

Digital Citizenship Education in Saskatchewan Schools

A Policy Planning Guide for School Divisions and Schools to Implement
Digital Citizenship Education from Kindergarten to Grade 12



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Acknowledgements



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This document was written by:

- Dr. Alec Couros, *University of Regina*
- Katia Hildebrandt, *University of Regina*

In consultation with:

The Digital Citizenship Working Group:

- Donna DesRoches, *Living Sky School Division*
- Leanne Forrest, *Regina Catholic School Division*
- Sheri Gunville, *Saskatchewan Rivers School Division*
- Wendy James, *Saskatoon Public School Division*
- Kirk Kezema, *Northeast School Division*
- Ramona Stillar, *Light of Christ Catholic School Division*
- Erik Van Dusen, *Regina Public School Division*

Preface



Digital Citizenship Education in Saskatchewan Schools was created in response to one of six recommendations contained in the *Saskatchewan Action Plan to Address Bullying and Cyberbullying* that was released in November 2013. The fourth recommendation stated:

Support Students to Develop Responsible and Appropriate Online Behaviour

Recognizing that all students need to learn the proper knowledge and necessary skills to develop appropriate and responsible online behaviour and that teachers and schools will need support to ensure this important work occurs starting in Kindergarten through Grade 12:

Recommendation #4: It is recommended that the Government of Saskatchewan work with school divisions to provide teacher instructional supports and student resources to teach appropriate and responsible online behaviour to all Kindergarten through Grade 12 students.

In addition, the action plan proposed the following actions to address this recommendation:

Proposed Action: Support the instruction of appropriate and responsible online behaviour for Kindergarten through Grade 12 students.

The Ministry of Education:

- should provide school divisions with model digital citizenship policies and guidelines for local adaptation and implementation;
- should work with school divisions to provide teachers with instructional supports and professional development opportunities and students with digital learning resources.

Upon receiving the action plan, the proposed actions were accepted by the Minister of Education and ministry officials were asked to work with the education sector to identify instructional resources, to offer professional development opportunities and to develop this guide and a continuum to help support digital citizenship education for all students in Saskatchewan schools, from Kindergarten through Grade 12.

To complete this task, a small working group was established consisting of school division consultants, experts from the University of Regina and ministry officials.

Building on the ongoing work to develop digital fluency competencies to support the implementation of the teaching and learning components of *Saskatchewan's Technology in Education Framework*, digital citizenship education was determined to be essential for all Saskatchewan K-12 students. Key outcomes in the framework state that both students and educators need to be able to use technology safely and effectively to communicate and collaborate in a global society. The promotion of digital citizenship education is a key component of a coordinated strategy to address cyberbullying.

Working in consultation with the working group, the initial draft of the guide was written under contract by Dr. Alec Couros and Katia Hildebrandt from the University of Regina. The working group worked collaboratively with ministry officials to identify key resources and to construct the digital citizenship continuum.

Supporting students at all grade levels and through all subjects to learn appropriate and responsible online behaviour through the integration of digital citizenship instruction will help ensure that children and youth in the digital age become responsible and principled digital citizens, capable of building and maintaining a positive digital footprint, respecting intellectual property boundaries and protecting their privacy online. Digital citizenship education is not intended to be a stand-alone unit, course or lesson, rather it is best learned and understood when taught in context through supported online practice and real-life examples and experiences.

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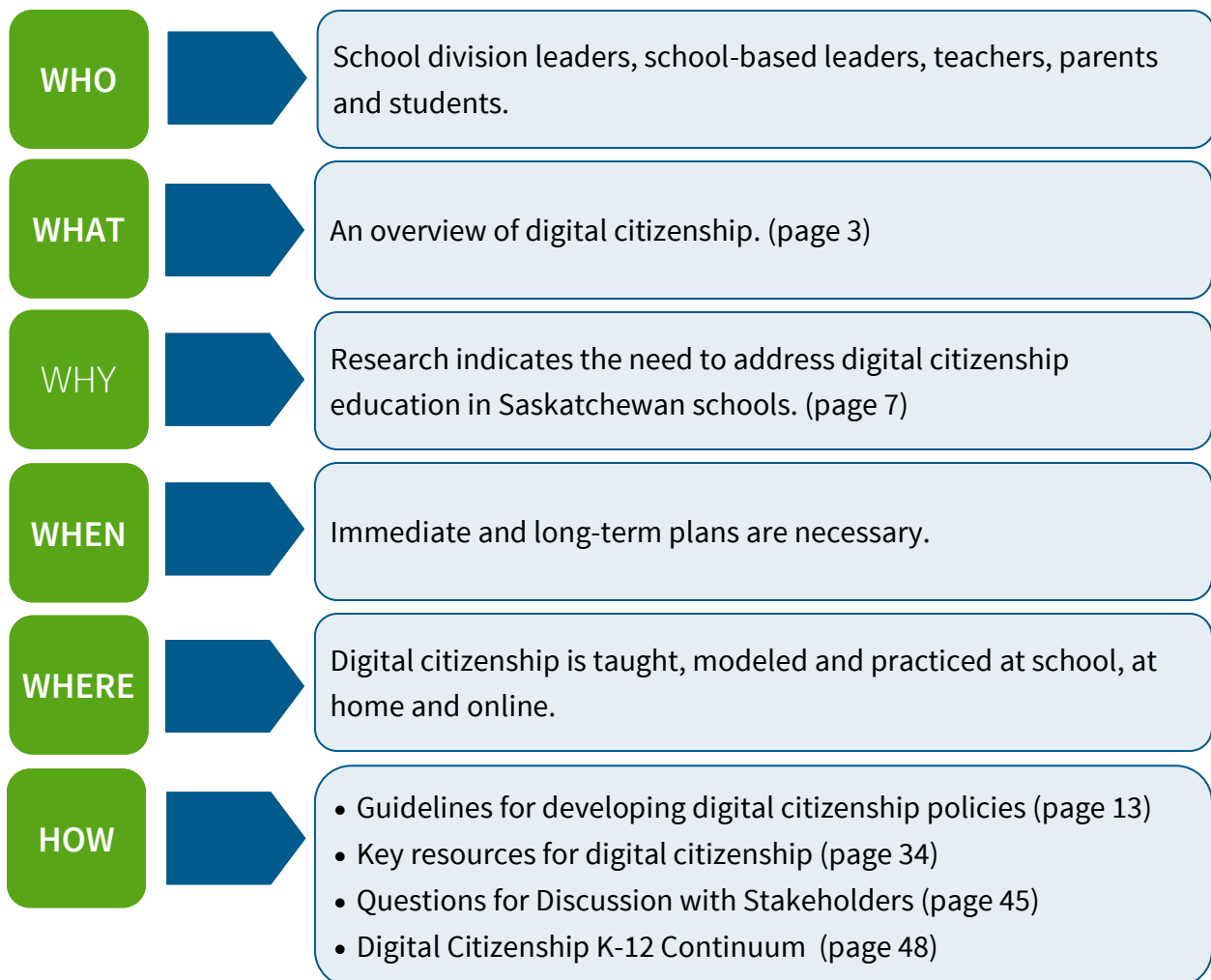
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Introduction

This document provides guidelines for school divisions and school-based administrators who are developing digital citizenship policies. It is not a prescriptive policy; instead, it offers a roadmap for building appropriate school division policies and school-specific digital citizenship guidelines and procedures. Tools to help teachers, administrators, and parents as they get started on the implementation of digital citizenship education for K-12 students are also included.

A ROADMAP FOR DIGITAL CITIZENSHIP EDUCATION



How to use this guide:

This document is meant as a guide for school divisions and school-based administrators in developing and implementing digital citizenship policies. It was developed in consultation with the Digital Citizenship Working Group, a group of instructional leaders from across Saskatchewan. It is not intended to provide prescriptive policy but rather to guide conversations and provide resources.

We highly recommend that school-based administrators seek out input from key stakeholders (such as teachers, students, parents, and community members) in order to ensure that the key values of all groups in the community are considered and represented wherever possible. This will ensure that the resulting policy fits the specific needs of the school community. For instance, the digital citizenship policy in a rural elementary school will look very different from that of an urban high school; not only will age level affect the degree of freedom given to students, but a rural policy would likely also include a more concerted plan for ensuring access for all students. Discussing community values in the context of online spaces can also be helpful in clarifying what concepts such as ethical use or libel mean in the digital world, as this is sometimes different or more nuanced than traditional definitions.¹

Including stakeholders from a variety of groups will also help to increase compliance; it is critical for administrators to focus on the process of developing the policy instead of handing down a final version to teachers and students.² It is also important to include students in these conversations, as they are frequently more informed than adults on current and emerging issues surrounding social media and other online sites;³ it is important to note, however, that students do not necessarily possess more technical know-how than adults and certainly lack, in general, a broader understanding of ethical issues and of the role of technology in learning. Finally, it is also important to clearly lay out next steps for professional development so that teachers and other school personnel feel equipped to carry out the resulting policy. This guide includes some suggested resources for helping teachers get started on teaching digital citizenship.

