure online specifically written for students, parents, and educators.
- [The Student's Guide to Safe Online Shopping](#) article from ISTE
- [Online Shopping](#) tips from StaySafeOnline

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Find activities or lessons appropriate to your grade level and subject area to share with students.

Points for completion: 50

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Category: Develop Information and Media Literacy

Level: Citizen

Teach media literacy

Why is this important?

We all live in a media intensive world where just about anyone can create and share information that can be misleading or inaccurate. Students can be taught strategies to analyze and evaluate media messages.

What can you do?

Information and media literacy go beyond being able to determine the validity of a news story. The National Association for Media Literacy Education offers multiple considerations for [defining media literacy](#), including this one:

Media literacy is the ability to ACCESS, ANALYZE, EVALUATE, CREATE, and ACT using all forms of communication.

That's a pretty tall order. Because of that, it's important every teacher in every subject provides support to help students develop media literacy skills, whether they are seeking for and reviewing information or creating their own information. Media literacy is an important component in every subject area. That's why scientists rely on evidence and the scientific principle. Social scientists and historians have strategies for analyzing and making meaning from primary and secondary source documents. Even artists explore and debate music, art, and other performances to better understand the validity and creative aspects of performances and products.

There are many resources available to support media literacy in your classroom. Review the resources below or use others you know about to develop activities or lessons that support media literacy in your classroom.

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Resources:

- [9 lesson ideas about teaching media literacy](#) from ISTE
- [10 resources to boost student media literacy](#) by Jennifer Snelling for ISTE
- The [National Association for Media Literacy Education](#) offers a range of resources and services, including the [Code of Best Practices in Fair Use for Media Literacy](#) and lessons and activities in their [Resource Hub](#).
- [Media Literacy Now](#) is an advocacy group that links to a long list of media literacy resources for [teachers](#) and a few for [parents](#).

What evidence can you collect?

Find and use media literacy activities or lessons applicable to your subject area.

Points for completion: 50

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Category: Develop Information and Media Literacy

Level: Citizen

Teach a lesson from Common Sense Media

Why is this important?

Teaching digital citizenship lessons is a great way to prepare students for appropriate use throughout the year.

What can you do?

Digital Citizenship is a broad topic. Common Sense Media's [Digital Citizenship Curriculum](#) provides free access to one of the most respected digital curricula for teaching Digital Citizenship to K-12 students. The curriculum framework is divided into 8 aspects of digital citizenship and is organized by four grade bands: K-2, 3-5, middle and high school. You can find complete lessons or select various activities or media you can adapt and use in your own classroom.

What evidence can you collect?

Find a lesson or activity you can use in your classroom.

Points for completion: 50

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Category: Develop Information and Media Literacy

Level: Model

Have students fact check like a pro

Why is this important?

It's easy to create and share media that looks authoritative. We all need to take steps to ensure the information we are exposed to is accurate.

What can you do?

We used to teach students to look for domain extensions like .EDU or .GOV to find appropriate resources, but these simplistic measures are insufficient for helping students evaluate the variety of information created and disseminated today. Students can, however, use resources and follow additional guidelines to evaluate the authority of any information they find.

Review the following resources to find strategies that students can use to hone their fact-checking skills. Because institutions and resources can change alliances and purposes over time, teaching students to be better fact checkers is applicable throughout their lives in multiple situations. Consider incorporating the fact-checking game from Factitious into your classroom, or have your students create their own version based on that model. As a class, come up with fact-checking guidelines and compile them in an anchor chart or poster, or post them on your class website or LMS.

Resources:

- Tips for fact-checking from [East Indiana University libraries](#)
- [FactCheck.org](#) is a project of the Annenberg Public Policy Center
- A librarian in Olinda, Maui, offers this [long list of resources](#) for “curating, organizing, and testing the EDUverse.”

What evidence can you collect?

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Find an activity or lesson you can use to help students develop their fact-checking strategies. Determine how you will reinforce these strategies throughout the year.

Points for completion: 100

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Category: Develop Information and Media Literacy

Level: Model

Establish principles of verifiability for student work

Why is this important?

Beyond fact checking, students can take steps to create their own information that is supported by principles of verifiability. This is an important step for ensuring their work will be trusted.

What can you do?

In a review of research on the use of technology in [education researchers from Stanford report](#) that student achievement outcomes can be impacted positively when students participate in tasks that require them to find, analyze, organize and evaluate a variety of information in multiple formats which they then use to create new knowledge and products. This is the definition of [media literacy](#) (see [above](#)). This is *especially* true for students considered at-risk.

