

Notes from Julie's Webinar:

Example Topic #1

- **Area: Digital citizenship in the curriculum**
- **100-word sub-topic:**
- In today's digital learning environment it is more important for students to not only manage their digital footprint but actively create a personal brand for their online identity. This research and resulting website will provide comprehensive resources that clearly identify and amplify approaches to personal branding for students of ages 13-18. In addition it will assemble and present these resources in a way that suggests a methodical pathway for learning such that a teacher can use this as a curriculum implementation to actively support personal branding and digital citizenship in the activity of digital portfolio creation and social media awareness.

Example Topic #2

- **Area: Social media and networking**
- **100 word sub-topic:**
- Connected and subsequently collaborative learning using social media is an essential goal for all teachers and students in today's digital learning environment. Learning should not take place in isolation, therefore knowing how to connect locally and globally through understanding digital citizenship requirements is a must. This research will explore conditions and resources for connected learning for K-12 education using social media. The resulting website will provide comprehensive explanations and reviews of appropriate social media tools, including local and global examples. Resources provided will encourage educators to create their own approach to becoming connected and collaborative learners and share this with students.

Example Topic #3

- **Area: Digital Learning Environments**
- **Sub-topic: Professional Development for successful implementation and use of DLE's**

Digital Learning Environments (DLE) are firmly becoming an essential tool set for learning institutions seeking to inspire learners in multimedia rich settings. In an evolving industry, professional learning opportunities and student support mechanisms need to be well thought out to provide a solid framework from which all stakeholders can operate.

This investigation will contribute to the field by exploring, evaluating, and developing new resources, to aid selection, implementation and effective use of DLEs.

Specific consideration will be given to:

- Leveraging multi-media and digital literacy for blended learning
- Authentic learning experiences leveraging the affordances of a DLE with online simulations.
- Keeping skills current using PLN's, allowing for the future evolution of DLEs.

Don't forget!

- This Assessment 2 has TWO products
 - Digital artefact
 - Collaborative learning module
- Designed for students to work collaboratively:
 - Share resources and contribute via an online space
 - Communicate a message effectively through multimedia
 - Demonstrate understanding of key concepts of digital citizenship

Part B: Digital artefact

- Explore Web 2.0 tools to use
- Short! If video/multimedia - no more than 3 min (however there is no criteria specifying this)
- Must be embedded onto a web page
- Must be included as part of group planning
 - Align with sequential learning module information delivery and resources
 - A valuable communication piece within the Learning Module

The Digital Citizenship Learning Module 100 Word Group Proposal (Due 23/3/20):

- Students will work in collaborative groups of 3-4 students
- Once formed, the group develops a proposal for submission

Briefly outline the nature of your project proposal in no more than 100 words using ONE of the FIVE following topic proposal concepts:

- Digital Learning Environment (DLE)
- Digital citizenship in the curriculum
- **Content creation and curation in digital environments**
- Social media and networking
- Leading for digital citizenship in the DLE

In this project we will:

- be able to demonstrate an understanding of key concepts of digital citizenship.
- be able to identify and discuss the wide range of social, political, ethical and technological issues affecting the development of a digital citizen.
- be able to develop transliteracy skills and engage in professional dialogue in online environments.
- be able to incorporate a range of digital experiences in learning and teaching to promote digital citizenship in schools.
- be able to evaluate the use of a range of information sources and delivery modes that support effective digital citizenship.

Topic 3: Content creation and curation in digital environments:

(DRAFT - content to be cut and pasted to [master document](#) from Julie Lindsay by Mon. 23/3/20):

(I'm Christy and I will use blue: the following is just to get the ball rolling): Our group proposes to work collaboratively to identify and discuss digital citizenship concepts and issues surrounding digital learning environment content creation, delivery, evaluation and curation.

Team 3.1: Judith O'Rourke, Karla Olmos, Christy Roe

Topic:

100-word proposal:

JUDY: Engaging with the digital environment requires students to have an understanding of key areas of digital citizenship around copyright, referencing, plagiarism and paraphrasing. Educating students about digital citizenship provides the skills that are essential for developing knowledge to be able to engage in and use digital content effectively and responsibly. Our group proposes to create a group learning module that utilises a digital curation tool to provide content and tools for teachers and students (primary and secondary) as well as a DLE tool that evaluates digital content against the Quality Teaching Framework .

KARLA:

- Effective digital literacy skills should be explicitly taught by both the TL and further supported and embedded by the classroom teacher within their lesson planning and pedagogy.
- The popularity of remote learning means both students and teachers need greater awareness of digital citizenship practices to confidently navigate online resources to ensure they are neither breaching copyright or plagiarising.
- The development of skills in curation would benefit students and teachers so that they can better organise the abundance of online sources and more methodically apply appropriate paraphrasing and referencing in line with appropriate digital literacy/citizenship practices.
- The resulting research and website will focus on professionally developing teachers to effectively model how to embed digital literacy practices relating to content curation within their lessons. Explicit to these modules would be a focus on evaluation of their lesson and how this reflects both the Quality Teaching Framework (QTF) and the

CHRISTY:

Name	Subtopic ideas	Notes
Judith O'Rourke	Making resources for teachers to explain importance of DC? I would be interested in making tutorials for teachers	
Karla Olmos	I would like to develop a resource for teachers that focuses on copyright, creative commons and/or tools to demonstrate how to get students to curate their research for tasks in a way that makes them easy to find and reference. Practical classroom strategies with instructional videos would be my preferred approach.	
Christy Roe	I'm interested in DLE tools for creating and evaluating (curating?) digital content / lessons to ensure that they meet quality teaching standards, eg. The Quality Teaching Framework (QTF), particularly as observations of lessons are primarily face to face.	
Overall synergy thoughts:		

Group process (Due: 24/4/20):

In groups of 3-4, students will collaborate on a research task on their chosen topic. This provides an opportunity for team/group collaborative authoring via an online interface. The result will be a co-developed group learning module in a style appropriate to education. **Each group will be provided with a Google doc template to plan, collaborate and complete a 'blueprint' design document for their module.** After discussion with the Subject Coordinator as a class, each group then chooses an online platform on which to build and share the final learning module material (such as Wix, Weebly, WordPress).

Groups are encouraged to find and/or create images, diagrams and infographics and other artefacts to fully share ideas. It is expected that all digital affordances of the chosen online platform (hyperlinks and embedded artefacts) will be applied, and correct referencing and attribution will be included.

The expectation of this task is that individuals collaborate digitally and all collaborative planning work is shown via the Google doc blueprint. Further details will be forthcoming from the Subject Coordinator.

The online learning module is expected to contain 2000 +/- 10% words as the total group collaborative contribution.