In practice, it may be beneficial for a core group of school leaders to begin the process of creating a digital citizenship policy by identifying key areas of concern (those that need to be addressed immediately) as well as areas that are of less immediate priority (those that need to be addressed in the next 2 to 3 years) and then using these priority rankings to guide the conversation with the larger group of stakeholders.

An Introduction to Digital Citizenship

Our world is changing, and schools need to adapt to new realities of knowledge, society, and education. Technology has fundamentally changed our idea of community and the ways in which we interact with each other, so that building individual networks for learning and support is more important than ever before.⁴ The Internet has also broken down many barriers of space and time, allowing us to rethink the way that we work and connect;⁵ we are no longer tied to only those in our immediate physical surroundings but instead now operate within more fluid and complex networks of people from around the globe thanks to social networks and mobile technologies.⁶ **This means that today's classrooms need to prepare students to succeed in these global networks, but it also means that teachers have access to a whole world of experts and others who can support and augment their students' learning.**

The Internet also provides cheaper, freer access to an enormous amount of information and educational content;⁷ **Sir Ken Robinson comments that "our children are living in the most intensely stimulating period in the history of the earth."⁸ Education isn't limited to the walls of the classrooms; more and more, it can be done anywhere, at anytime, and by anyone.⁹**

"We need to ensure that students are equipped with the skills to safely and smartly sift through this abundance of information and to navigate online spaces in ways that contribute to their learning."

Unfortunately, present schooling practices have generally not adapted to the changing nature of society and learning, leaving students at a disadvantage;¹⁰ indeed, our current education system **"was designed and conceived and structured for a different age."¹¹ Education is no longer "about centralized instruction anymore; rather, it is the process of establishing oneself as a node in a broad network of distributed creativity."¹²**

This means that we need to rethink our idea of school - if massive amounts of content are available to anyone, we need to ensure that students are equipped with the skills to safely

and smartly sift through this abundance of information and to navigate online spaces in ways that contribute to their learning. In other words, schools must teach students *how* to learn in the age of networks.

Bringing technology into the classroom and opening up the walls of our schools offers a way to bridge the gap between traditional school systems and those that equip students with the skills needed for the present and future. However, these types of changes cannot happen overnight; schools and teachers need to think through the potential challenges of bringing technology into the classroom in order to ensure that our students participate positively, responsibly, and safely in online spaces. This means that we need to plan for and address digital citizenship in our schools by creating policies at a school or school-division level.

What is digital citizenship?

In order to understand the concept of digital citizenship, it is helpful to begin with the idea of citizenship, that is, **“the state of being a citizen of a particular social, political or national community [which] carries both rights and responsibilities.”**¹³ Thus, citizenship in its traditional sense is tied to a bounded space and/or group of individuals and entails both the benefits of rights and the weight of responsibilities.

Given the changing state of communities, knowledge, and education, however, citizenship is no longer contained by physical location, so we need to expand our definition of citizenship to take into consideration who we are as members of the global, online communities in which we now find ourselves. Digital citizenship asks us to consider how we act as members of a network of people that includes both our next-door neighbours and individuals on the other side of the planet and requires an awareness of the ways in which technology mediates our **participation in this network. It may be defined as “the norms of appropriate and responsible online behaviour”**¹⁴ or as **“the quality of habits, actions, and consumption patterns that impact the ecology of digital content and communities.”**¹⁵

Digital citizenship both includes and expands on the more traditional definition of citizenship. If citizenship requires participation in a given community, we must consider what participation looks like in the digital world. We must also consider what new rights and responsibilities we have in online spaces. On top of traditional issues of citizenship, digital citizenship raises several other key issues: these include balance, that is developing an understanding of the effects of technology and balancing the advantages and potential risks; safety and security as they apply to online spaces, including issues such as inappropriate content and cyberbullying; and ethical issues such as copyright and plagiarism.¹⁶



“Digital Citizenship is more than just a teaching tool, it is a way to prepare students for a society full of technology.”

- Dr. Mike Ribble

Why worry about digital citizenship?

Given the complexities of participation in online spaces, many school systems have taken the **approach of sharply restricting students' access to social media and other online spaces** in order to limit potential issues. While this approach may have been somewhat successful when Internet-use was less widespread, it is no longer a viable or appropriate strategy; students are using the Internet, so it is the responsibility of schools to ensure that they do so safely. Also, just as schools have played a role in preparing students to be citizens in the traditional sense, educators must now ensure that our children are ready to be active and responsible participants in our increasingly digital society:

Citizenship requires participation. Communities, whether local, regional, national, social or political require members to participate for the community to have value and meaning. Without participation the community becomes non-existent. Digital communities similarly require participation and society has a role to play in preparing youth to participate in these communities in meaningful, responsible and caring ways.¹⁷

If digital citizenship requires participation, then schools must provide a safe space for **students' guided participation in online spaces. Just as we would not teach a teenager to drive** without ever getting into a car, we cannot teach digital citizenship without allowing students to go online.¹⁸

It is critical that schools address digital citizenship, and that they do so right away. Some key reasons include:

- Students are generally proficient at basic usage of technology, but they are not necessarily critical users and many of them do not have the skills to be safe and responsible online. We are putting students at risk by assuming that they are tech-savvy.
- Students are starting to use the Internet at an early age, and they're using it regularly. If schools wait until high school to address digital citizenship, we are putting students at risk.
- If we want students to be lifelong learners, they should see learning as something that can happen at any time, but by keeping technology out of the classroom, we send the message that school is separate from "real life." Incorporating digital worlds and digital citizenship into the curriculum helps bridge the gap between school and home.
- Schools need to prepare students to be successful in our digital world; teaching digital citizenship allows students to develop the skills and competencies that they will need to be safe, responsible, and productive members of our current and future society.

Research supports the need for digital citizenship:

In this section, you'll find a more in-depth look at why each of these issues is so important; this research may be helpful to administrators or teachers when discussing the need for digital citizenship instruction with parents or other school community members.

False perceptions of students' digital skills:

One of the major reasons for teaching digital citizenship is that although young people are often competent basic users of technology, they frequently do not have the requisite digital literacy skills.¹⁹ For instance, a study of Canadian youth found that fewer than half of young people will look for additional sources to confirm their research if they believe the site they are using is reliable, while very few understand commercial aspects of the Internet, such as the ways in which companies can share their information.²⁰ One expert notes:

Just because today's students have grown up in a technology-rich world does not mean that they know how to effectively and responsibly utilize technology. It is a common misconception that today's learners can seamlessly transition from the routine use of devices for personal reasons to using them for learning, research, and enhanced productivity. We routinely hear how students use digital tools inappropriately for sexting, cyberbullying, cheating, video-recording teaching and fights with peers, and plagiarizing. Unfortunately, these behaviors have become quite common, as schools are not doing their part to educate students on digital responsibility, citizenship, and creating a positive footprint online.²¹

Schools and teachers cannot assume that students are digitally savvy simply because they are connected. Clearly, students are often not learning to be safe and responsible Internet users at home, so schools and teachers must make sure that students are acquiring these skills in the classroom; otherwise, we are putting young people at risk.

High rates of Internet use among young people:

“...students are often not learning to be safe and responsible Internet users at home, so schools and teachers must make sure that students are acquiring these skills in the classroom; otherwise we are putting young people at risk.”

A related argument for the development of a digital citizenship policy is that young people already spend a great deal of time on the Internet, so ignoring the issue while at school will not prevent students from running into problems online; as we mention above, school should help students develop transferable skills that they can apply to their personal usage. Below, we take a brief look at the present usage rates of technology among young people. These paint a clear picture of the prevalence of Internet use among younger generations both in Canada and in other countries.

Internet usage is now widespread across all ages: 82% of American adults now use the Internet, including 53% of those over 65,²² and 65% of online adults use social networking sites.²³ The likelihood of using the Internet decreases with age, with the youngest group in the study (Americans aged 18-29) most likely to be Internet users; 97% of those in this age bracket are Internet users, while 89% use social networking sites.²⁴ Many technology experts agree that **these young users, known as Millennials, will “lead society into a new world of personal disclosure and information sharing using new media” and that they will continue to share as they grow older, suggesting that high rates of Internet usage will continue or increase.**²⁵

Teenagers are similar to young adults in their usage rates. In Canada, 99% of young people in grades 4 through 11 access the Internet outside of school.²⁶ Close to three quarters of Canadian teens post some content to social networking sites, while 85% of Canadian youth in grades 7-11 stream or download content from online sources.²⁷ Of those youth who access the Internet outside of school, 45% do so using a cell phone or smart phone, with this number increasing as students get older, while 68% use a portable device such as a laptop, notebook, or tablet.²⁸ **This is significant as it suggests that teens’ Internet usage is increasingly “anytime, anywhere;” the large numbers of students with cell phones and other mobile devices, many of which allow for 3G and 4G connections, also means that students have easy, personal access to online spaces during school hours as well as the ability to create their own hotspots and circumvent school-based filters, making it impractical to deal with issues of Internet safety by limiting Wi-Fi or blocking websites in schools. Therefore, it is critical that schools provide students with the skills and competencies to filter appropriate content on their own.**

“Taking a one-life approach to technology has both practical and pedagogical advantages; teachers are not only ensuring that students will be safe online, but they are helping to build the bridge between home and school.”

