



Technology Integration: Citizen

Competency

Educator inspires students to positively contribute to and responsibly participate in the digital world.

Key Method

The educator cultivates online engagement by establishing a learning culture that exhibits empathetic responsibility with safe, ethical, and legal use of technology to foster digital literacy and media fluency.

Method Components

Components of Good Digital Citizenship

ISTE describes a good digital citizen as having the following nine qualities:

1. **Digital access:** Advocates for equal digital rights and access for all
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 how to properly use and share each other's digital property.
4. **Digital communication:** With so many communication options available, students need to learn how to choose the right tools according to their audience and message.
5. **Digital literacy:** This involves more than being able to use tools. Digital literacy is about how to find, evaluate and cite digital materials.
6. **Digital commerce:** As students make more purchases online, they must understand how to be effective consumers in a digital economy.



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7. **Digital rights and responsibilities:** Students must understand their basic digital rights to privacy and freedom of speech.
8. **Digital safety and security:** Digital citizens need to know how to safeguard their information by controlling privacy settings.
9. **Digital health and wellness:** One important aspect of living in a digital world is knowing when to unplug. Students need to make informed decisions about how to prioritize their time and activities online and off.

Components of Code of Conduct

A code of conduct is a set of expectations for using digital tools within an organization. Codes of conduct are valuable tools for educators to use with their students. Not only do they clearly lay out expectations but they can also be used as an educational tool that provides students, families, and administrators with information on how to use technology safely and respectfully. A good code of conduct also provides information on how to report abuse. Codes of conduct help keep kids and adults safe and respected while participating in online activities.

Some of the topics covered in a code of conduct are:

- Digital etiquette (including empathy and respect for others)
- How and when to gain access to digital tools
- Online collaboration
- Cyberbullying
- Security and safety
- Digital footprints
- Fair use (crediting sources)
- Evaluating online sources
- Physical and mental health considerations
- Consequences for not following the code of conduct

Supporting Rationale and Research

Babette Moeller & Tim Reitzes (2011) Education Development Center, Inc. (EDC). Integrating Technology with Student-Centered Learning. Quincy, MA: Nellie Mae Education Foundation.

<https://www.edc.org/sites/default/files/uploads/Integrating-Technology-with-Student-Centered-Learning.pdf>

Gleason, B. & Von Gillern, S. "Digital Citizenship with Social Media: Participatory Practices of Teaching and Learning in Secondary Education." *Journal of Educational Technology & Society*, vol. 21, no. 1, 2018, pp. 200–212.

https://www.researchgate.net/publication/322733013_Digital_citizenship_with_social_media_Participatory_practices_of_teaching_and_learning_in_secondary_education



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Hollandsworth, R., Dowdy, L. & Donovan, J. TECH TRENDS (2011), "Digital Citizenship in K-12: It Takes a Village," 55: 37. <https://doi.org/10.1007/s11528-011-0510-z>

Lemke, C., Coughlin, E., and Reifsneider, D. (2009). *Technology in Schools: What the Research Says* (PDF). Culver City, CA: Commissioned by Cisco.
https://www.cisco.com/c/dam/en_us/solutions/industries/docs/education/TechnologyinSchoolsReport.pdf

Resources

Standards

[ISTE Standards: Educators](#)

[ISTE Standards: Students](#)

Articles

[Framework: ISTE Standards, a Roadmap | EdSurge News](#)

[Infographic: I'm a Digital Citizen!](#)

[Educational Technology in and for Jewish Education](#)

[Essential Elements of Digital Citizenship | ISTE](#)

[How to Teach Copyright and Fair Use to Students](#)

[The Educator's Guide to Copyright, Fair Use, and Creative Commons](#)

[What every teacher should know about copyright law | ISTE](#)

[What Is Successful Technology Integration? | Edutopia](#)

Videos

[Copyright and Content ID Videos on YouTube](#): Playlist

- ▶ Practical Ways to Integrate Technology in the Classroom (Without Being An Expert)
- ▶ What do we know about the generation after millennials? | Jason Dorsey | TEDxHouston

Teaching Resources

[Copyright And Fair Use Lesson Plans | Media Education Lab](#)



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[#DigCitCommit / Twitter](#)

[David Eagleman Speaking Bio and Videos | The Lavin Agency Speakers Bureau](#)

[Digital Citizenship | Common Sense Education](#)

[Digital Citizenship Week Schedule - Elementary School](#)

[Getting Started with Primary Sources | Teachers | Programs | Library of Congress](#)

[Internet Safety](#) from Brain Pop

[It's time to commit to digital citizenship!](#)

[Kathy Schrock's Guide to Everything](#)

[Lesson from Code.org: Intellectual Property and Images](#)

[Resources | DigCitCommit](#)

[Revised Bloom's Taxonomy - Center for Excellence in Learning and Teaching](#)

[The Four Factors of Fair Use | Common Sense Education](#)

[What Is Creative Commons and Why Does It Matter? | Common Sense Education](#)

Examples of Digital Agreements:

[Digital Citizenship Curriculum | Common Sense Education](#) (grades 3-5)

[Family Contract for Online Safety | SafeKids.com](#)

[RESOURCE for Technology Use Contract](#)

Submission Guidelines and Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3 and receive a proficient for all components in Part 2.

Part 1. Overview Questions (Provides Context)

(300–400 word limit)

Please answer the following contextual questions to help the assessor understand your current situation. Please do not include any information that will make you identifiable to your reviewers.