Fact-checking is only half of the equation in terms of developing information and media literacy. Students must also be able to create information in ways in which the information it contains can be verified. One of the best models for generating verifiable information comes from a resource that is not universally accepted in classrooms across the country: Wikipedia.

This popular online encyclopedia, at least popular outside of schools, has had staunch opposition from many people, especially educators. But Wikipedia, part of the Wikimedia Foundation, has actually established guidelines for contributors to help distinguish whether the content they generate is verifiable. It also reviews content and provides suggestions and indications when content does not follow these guidelines appropriately.

Wikimedia's guidelines for posting are summarized below:

- All information contributed must adhere to the BY-Attribution Creative Commons license
- Wikimedia accepts only original content. Authors can't copy and paste from other sources.

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- Authors can't post their original research, like their dissertation findings. They can refer to their own research if it has been published elsewhere, like in an appropriate peer-reviewed journal.
- Authors have to maintain a neutral point of view, meaning they can't argue for or against any point and have to provide information from multiple viewpoints, when available.
- All information must be verifiable from reliable sources. On Wikipedia, that generally means all information must be cited and, preferably, linked to a verifiable resource. (You can learn more about Wikipedia's policy for [Verifiability](#).)

Don't these sound like good guidelines for all authors? Of all ages? You may want to tweak some of these guidelines, or add some of your own, but having students work that is original and verifiable is a major goal in most classes. Consider how you promote original, verifiable work and whether you might adopt or adapt similar guidelines for use in your classroom.

As a bonus, once students master these principles, they too can become trusted Wikimedia contributors. You may want to consider having students craft an article for Wikipedia that meets these guidelines that is not challenged or removed by the foundation.

What evidence can you collect?

Develop a process for establishing original, verifiable work on all student products in your classroom. Consider ways to publicize and emphasize these principles with students throughout the year.

Points for completion: 100

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Category: Develop Information and Media Literacy

Level: Advocate

Have conversations on social media using #digcit or #digcitsnaps

Why is this important?

There are teachers across the globe that are concerned about digital citizenship and sharing valuable information to help you model and promote digital citizenship with your students.

What can you do?

Join the conversation! ISTE, Common Sense Media, and other education organizations are promoting the #digcit hashtag to encourage greater awareness around Digital Citizenship and what students, parents, teachers, and others can do to promote responsible behavior in and out of school. You can find links to lesson ideas, pictures, resources, invitations to structured chats, and even other like-minded people on Twitter, Instagram, Snapchat, and other social media using #digcit and #digcitsnaps. Consider [this challenge](#) from students at Burlington High School (MA) to promote Digital Citizenship in their school using Snapchat, or [this more recent one](#) from Celina SWAT team.

If you're new to social media, you may still be able to find #digcit and #digcitsnaps postings by searching on a web browser. You can even find some posts with #digcit on Facebook. For most people, the first step to joining a community is observing, what is sometimes referred to as "lurking." That's o.k.! It's a common way to get started. You can join in whenever you want. The easiest first step to interaction is to reply to or like a post from someone else. From that point, consider sharing strategies you're using in your own classroom and tag them with the #digcit hashtag.

When you get really comfortable you may want to consider a #digcit TwitterChat , perhaps through ISTE's Digital Citizenship Community. It won't take long before you're a #digcit champion yourself.

What evidence can you collect?

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Search #digcit on different media, including the web, and find resources you can use in your classroom. Ultimately, contribute to the conversation yourself using #digcit on your favorite social media.

Points for completion: 200

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Category: Develop Information and Media Literacy

Level: Leader

Become a Common Sense Media Certified Teacher

Why is this important?

Following an established program for digital citizenship and becoming certified can lend credence to your work and connect you with other exemplary digital teachers across the globe.

What can you do?

There are several different providers for digital citizenship curricula and activities. One of the most respected is Common Sense media. If you desire to be a leader in digital citizenship, you may consider becoming a [Common Sense Media Certified Educator](#). The process takes time and effort but is readily achievable. Common Sense Media offers a window for applications, so you may have to wait for a specific time to apply. In the meantime, you may consider using some of the Common Sense Media lessons and activities in your own classroom, or sharing them with other colleagues. Some teachers find seeking certification satisfying. Bringing others along can make the journey easier and more enjoyable and rewarding. Your district can even become a Common Sense Media Certified District.

What evidence can you collect?

Certification

Points for completion: 400

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