The Home/School Continuum: Two lives or one?

The high rates of Internet use among teenagers suggests that online communities play a major role in our students’ lives. Given this fact, then, schools must think about whether we will view home and school lives as separate or connected:

Two lives or one? That’s the question that should drive our desire to help children develop a sense of perspective about living in the digital age, which views success in terms of community and humanity, as well as abundance and bandwidth.²⁹

The “two lives” approach “assumes that studying issues related to the personal, social, and environmental effects of a technological lifestyle have no place in school . . . [leaving] our children to fend for themselves as they come to grips with issues of digital citizenship, cyber safety, and the responsible use of technology,” while the “one life” perspective argues instead that schools have a fundamental responsibility to help students “balance the individual empowerment of digital technology with a sense of personal, community, and global responsibility.”³⁰ However, the “two lives” approach is problematic for a few reasons:

- Teens have a great deal of power and agency through their use of technology, but they are often unlikely to think about the ethical or moral aspects of their participation online. This means that they need the guidance of adults in order to think about the effects of their actions in these spaces.³¹
- The whole idea of “digital dualism” (that is, that the digital and physical worlds are separate, with only the latter considered “real”) is not a realistic viewpoint; instead, our online and offline worlds come together in an augmented reality.³²

Taking a one-life approach to technology has both practical and pedagogical advantages; teachers are not only ensuring that students will be safe online, but they are helping to build the bridge between home and school.

Responding to student needs:

Schools should be committed to preparing their students for whatever future path they choose. Given how quickly our world is changing and how important technology has become, teaching digital citizenship skills and competencies is critically important for ensuring that students are successful both in and beyond the K-12 classroom. Students need to be able to navigate and participate in digital environments intelligently and responsibly in order to succeed in life and work. In addition to this, the need for digital citizenship policies and curricula is supported by both existing Saskatchewan curriculum documents and policies and by international educational standards.

The Saskatchewan context:

- The Ministry of Education’s *Technology in Education Framework* highlights the need for technology integration in classrooms and mandates that both students and educators must work towards increased digital fluency, including developing the capacity use of technology to communicate effectively as well as the ability to “participate discerningly in a global digital society.”³³
- The *Saskatchewan Action Plan to Address Bullying and Cyberbullying* includes similar goals for learning, including the recommendation that both students and staff should work towards developing “appropriate and responsible online behaviour”; the report stresses the importance of “human rights education and digital citizenship.”³⁵
- The Saskatchewan Cross Curricular Competencies provide a curricular rationale for teaching digital citizenship, as they highlight both the general importance of technology in teaching and learning and specific citizenship-related competencies such as the ability to “communicate effectively and ethically” in a global context.³⁶
- Preliminary results from the Student First Forum on Bullying and Cyberbullying suggest that Saskatchewan students are concerned about the potential consequences of inappropriate and unethical participation in online spaces and therefore that it needs to be addressed in classrooms.

International context:

On an international scale, the International Society for Technology in Education (ISTE) has compiled a list of standards for students, teachers, and administrators that outline the technology-related skills that students need to master. The Standards for Students include, among other things, the development of digital citizenship.

Similarly, the National Council of Teachers of English (NCTE) Framework for 21st Century Curriculum and Assessment includes the requirement that students “attend to the ethical responsibilities required by these complex environments” and practice safe Internet use.³⁷

ISTE Standards for Digital Citizenship:

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behaviour.

1. Advocate and practice safe, legal, and responsible use of information and technology
2. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
3. Demonstrate personal responsibility for lifelong learning
4. Exhibit leadership for digital citizenship³⁶

On top of making sure that they are successful in classrooms right now, students will also

Apollo Research Institute’s 10 key skills critical for the future workforce are:

- sense-making
- social intelligence
- novel and adaptive thinking
- cross-cultural competency
- computational thinking
- new-media literacy
- transdisciplinarity
- design mindset
- cognitive load management
- virtual collaboration³⁸

need to develop a new set of digital literacies in preparation for future work.

Twenty-first century skills also include helping students to become problem solvers who demonstrate competency in long-distance collaboration, as well as “skills in understanding multiple perspectives, respecting and even embracing diversity of views, understanding a variety of social norms, and negotiating between **conflicting opinions**”; these types of skills will allow students to participate in the networked societies of the future.³⁹

In order to develop many of these skills for the future, including things like virtual collaboration, students need to actually spend time working in online networks, and even the skills that do not explicitly require an online learning environment can be facilitated through connected learning spaces.⁴⁰ For instance, students might "discriminate and filter information for importance" by navigating multiple social networks, or they might gain cross-cultural competency (another identified skill) by collaborating with students from different parts of the world.⁴¹ In order for students to be able to safely develop these skills in real-world, networked, and online contexts, though, they must first develop digital citizenship skills.

All of this points to the importance of teaching digital citizenship to our students in order to meet goals and outcomes and to prepare students to be productive, responsible, and contributing members of our global society. Educators can no longer ignore their roles in helping students to develop as digital citizens; schools must respond to the changing needs of our learners in order to prepare them for our rapidly changing world.

Guidelines for Creating a Digital Citizenship Policy

From “Acceptable Use” to “Digital Citizenship”

It is important to recognize that while many schools already have in place Acceptable Use Policies (AUPs) that outline the use of technology in classrooms, these policies are often restrictive and are intended to control or prohibit particular behaviours, and they often operate on the principle that students will lose the privilege of technology if they do not follow certain rules. Digital citizenship policies, on the other hand, represent a more comprehensive view of technology-enhanced learning; they are based the concept of “one life” and therefore acknowledge the important role that online spaces play in education as well as **students’ right to access, and they provide a framework for teaching students to act responsibly in digital spaces.**⁴²

A policy that outlines appropriate and respectful use of technology may certainly act as a piece of a digital citizenship policy, but it should move away from restrictive or punitive language. Some schools have begun to use the term “Responsible Use Policy” (RUP) in place of “Acceptable Use;” this shift in language demonstrates a move to increase the responsibility being given to students. Along similar lines, teachers might also work with students to create a policy for technology use in the first few days of school in order to increase buy-in.

Acceptable Use Policy

- Is presented in the format of what the student “shouldn’t do”
- Defines the rules that learners and educators must follow and may limit technology use
- Often restrictive, intended to control or prohibit particular behaviours
- Often operate on the assumption that students will lose the privilege of technology if they do not follow certain rules

Responsible Use Policy










- Is presented in the format of what the student “should do”
- Increased student responsibility for use of technology to support learning
- Developed with students to create common understanding of the responsibility of accessing online technologies as part of the learning process
- Can contain clear expectations regarding the use of technology in the classroom

Creating a digital citizenship policy: A guide for discussion

Below we outline a framework for discussions with stakeholders, including key points to consider and important questions to pose. This framework is based on Ribble’s nine elements of digital citizenship and also includes two additional sections on Bring Your Own Device (BYOD) policies and issues around cloud computing.⁴³

Ribble’s nine elements of digital citizenship:

Ribble’s nine elements of digital citizenship⁴⁴ provide a helpful framework for understanding the major components of digital citizenship. The nine elements have become a standard part of digital citizenship curricula both in Canada and internationally. The elements are as follows:

RESPECT	Digital Etiquette	Electronic standards of conduct or procedure.	
	Digital Access	Full electronic participation in society.	
	Digital Law	Electronic responsibility for actions and deeds.	
EDUCATE	Digital Communication	Electronic exchange of information.	
	Digital Literacy	Process of teaching and learning about technology and the use of technology.	
	Digital Commerce	Electronic buying and selling of goods.	
PROTECT	Digital Rights & Responsibilities	Those freedoms extended to everyone in a digital world.	
	Digital Safety & Security	Electronic precautions to guarantee safety.	
	Digital Health & Wellness	Physical and psychological well-being in a digital technology world.	

The following is an examination of each of the nine elements of digital citizenship in greater detail, followed by a discussion of what role the element should play in the development of a digital citizenship policy.