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1. Describe student access to digital tools and digital media in your school setting (e.g. 1:1 devices, limited access/firewalls, reliable connectivity, dynamic online experience, controlled online environment, etc.)
2. In your experience, how have you developed a learning culture in your classroom? How have you set up routines or opportunities to encourage students to build a respectful community? How might an internet code of conduct support the relationships and critical interactions of your students in their learning environment?
3. What needs or concerns have brought you to consider developing a code of conduct for your student population?
4. What experience have you had with previous technology usage contracts or code of conduct pledges with students? If you have used a contract, was it created with other teachers or students, or assigned from the school/district level? Did you feel that the contract and/or pledge was effective in your school setting?

Passing: Response provides specific examples from the educator's experience to justify choosing this micro-credential to address specific needs of both the teacher and the student.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following **two artifacts** as evidence of your learning. *Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: Code of Conduct

Create and submit an internet use code of conduct for your students. (Can be created with a teacher team/cohort or with the students.) Your code of conduct should be kid-friendly and grade-level appropriate. It should address the following topics:

- Digital etiquette (including empathy and respect for others)
- How and when to gain access to digital tools
- Online collaboration
- Cyberbullying
- Security and safety
- Digital footprints
- Fair use (crediting sources)
- Evaluating online sources
- Physical and mental health considerations
- Consequences for not following the code of conduct

Artifact 2: Plan for Sharing Code of Conduct



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Create and submit a presentation, pamphlet, video, or lesson to share your digital code of conduct with each of the following audiences for a total of 3 artifacts.

- Students
- Parents
- School staff

Each presentation, pamphlet, video, or lesson should include all 10 topics listed above as well as a process for reporting abuse. The presentations/pamphlets can be similar but should be customized for each of the 3 audiences. Please combine these three artifacts into one document to submit.

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Code of Conduct	<p>Includes all 10 of the following topics:</p> <ul style="list-style-type: none"> -Digital etiquette (including empathy and respect for others) -How and when to gain access to digital tools -Online collaboration -Cyberbullying -Security and safety -Digital footprints -Fair use (crediting sources) -Evaluating online sources 	<p>Includes 5 to 9 of the following topics:</p> <ul style="list-style-type: none"> -Digital etiquette (including empathy and respect for others) -How and when to gain access to digital tools -Online collaboration -Cyberbullying -Security and Safety -Digital footprints -Fair use (crediting sources) -Evaluating online sources 	<p>Includes fewer than 5 of the following topics:</p> <ul style="list-style-type: none"> -Digital etiquette (including empathy and respect for others) -How and when to gain access to digital tools -Online collaboration -Cyberbullying -Security and safety -Digital footprints -Fair use (crediting sources) -Evaluating online sources



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	<p>-Physical and mental health considerations</p> <p>-Consequences for not following the code of conduct</p> <p>Code of conduct is age-appropriate and kid-friendly</p> <p>Code of conduct is organized and easy to read, and each topic is clearly labeled</p>	<p>-Physical and mental health considerations</p> <p>-Consequences for not following the code of conduct</p> <p>Code of conduct may not be age-appropriate or kid-friendly</p> <p>Code of conduct may not be organized or easy to read, and/or each topic is not clearly labeled</p>	<p>-Physical and mental health considerations</p> <p>-Consequences for not following the code of conduct</p> <p>Code of conduct is not age-appropriate or kid-friendly</p> <p>Code of conduct is not organized or easy to read, and each topic is not clearly labeled</p>
<p>Artifact 2: Plan for Sharing Code of Conduct</p>	<p>Three separate artifacts are submitted</p> <p>The intended audience is clearly labeled and differentiated to meet the needs of the group it is created for</p> <p>The tone of each artifact is appropriate for the intended audience</p> <p>The content of the artifacts is appropriate for the age of the intended audience (i.e. primary grades, high school, adult)</p>	<p>Three artifacts may or may not be submitted, or the artifacts are not differentiated for each of the intended audiences</p> <p>The audience is not labeled on the artifact</p> <p>The tone of the artifact is not appropriate for the intended audience</p> <p>The content of the artifact is not appropriate for the age of the intended audience</p>	<p>Fewer than 3 artifacts are submitted</p> <p>Most of the topics are missing</p> <p>Process for reporting abuse is not included</p>



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	<p>All three artifacts are laid out in a visually pleasing way and the information is well organized</p> <p>All 10 topics are covered in each artifact</p> <p>Each artifact provides a process for reporting abuse</p>	<p>The artifacts are not well organized and/or not laid out in a visually pleasing way</p> <p>Some of the topics are missing</p> <p>Process for reporting abuse is not included</p>	
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Part 3. Reflection

(300-500 word limit)

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

Please do not include any information that will make you identifiable to your reviewers.

1. How has your investigation of Digital Citizenship broadened your understanding for an educator's need to promote Digital Citizenship?
2. Provide specific examples of how providing a code of conduct positively impacted your students' shift to being more digitally responsible, ethical, and critical in their use of digital media.
3. How might your lessons and promotion of digital citizenship continue to cultivate critical and ethical use of technology to foster digital literacy and media fluency in your future practice as an educator?

Passing: Reflection provides evidence that this activity has positively impacted both educator practice and student success. Specific examples are cited directly from personal or work-related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.



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