Element 1: Digital Etiquette

Digital etiquette describes the standards for behaviour in online spaces or when using technology. Such rules are often unwritten; they are also rapidly changing as new technology becomes available, and they may vary greatly from one online space to another or from one group of users to another. Different generations also have widely divergent views of what is considered polite in terms of, for instance, using mobile phones during face to face conversations. While etiquette was once taught primarily by parents to their children, parents are often unaware of what is considered appropriate behaviour in digital networks and are learning alongside their children. Therefore, it is critical that school play a key role in teaching digital etiquette as part of their everyday instruction.⁵⁵ When modelling good digital etiquette, teachers should be aware of both provincial and national guidelines governing their use of social media and sharing in online spaces.

Expanding the definition of digital etiquette, schools might also use it to include the ways in which students use their access to the digital world to make positive changes through fundraising, activism, or other social justice endeavours.



Key considerations for schools and school divisions:

- ✓ Ensuring that students use technology in ways that have positive effects on others.
- ✓ Ensure that students communicate appropriately given the context, audience and purpose.



Element 1: Digital Etiquette

Questions for discussion with stakeholders:

- In the school community, what is considered polite and appropriate behaviour in regards to communicating with others online or when using technology in the classroom, and how are these expectations being communicated to students and their parents?
- How are school staff members modelling proper digital etiquette for students as part of their daily classroom practice?
- How are schools supporting students in their use of the Internet and social media to enact social change and to do good in their communities and beyond?



Element 2: Digital Access

Digital access refers to the ability of all students to participate fully in digital society. It may be negatively affected by factors such as socioeconomic status, location, or disability.⁴⁵

Schools need to consider whether all of their students have access to both electronic devices and high-speed Internet connections while at home and at school. Bandwidth can pose a challenge in schools in both urban and rural areas. Issues of equity can easily arise when schools institute BYOD policies (discussed in greater detail below) without considering alternative options such as loaner devices for students who do not have their own devices or providing after-school access **to devices**. **Digital access may also affect parents' participation** in the school community; when classrooms and schools share materials or advertise events in spaces such as online portals or social networks, it is important to ensure that all parents and guardians will have access to these resources. Having publically available computers at the school or other community areas may provide a solution, but this may also place an extra burden on parents to travel out of their way to gain access.

Schools in rural areas may also face issues of poor Internet connectivity, especially for students who live in remote areas. Again, school personnel should keep this in mind when requiring students to use the Internet for assignments outside of school hours and be ready with alternative options or arrangements such as community centres or open school computer labs.

Students with a variety of learning needs may also face a lack of digital access if they are not provided with the assistive technologies needed to access both online spaces and the curriculum in general. Providing students with access to these technologies is part of Saskatchewan's plan for delivering a needs-based model for all students.⁴⁶ Schools must ensure that these students are able to participate fully, which may require securing additional sources of funding.



Key considerations for schools and school divisions:

- ✓ Ensuring access for all students.
- ✓ Providing alternative solutions when access issues arise due to location or socioeconomic status.
- ✓ Ensuring that students with disabilities are given appropriate accommodations and specialized equipment.
- ✓ Ensuring that teachers are prepared to use technology in the classroom in ways that support and enhance learning.

Finally, school-based administrators must do their best to ensure that teachers have the resources and support to use technology effectively in their classrooms. They should also ensure every classroom and student has equitable access to technology and are using these tools on a regular basis. Administrators and school division leaders may also need to reassess **funding priorities in the digital age to think about how best to ensure that students' needs for access are being met.**

Additionally, students must be taught to use technology effectively in their learning; while students often have basic technological savvy, they frequently do not possess the knowledge needed to move from personal use to use for learning. A major equity concern that arises when schools fail to teach about technology and digital cultures is that it creates a participation gap so that only the more privileged students learn to use technology in ways that enhance learning; this gap in access and ability to use technology in an enriching manner will lead to low-income students being behind in job market and 21st century skills.⁴⁷ Again, schools must ensure that teachers have access to appropriate professional development so that they are prepared to lead students to use digital tools for learning.



Element 2: Digital Access

Questions for discussion with stakeholders:

- What are school community members' beliefs regarding the necessity of Internet access for staff and students?
- What is the school's policy and current processes regarding blocking access to Internet content and social networking services, and how can the school ensure that students' rights to digital access are maintained?
- What is the school's policy on BYOD programs, and how will the school ensure access for all students?
- What opportunities is the school providing for teachers in order to support their use of technology in the classroom?
- What steps is the school taking to ensure that students have access to up-to-date equipment, including specialized or adaptive equipment for students with special needs?



Element 3: Digital Law

Digital law refers to legal responsibilities for our electronic actions. It includes issues such as sharing or use of copyright materials, hacking into systems, digital identity theft, or posting illicit photos.⁵⁶

Young people are much less likely to perceive certain potentially illegal activities, such as file-sharing or downloading of music or videos, as wrong or unethical;⁵⁷ in fact 46% of Canadian students felt that illegal **downloading of content was “not a big deal,”** and this belief increased with grade level.⁵⁸ In many cases, students are unaware of the legal consequences of their actions. For instance, when posting an image to a blog, students may not recognize the need to use content that is licensed for sharing (such as images with a Creative Commons license).

Students’ perceptions of ethics and legalities become particularly problematic when students are involved in sexting or sharing nude or partially-nude photos; if the image is of someone under 16, sharing it can be considered distribution of child pornography, even if the image is of the sender him or herself. While such outcomes are still much more common in American legal cases, a recent case in British Columbia led to a teenage girl being similarly charged after texting nude photos of another girl, suggesting that such a precedent may apply in the Canadian context as well.⁵⁹ Legal issues are also important in the context of cyberbullying. The recently proposed anti-cyberbullying bill, C-13, is intended to prevent the **sharing of “intimate images” online and would impose a maximum sentence of five years for offenders.**⁶⁰ At a local level, some Saskatchewan towns have passed their own laws relating to cyberbullying; for instance, the town of Grenfell has imposed fines (applicable to both adults and minors) for both bullies and those who encourage them.⁶¹

Given the constantly emerging nature of technology, many of the issues of digital law, including things like remixes or mashups of existing content, are still poorly defined.

New laws are being developed to address these issues, so it is important that teachers and administrators stay up to date on legal issues. For instance, in Canada, legislated fair dealing exceptions allow for use of copyrighted material for certain stated purposes; a recent change to Canadian copyright law has added new affordances to the use of creative works for



Key considerations for schools and school divisions:

- ✓ Ensuring that school staff is up to date on digital law and that they are communicating this information to students as part of classroom instruction.
- ✓ Ensuring that clear expectations have been laid out regarding privacy on school-owned devices.

educational purposes. Schools and teachers may want to consult the Copyright Matters document for up-to-date information.

Schools also need to consider how they will deal with violations of digital law that occur using school-owned property or on school Internet. For instance, it is important to establish and make clear to students and staff what the procedures are regarding school-issued devices and whether users of these devices have an expectation of privacy or whether the devices may be seized and searched at any time.



Element 3: Digital Law

Questions for discussion with stakeholders:

- Who in the school/school division is responsible for keeping abreast of changes to digital law and copyright affordances, as well as ensuring that current information is communicated to staff members and students?
- What is the school/school division's policy regarding the monitoring of network activities, and has this policy been made clear to staff and students?
- What is the school's policy regarding data stored on school-owned devices, and has this policy been made clear to staff and students?
- What is the school's policy for dealing students who are not in compliance with digital law?



Element 4: Digital Communication

Digital communication includes any electronic medium by which people communicate, such as cell phones, social networking services, email, and texting.

The ubiquity of digital communication can cause tension in classrooms, where teachers may feel that the presence of cell phones, tablets, or computers in the classroom can lead to lack of attention or focus or to unwanted distractions such as phone calls, texts, or emails that are unrelated to school content. This has often led to bans on devices in classroom or to the installation of systems that block cell phone reception.

Digital communication also adds a layer of complexity to more traditional communication, because anything that is shared digitally is generally archived (sometimes **without the sender's knowledge**) and **easily shared** with others. While this feature can be helpful in maintaining a record of communication, it can also have potential long-term repercussions when harmful or ill-thought-out content is shared. Therefore, students (and staff) need to be more thoughtful about what they communicate online.

Given these features of digital communication, posting of content online can have lasting consequences on **students' online identity or digital footprint**. Online spaces lead to context collapse, so that we are now writing for all possible audiences, without a real sense of who is reading or how they will interpret what we have to say.⁴⁹ All content posted online share four important qualities:

- Persistence: online expressions are automatically recorded and archived.
- Replicability: content made out of bits can be duplicated.
- Scalability: the potential visibility of content in networked publics is great.



Key considerations for schools and school divisions:

- ✓ Ensuring that students and staff understand the potential consequences of communicating or sharing inappropriate or personal content in digital spaces.
- ✓ Balancing access and the need for communication with the importance of a positive classroom environment where technology supports and enhances learning rather than detracts from it.
- ✓ Supporting students in the creation and growth of a positive, developmentally-appropriate digital footprint.
- ✓ Preventing and addressing issues of cyberbullying.
- ✓ Ensuring that students and staff represent their school in an appropriate manner.

- Searchability: content in networked publics can be accessed through search⁵⁰

These features of online spaces mean that students must be taught to think critically about how the content that they post will contribute positively or negatively to their digital footprint. We must teach students to monitor their digital identity in order to address any issues that arise, but we must also actively support students' development of positive digital identities through classwork and assignments.

Students and teachers must also be made aware of how what they post online can affect others. For instance, students may violate the rights of another student by posting pictures or **personal information about them online without their consent (or without the other student's parental consent)**. Teachers must also ensure that they have appropriate media releases or parental consent when posting students images on publicly viewable classroom blogs or social networking sites.

Digital communication also leads to the potential for cyberbullying. Below are some facts around online harassment and cyber-bullying that may help to guide conversations on this topic:

- In one study, online harassment among youth increased from 6% to 9% over a period of 5 years; however, many of the harassers were offline acquaintances of the victim, suggesting that the problem is not solely Internet-based.⁵¹
- 19% of teens reported bullying in the past year over the phone, in-person, by text, and online; 8% of reported bullying was done online, whereas 12% was in person.⁵²

Bullying in online spaces means that hurtful messages can be more easily shared and, in some cases, less easily tracked, as well as that bullying can extend beyond the school day. Recent high-profile cases have demonstrated the potentially devastating outcomes of cyberbullying. The Government of Saskatchewan has instituted initiatives to help address these issues, but schools must take an active role in educating students about cyberbullying as well. This process begins with teaching about digital citizenship.

Finally, when sharing content in public, online spaces, there is the potential for issues surrounding appropriate representation of the school. Schools must address this issue with both staff and students in order to avoid potential problems of misrepresentation. As with individual digital footprints, schools and school leaders must also work to build a positive online presence. If schools do not present their own positive stories, others will shape and tell their stories for them. Therefore, administrators should consider ways that they might actively present a positive image of their schools using the tools of social media (such as Facebook pages, school/classroom Twitter accounts, or school/classroom blogs), and they should encourage staff and students to do the same.⁵³



Element 4: Digital Communications

Questions for discussion with stakeholders:

- What is the school and/or division's policy on student use of devices for personal communication during class time?
- How is the school ensuring that students develop a positive digital footprint, for instance, through the creation of school-based e-portfolios?
- What is the school's current policy on cyberbullying, and how is this policy being enacted, supported, and updated in light on the constantly changing digital world?
- What education are students (and staff) receiving around the potential issues of sharing content in online spaces?
- What policy does the school have in place regarding staff and students' representation of the school online (for instance, are there guidelines surrounding what teachers may or may not share via social media)?

ABC**Element 5:
Digital Literacy**

Digital literacy describes the process of learning about the appropriate and inappropriate use of technology. Even when technology is used frequently in the classroom, students are often not taught important digital literacies or 21st century skills, in some cases because they are assumed to possess these skills already. However, although students are heavy users of technology, they still need instruction on appropriate use.

Digital literacies include skills such as searching for information, evaluating the content of websites, collaborating in networks, and organizing the abundance of information available online.⁵⁴ In order for students to develop these skills, teachers must first be comfortable with the new literacies themselves and then must model them and allow students to practice in real world contexts.

ABC**Key considerations
for schools and
school divisions:**

- ✓ Ensuring that school staff receive appropriate training and support in order to develop a school community of digitally fluent students, teachers and administrators.
- ✓ Ensuring that students develop the digital literacies that will allow them to succeed in future professions and to be lifelong learners who can adapt to our rapidly changing, increasingly digital world.

ABC**Element 5: Digital Literacy****Questions for discussion with stakeholders:**

- Do teachers, administrators, and students have a general understanding of the unique nature of digital literacies?
- How will the school ensure that teachers are provided with the necessary professional development and time to learn to use technology in ways that enhance teaching and learning?
- Does the school's existing technological infrastructure and Internet-use policy allow students to develop digital literacies in online, networked contexts?



Element 6: Digital Commerce

Digital commerce refers to the buying and selling of goods electronically. While this element of digital citizenship may not seem school related, it is important to recognize that students are increasingly involved in online marketplaces; Harris Interactive found that Americans aged 8-24 spent \$220 billion in online purchases.⁴⁸ Moreover, being an informed consumer is an important aspect of citizenship, and so schools have a responsibility to address this issue with students.

Students need to be taught to make intelligent decisions when purchasing online, both to avoid debt and to keep from falling victim to scams. Uninformed purchasers also run the risk of jeopardizing their credit scores by purchasing through unsecured sites.

Finally, schools must consider their role when students (or staff) are conducting online commerce during school hours or while on school-provided Internet.



Key considerations for schools and school divisions:

- ✓ Ensuring that students, teachers and administrators are informed consumers in the digital marketplace.



Element 6: Digital Commerce

Questions for discussion with stakeholders:

- How is the school preparing students to be informed and responsible online consumers, and to ensure that students possess the requisite skills to recognize and avoid fraudulent sites, to safeguard their financial information, and to act ethically and safely when buying or selling items online?
- What is the school's policy about digital commerce that takes place during school hours, on school property, or using school Internet access?



Element 7:

Digital Rights and Responsibilities

Digital rights and responsibilities are the “privileges and freedoms” inherent in participation in digital society, as well as the expectations that come with them.⁶² As discussed above, citizenship in any given community comes with certain privileges and responsibilities, and digital communities are no different.

Digital rights include, first and foremost, the right to Internet access and to freedom of expression online, as accorded by the United Nations;⁶³ they also include the ability to post content online without it being stolen or plagiarized and the ability to participate in online networks without fear of bullying or harassment. Digital responsibilities include the requirement to follow existing digital law and to use technology responsibly and ethically (for instance, giving appropriate credit when using online sources, and not using technology to cheat on assignments).



Key considerations for schools and school divisions:

- ✓ Ensuring that students have a solid understanding of their rights and responsibilities when participating online; exploring different scenarios for online behaviour can be helpful in deepening students’ understanding.



Element 7: Digital Rights and Responsibilities

Questions for discussion with stakeholders:

- What is the school’s AUP/RUP for technology, and what systems are in place to deal with students who contravene the policy?
- What school policies are in place to protect students whose digital rights have been violated by others in the school or outside of it?
- How does the school intend to balance measures for ensuring that students’ rights are not violated online (such as RUPs) with the understanding that students have the right to be connected, participating citizens of the digital world?



Element 8: Digital Health and Wellness

Digital health and wellness includes both physical and psychological considerations. Physical considerations might include potential health risks of overuse of technology, such as carpal-tunnel syndrome, eyestrain, and poor posture. Often these issues can result from school **equipment that is not adjusted to students' smaller sizes**. Physical consequences can also result from lack of activity when students spend too much time engaged in sedentary activities with technology.

Psychological issues may arise from overuse of technology; specifically, the issue of Internet-addiction is become a concern for some users. Some research suggests that those with Internet-addiction can experience similar withdrawal symptoms as alcoholics.⁶⁴ Spending large amounts of time on certain social networks may also lead to negative mental health effects; a recent study found that greater time spent on Facebook correlated with decreased perceptions of personal well-being and satisfaction in life.⁶⁵ These studies suggest the need for moderation and self-awareness when spending time online.



Key considerations for schools and school divisions:

- ✓ Ensuring that students and staff are aware of the health risks of overuse of technology.
- ✓ Ensuring that student equipment is properly adjusted to students' size.



Element 8: Digital Health and Wellness

Questions for discussion with stakeholders:

- What programs and policies are in place to ensure that students' and staff members' use of technology is balanced and does not cause health-related issues?



Element 9:

Digital Safety and Security

Digital security relates to the strategies and precautions that individuals should take to ensure their security online. Specifically, this refers to protecting one's data from viruses, hacking, and device failure. In a school context, the failure of students and staff to adequately protect their own data and passwords can put the entire school at risk for viruses and hacking. Therefore schools need to teach students to be aware of phishing scams, to use strong passwords (and not share them, even with trusted friends), to protect their identity online, to maintain up-to-date virus protection on their devices, and to backup their data. Schools must also ensure that devices and networks are properly secured against potential threats.



Key considerations for schools and school divisions:

- ✓ Ensuring that school-owned devices are adequately protected from security threats.
- ✓ Ensuring that school networks are secure.
- ✓ Ensuring that students and staff know how to protect their personal devices.
- ✓ Ensuring that students and staff are critical consumers of digital content and that they are equipped to recognize common Internet scams such as phishing.



Element 9: Digital Safety and Security

Questions for discussion with stakeholders:

- What policies and structures does the school currently have in place to protect students' and staff members' personal information and devices from external threats?
- What systems is the school currently using to ensure that hardware, software, and network security and protection is up-to-date and that important data is secured and backed up?



Other areas to consider:

Bring Your Own Device (BYOD)

Given the large number of students who bring their own devices to school with them on a daily basis, many schools and divisions are now considering or implementing Bring Your Own Device or BYOD policies. Such policies provide a structure in which students are permitted to bring their own devices into the classroom and to use them for learning.

BYOD policies have a number of benefits. From a monetary standpoint, such policies allow schools to leverage the power of technology for learning while reducing the overall funds required to purchase and update equipment; students often have more up-to-date technology than schools do. Moreover, allowing students to bring their own devices means that they may be already familiar with them, which reduces the time spent on teaching students to use a particular platform. Additionally, such programs allow students to access their devices at all times, instead of only during the school day; this benefit

allows for “anytime, anywhere” learning and means that students can extend their learning outside of school hours through, for instance, a flipped classroom model. BYOD programs make a great deal of sense if we use the “one life” model; allowing students to use their own devices instead of switching to school devices provides a sense of continuity between home and school.

Although BYOD policies have a number of advantages, they also have several downsides, which need to be addressed and considered as part of a digital citizenship policy. First, schools must take into account issues of equity; school leaders and staff should be prepared to supply devices to those students who do not have their own, and ideally these students should be able to bring the devices home or provide some after-school access in order to replicate the advantages of the BYOD model. Moreover, teachers and tech administrators need to have systems in place to deal with the wide variety of devices being used in the classroom. BYOD policies may make using common apps or programs more difficult. Therefore the teacher may not be able to act as a technological expert in case of issues with devices; this means giving students additional agency and responsibility to choose their own applications



Key considerations for schools and school divisions:

- ✓ Ensuring that BYOD programs are implemented in an equitable way.
- ✓ Ensuring that teachers are prepared to deal with the practical challenges of a BYOD program so that the technology can be used to enhance learning.
- ✓ Ensuring that appropriate guidelines and structures (including adequate Wi-Fi access) are in place before a BYOD program is implemented.

and to help each other troubleshoot issues. Also, allowing students to use personal devices complicates the issue of acceptable use, appropriate sharing of content, and safety of data and personal information, particularly when students are using both a personally owned device and a personal 3G or 4G network. These complications make digital citizenship instruction doubly important, so that students are equipped to participate in a BYOD program safely and responsibly.

When considering a BYOD policy, administrators and teachers must understand and agree upon the pedagogical use that such a policy will serve. Second, schools must consider whether the existing infrastructure (particularly Wi-Fi access, but also things like sufficient outlets to allow students to charge their devices) can support the demands of a BYOD program. Schools must also consider ways to minimize potential issues of inappropriate use or theft by prohibiting use of devices in bathrooms or locker rooms and ensuring that devices are secured when not in use; again, these concerns speak clearly to the need to educate student on how to be good digital citizens.⁶⁶

Schools wishing to implement a BYOD policy may wish to look at the BYOD permission form on page 41 as a sample that can be adapted and modified to fit the needs of their unique school community.



Other areas to consider: Bring Your Own Device (BYOD)

Questions for discussion with stakeholders:

- What plan does the school/school division have in place to ensure that students are not left out of BYOD programs?
- What supports can be offered to teachers in order to ensure that a BYOD program enhances and transforms existing pedagogical practices?
- What policies are in place that govern the students' use of their devices during various times and at various places in the school?
- Does the school have adequate infrastructure to support the implementation of a BYOD policy?
- How will the school/school division ensure the security both of students' information on school and/or personal networks and of the devices themselves?



**Other areas to consider:
Cloud computing, applications and
other online tools**

Cloud computing involves the storage and management of data on remote servers rather than on a personal device; it includes cloud-based storage platforms such as Dropbox or Google Drive as well as online tools such as blogs, wikis, etc. This system of data storage and management has a number of benefits. For instance, it allows for large amounts of data to be stored without taking up space on a personal hard drive. It also allows for easy retrieval of data from any device, so that students can access assignments from home or at school without having to transport a laptop from place to place; this also allows for easy sharing of documents for purposes of collaboration. Finally, cloud computing allows for simple backups of data, preventing lost files in the case of hardware malfunctions.

The use of remote servers in cloud computing, however, can present some challenges for schools. Although applications and online tools are very popular with teachers, especially those in North America, attitudes about the safety and security of data stored with these services vary greatly. North Americans are typically much more tolerant than Europeans regarding risks about the safety of their data, especially if the benefits seem to outweigh the costs.⁶⁷ School divisions may wish to consider completing a Privacy Impact Assessment when rolling out large scale implementations of web-based tools (such as Google Apps for Education).

It is important for teachers to be mindful of Terms of the Service agreements when using applications and online tools with students. For instance, many services include a minimum age for account setup, so elementary teachers especially will want to ensure compliance and may need to set up a class account instead of having individual student accounts. Moreover, when using cloud-based services in the classroom, teachers should use permission forms to make parents aware of potential privacy concerns, and parents (and students) should always have the option to opt out of particular tools without being penalized.



**Key considerations
for schools and
school divisions:**

- ✓ Ensuring that student and staff data is managed in a secure manner.
- ✓ Ensuring that administrators, teachers, and parents are aware of and able to make informed decisions about the storage of students' personal data and information on foreign-



Other areas to consider: Cloud computing, applications and other online tools

Questions for discussion with stakeholders:

- Has the school/school division examined the need for a potential Privacy Impact Assessment when implementing cloud-based tools?
- What policies are in place regarding teachers' use of cloud-based or web-based applications in classrooms?

We've developed a digital citizenship policy: Now what?

After a school has developed a digital citizenship policy, it is critical for administrators to support teachers, librarians, and other school staff in implementing age-appropriate digital citizenship education in the classroom. At the end of this document, there are key resources listed for teaching digital citizenship including helpful resources and professional development opportunities for teachers to build their own understanding of the topic. There are also resources for students of a variety of ages that can be used in the classroom; and resources to work with parents and other stakeholders.

Another key resource is a digital citizenship continuum that outlines rights, responsibilities, and key competencies for students from Kindergarten through Grade 12.

Appendices



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Resources












A collection of digital citizenship instructional resources are being maintained online **through a partnership with SaskTel and their “I Am Stronger Campaign”**. Please visit their website to access these resources: iamstronger.ca

The Ministry of Education has licensed bilingual digital literacy resources for teachers and students in Saskatchewan schools. MediaSmarts is a Canadian not-for-profit centre for digital and media literacy. Its vision is that young people develop the critical thinking skills necessary to engage with media as active and informed digital citizens. You can access their free resources for students, teachers and families by visiting mediasmarts.ca. You can also access the licensed resources for students and teachers by visiting www.edonline.sk.ca and following the MediaSmarts links while logged-into a provincial school division network.

The digital citizenship graphics on the following pages can be used as guides to help students understand the concept of digital citizenship. They are also designed to help identify ways to integrate digital citizenship into the instruction of regular curriculum. These graphics and other resources, including the digital citizenship continuum, will be available in digital formats for download in the digital citizenship section of the I Am Stronger website. This collection of resources will continue to grow and transform as ministry officials continue to work in partnership with the field to identify and share new resources in the ongoing work to support the digital fluency of Saskatchewan students.

THE NINE ELEMENTS OF DIGITAL CITIZENSHIP


RESPECT	Digital Etiquette	Electronic standards of conduct or procedure.	
	Digital Access	Full electronic participation in society.	
	Digital Law	Electronic responsibility for actions and deeds.	
EDUCATE	Digital Communication	Electronic exchange of information.	
	Digital Literacy	Process of teaching and learning about technology and the use of technology.	
	Digital Commerce	Electronic buying and selling of goods.	
PROTECT	Digital Rights & Responsibilities	Those freedoms extended to everyone in a digital world.	
	Digital Safety & Security	Electronic precautions to guarantee safety.	
	Digital Health & Wellness	Physical and psychological well-being in a digital technology world.	

Source: Dr. Mike Ribble., *Digital Citizenship in Schools*. Washington, D.C.: ISTE, 2011. Kindle edition.



RESPECT


Etiquette



Electronic standards of conduct or procedure



Law



Electronic responsibility for actions and deeds

Access



Full electronic participation in society

Source: Dr. Mike Ribble., Digital Citizenship in Schools. Washington, D.C.: ISTE, 2011. Kindle edition.

**Educate Yourself
Connect Others**



EDUCATE

Communication

Electronic exchange of information

Commerce

Electronic buying and selling of goods



Literacy

ABC

The capability to use technology and knowing when and how to use it

Source: Dr. Mike Ribble., Digital Citizenship in Schools. Washington, D.C.: ISTE, 2011. Kindle edition.


Saskatchewan.ca

Protect Yourself
Protect Others



PROTECT

Rights & Responsibilities

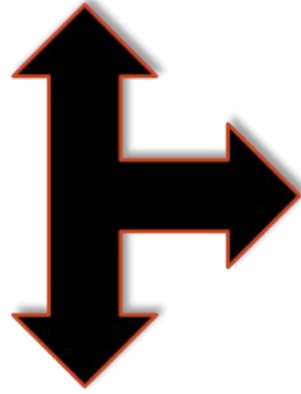


The privileges and freedoms extended to all digital technology users and the behavioural expectations that go with them

Health & Wellness



The physical and psychological well-being related to digital technology use












Safety & Security



The precautions that all technology users must take to guarantee their personal safety and the security of their network

Source: Dr. Mike Ribble., Digital Citizenship in Schools. Washington, D.C.: ISTE, 2011. Kindle edition.

Let's brainstorm ways to integrate digital citizenship into instruction

When you ask your students to...	 Digital Etiquette	 Digital Access	 Digital Law	 Digital Communication	 Digital Literacy	 Digital Commerce	 Digital Rights & Responsibilities	 Digital Safety & Security	 Digital Health & Wellness
READ									
WATCH									
FIND									
DOCUMENT/FILM									
CURATE									
CONNECT									
COLLABORATE									
CREATE									
WRITE									

Copyright and Creative Commons Resources

Using online materials appropriately to create and learn can be a challenge in the digital age. There are a number of rules and regulations in place to help protect original thinking and the creative work of others. Understanding how to use, obtain and share copyrighted materials appropriately is an important component of digital citizenship education. It is also important to know how to protect your own creative work. Here are a few resources to help work with students to understand the laws and guidelines that regulate the use of online materials:

D *Copyright Matters* is a publication from the Council of Ministers of Education published in 2012. It provides the education community with user-friendly information on copyright law.

Visit:

http://cmec.ca/Publications/Lists/Publications/Attachments/291/Copyright_Matters.pdf

D *Creative Commons* is a non-profit organization that promotes and enables the sharing of knowledge and creativity throughout the world. The organization produces and maintains a free suite of licensing tools to allow anyone to easily share, reuse and **remix materials with a fair “some rights reserved” approach to copyright.** The website, *Creative Commons Canada*, provides valuable resources and tools to license your creative work as well as to provide a place to search for music, video, code and other creative works.

Visit:

<http://creativecommons.ca>

Sample Consent Form for Using Privately Owned Technology



This sample permission form may be adapted or used by school divisions, schools or teachers who are allowing students to bring their own device to class. Consideration of existing school division and school policies should be taken into account when adapting the form for **local use**. It is provided only as a sample for adaptation and consideration and shouldn't be used as a blanket form for all technology use in the classroom. When creating a permission form, it is important to communicate to parents and guardians the purpose of the project, who is responsible for the safety of the technology and what alternatives are available for students who do not have access to their own device.

Use of privately owned technology and personal devices

School Division (X) and School (X) recognize and authorize the use of privately owned technology to **access the school division's network**.

Device owners agree to:

- Adhere fully to School Division X's Acceptable/Responsible Use Policy (provide copy or reference web-link) and that computer and network use will also be governed by school and classroom rules and expectations.
- Strictly ensure that software installed on their privately owned technology are licensed for their use.
- Give their device or technology a name acceptable to the school division.

School Division (X) and School (X) are not responsible for:

- Repair of privately owned technology and devices.
- Compatibility problems with its networks, computers and software.
- Theft or damage to privately own technology and devices, software or data.
- Providing licenses for software used on privately owned technology or devices.

I have read and agree to the terms of use listed above to enable my privately owned technology to **access the school's network**.

Student signature _____ Date: _____

Parent or Guardian signature _____ Date: _____

Sample Consent Form for Using Cloud and Web-Based Applications

This sample permission form may be adapted or used by school divisions, schools or teachers who are intending to use cloud-based applications or tools to support student learning. Consideration of existing school division and school policies should be taken into account when adapting the form for local use. It is provided only as a sample for adaptation and **consideration and shouldn't be used as a blanket form for all technology use in the classroom.** When creating a permission form, it is important to communicate to parents and guardians the purpose of the project, where student data will be stored, ownership of the account or **data and what alternatives are available for students who aren't allowed to use the service or tool.**

Use of cloud computing/web-based tool or application in the classroom

Our class will be using (name tool or service) to support (describe learning outcome(s) and how the tool or service will be used). (Students need to/Teacher will create) an account to access the service/**tool using (personal/school division email). Student's last names will not be used online and their images will not be connected online to their names.**

(Depending on the tool/service's term of use policies, it may be important to include)

Please note that (name tool or service) is an online service located outside of Canada and is within the jurisdiction of the United States of America; therefore, it may be subject to laws of foreign jurisdictions including the USA Patriot Act. Students should avoid storing documents or other data that include information that could be used to identify themselves or other persons.

Please note that your child will not be penalized in any way and that alternatives to the related program will be provided, if you do not give your consent.

Consent: I understand that the information my child may create and store will be stored in or accessed from a location outside of Canada and I hereby consent, on behalf of me and my child, to my **child's information identified above being stored in or accessed from a location outside of Canada.** This consent is valid until the end of the school year (insert school year).

Parent or Guardian signature _____ Date: _____

I am a Digital Citizen

I respect myself
I respect others

I will communicate using kind words and treat others the same way I would want to be treated.

I educate myself
I connect with others

I will learn how to use technology appropriately and responsibly to connect with others.

I protect myself
I protect others

I will take precautions online to guarantee my personal safety and the security of others.

I am a Digital Citizen

I respect others by thinking
before I post to ensure I'm
being kind and not hurtful.

I ask permission before
taking posting a picture or
video of others.

I learn to responsibly use
technology in a safe and
appropriate manner.

I AM A
DIGITAL
CITIZEN
BECAUSE

I follow copyright laws and
remember give credit to my
sources in my projects.

I tell a trusted adult if
someone is being
unkind or harmful.

I visit only appropriate web-
sites that are for
educational purposes.

I protect myself by keeping
my device secure, my set-
tings private and not sharing
passwords.

Summary of Questions for Discussions with Stakeholders



Element 1: Digital Etiquette

- In the school community, what is considered polite and appropriate behaviour in regards to communicating with others online or when using technology in the classroom, and how are these expectations being communicated to students and their parents?
- How are school staff members modelling proper digital etiquette for students as part of their daily classroom practice?
- How are schools supporting students in their use of the Internet and social media to enact social change and to do good in their communities and beyond?



Element 2: Digital Access

- **What are school community members' beliefs regarding the necessity of Internet access for staff and students?**
- **What is the school's policy and current processes regarding blocking access to Internet content and social networking services, and how can the school ensure that students' rights to digital access are maintained?**
- **What is the school's policy on BYOD programs, and how will the school ensure access for all students?**
- What opportunities is the school providing for teachers in order to support their use of technology in the classroom?
- What steps is the school taking to ensure that students have access to up-to-date equipment, including specialized or adaptive equipment for students with special needs?



Element 3: Digital Law

- Who in the school/school division is responsible for keeping abreast of changes to digital law and copyright affordances, as well as ensuring that current information is communicated to staff members and students?
- **What is the school/school division's policy regarding the monitoring of network activities, and has this policy been made clear to staff and students?**
- **What is the school's policy regarding data stored on school-owned devices, and has this policy been made clear to staff and students?**
- **What is the school's policy for dealing students who are not in compliance with digital law?**
- **What policy does the school have in place regarding staff and students' representation of the school online (for instance, are there guidelines surrounding what teachers may or may not share via social media)?**

Element 4: Digital Communication

- **What is the school and/or division's policy on student use of devices for personal communication during class time?**
- How is the school ensuring that students develop a positive digital footprint, for instance, through the creation of school-based e-portfolios?
- **What is the school's current policy on cyberbullying, and how is this policy being enacted, supported, and updated in light of the constantly changing digital world?**
- What education are students (and staff) receiving around the potential issues of sharing content in online spaces?

Element 5: Digital Literacy

- Do teachers, administrators, and students have a general understanding of the unique nature of digital literacies?
- How will the school ensure that teachers are provided with the necessary professional development and time to learn to use technology in ways that enhance teaching and learning?
- **Does the school's existing technological infrastructure and Internet-use policy allow students to develop digital literacies in online, networked contexts?**

Element 6: Digital Commerce

- How is the school preparing students to be informed and responsible online consumers, and to ensure that students possess the requisite skills to recognize and avoid fraudulent sites, to safeguard their financial information, and to act ethically and safely when buying or selling items online?
- **What is the school's policy about digital commerce that takes place during school hours, on school property, or using school Internet access?**

Element 7: Digital Rights and Responsibilities

- **What is the school's AUP/RUP for technology, and what systems are in place to deal with students who contravene the policy?**
- What school policies are in place to protect students whose digital rights have been violated by others in the school or outside of it?
- **How does the school intend to balance measures for ensuring that students' rights are not violated online (such as RUPs) with the understanding that students have the right to be connected, participating citizens of the digital world?**
- What systems is the school currently using to ensure that hardware, software, and network security and protection is up-to-date and that important data is secured and backed up?

Element 8: Digital Health and Wellness

- **What programs and policies are in place to ensure that students' and staff members' use of technology is balanced and does not cause health-related issues?**

Element 9: Digital Safety and Security

- **What policies and structures does the school currently have in place to protect students' and staff members' personal information and devices from external threats?**
- What systems is the school currently using to ensure that hardware, software, and network security and protection is up-to-date and that important data is secured and backed up?

Other areas to consider: Bring Your Own Device (BYOD)

- What plan does the school/school division have in place to ensure that students are not left out of BYOD programs?
- What supports can be offered to teachers in order to ensure that a BYOD program enhances and transforms existing pedagogical practices?
- **What policies are in place that govern the students' use of their devices during various times and at various places in the school?**
- Does the school have adequate infrastructure to support the implementation of a BYOD policy?
- **How will the school/school division ensure the security both of students' information on school and/or personal networks and of the devices themselves?**

Other areas to consider: Cloud computing, applications and other online tools

- Has the school/school division examined the need for a potential Privacy Impact Assessment when implementing cloud-based tools?
- **What policies are in place regarding teachers' use of cloud-based or web-based applications in classrooms?**

Digital Citizenship Continuum

Saskatchewan’s Cross-curricular Competencies (Develop Thinking, Develop Identity and Interdependence, Develop Literacies, and Develop Social Responsibility) support student achievement and the provincial Goals of Education as they are expressed through the Broad areas of Learning. These competencies will “strengthen and enrich students’ present learning and future lives”. It is within the four Cross-curricular Competencies that the effective use of technology for teaching and learning occurs.

The concept of Ribble’s nine elements of digital citizenship is explained in detail in this guide. The nine elements have been divided into three categories.:

- Respect (digital etiquette, digital access and digital law)
- Educate (digital communication, digital literacy, digital commerce); and,
- Protect (digital rights and responsibilities, digital safety and security, digital health and wellness).

These three categories should be taught beginning at the kindergarten level and span through Grade 12. The digital citizenship continuum on the following pages is to be used as a guide for in-school leadership and teachers in the classroom to help integrate digital citizenship instruction into the classroom. It contains the essential questions and knowledge that everyone needs to know at all levels and then is divided into four levels to create age appropriate understanding and demonstration of understanding.

Essential Questions	Know	Understand	Do
Important questions that must be considered, not only from Kindergarten through Grade 12, but beyond, as students transition from being students in school into adulthood.	What do we want students to be able to know? Why is this important?	What do we want students to be able to understand? What understandings do we want students to develop and deepen? What will students really need to understand to learn this?	What do we want students to be able to do? What learning do we want students to transfer into practice? What meaningful performance will demonstrate learning? What will this skill enable students to do?

Digital Citizenship Continuum from Kindergarten to Grade 12

The Digital Citizenship Continuum is intended to support professionals as they infuse these concepts and skills into their teaching.




Digital Etiquette: The electronic standards of conduct or procedure.

Essential Questions	Know	Kindergarten to Grade 2		Grades 3-5		Grades 6 to 9		Grades 10 to 12	
		Understand	Do	Understand	Do	Understand	Do	Understand	Do
<p>Are students aware of others when they use technology?</p> <p>Do students realize how their use of technology affects others?</p>	<p>To stop inappropriate use of technology, rules and regulations are created or the technology is simply banned</p> <p>It is not enough to create rules and policy, we must teach everyone to become responsible digital citizens in this new society.</p>	<p>I understand that... We must treat others the way we wish to be treated, both in real life and when using technology.</p> <p>I communicate with actual people both in person and online.</p>	<p>Students will... Demonstrate that they are aware of others around them when using technology and control the volume of their devices.</p> <p>Always ask permission before taking photos or videos of others.</p> <p>Exchange appropriate messages, either online or in person, to recognize that they are communicating with actual people in both instances.</p>	<p>I understand that... There is a difference between digital and interpersonal communications and learn how to communicate respectfully.</p> <p>Sometimes students act like bullies when using technology and there are actions I can take to deal with cyberbullying.</p>	<p>Students will... Demonstrate appropriate manners by writing clear, respectful messages.</p> <p>Ask permission before taking photos or videos of others.</p> <p>Know who to talk to when they need help to deal with cyberbullying.</p>	<p>I understand that... Being responsible and respectful is part of being a member of a digital community.</p> <p>My actions can make me an upstander in the face of cyberbullying.</p> <p>Many resources are available if I need help dealing with cyberbullying.</p>	<p>Students will... Communicate appropriately and responsibly online.</p> <p>Get permission before taking and sharing photos and videos online by stating their intended purpose.</p> <p>Use actions that make them upstanders in the face of cyberbullying (including flaming, trolling, someone taking their work).</p> <p>Seek help when necessary to deal with cyberbullying.</p>	<p>I understand that... There are risks and responsibilities of creating and carrying out friendships and romantic relationships in the digital world.</p> <p>There are different expectations about how and when technology is used between friends, at home, at school or at work.</p>	<p>Students will... Evaluate and discuss case studies and video vignettes that foster building healthy relationships in a digital world including cyberbullying, sexting and homophobia.</p> <p>Practice communicating appropriately for an intended digital audience and purpose (emojicons, punctuation, SMS, language abbreviation, text features).</p>

RESPECT

Digital Citizenship Continuum from Kindergarten to Grade 12

The Digital Citizenship Continuum is intended to support professionals as they infuse these concepts and skills into their teaching.

		Kindergarten to Grade 2		Grades 3-5		Grades 6 to 9		Grades 10 to 12		
		Understand	Do	Understand	Do	Understand	Do	Understand	Do	
Essential Questions Does everyone in your school have equal opportunities as far as technology use is concerned? Do all students have the opportunity to be involved in a digital society?	Know Technology users need to be aware that not everyone has the same opportunities when it comes to technology. Students understand that their technology will play an important role in their future.		I understand that... Not all people have access to or utilize technology in the same way. There are limits to the use of digital technology.	Students will... Demonstrate that they know when and where to use technology appropriately.	I understand that... Everyone should have equitable access to technology.	Students will... Use digital technologies to become active members of digital communities.	I understand that... My access to technology determines my participation and opportunities. Access to technology is determined by personal choices and other factors like disability, socio-economic status, location and government.	Students will... Research, through inquiry, the amount of access an individual requires in order to fully participate in a digital society. Analyze, through inquiry, a different country's or society's opportunity to participate in an electronic society.	I understand that... My access to technology determines my participation and opportunities. Access to technology is determined by personal choices and other factors like disability, socio-economic status, location and government.	Students will... Explore and advocate for meaningful change that will reduce the disparity between those who do not have access to digital technologies. Use digital technologies to engage as active citizens.

RESPECT

Digital Citizenship Continuum from Kindergarten to Grade 12

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Digital Law: The electronic responsibility for actions and deeds.

Essential Questions	Know	Kindergarten to Grade 2		Grades 3-5		Grades 6 to 9		Grades 10 to 12	
		Understand	Do	Understand	Do	Understand	Do	Understand	Do
<p>Are students using technology in the way it was intended?</p> <p>Are students infringing on others' rights by the way they use technology?</p> <p>Should students using digital technologies be accountable for how they use them?</p>	<p>Digital law deals with the ethics of technology within a society. Unethical use manifests itself in the form of theft and/or crime.</p> <p>Other people created and own the content that is posted online.</p>	<p>Students will... Search for copyright free images on appropriate websites and name their source.</p>	<p>I understand that... Stealing or causing damage to other people's work, identity, or property online is a crime. There is a difference between the concepts of copying, remixing and creating, and I know how to attribute appropriately.</p>	<p>Students will... Appropriately attribute online information and digital media by copying the website address and writing a simple citation.</p>	<p>I understand that... My online behaviours impact myself and others and could have legal consequences. There are certain rules of society that users need to be aware of in an ethical society. These laws apply to anyone who works or plays online. I am responsible for my intended and unintended actions.</p>	<p>Students will... Appraise common practices in digital environments (including downloading video, posting images of others, etc.) and assess personal behaviours for their legality and ethics. Create a creative common license for work they create. Describe consequences for inappropriate behaviour online, including in my school, with the law, and in my community.</p>	<p>I understand that... There is legal responsibility for electronic actions including sharing content, using copyrighted materials, hacking, sexting, digital identity theft and posting images and video of other). I am responsible for my intended and unintended actions.</p>	<p>Students will... Examine the legal implications of online activities and reflect upon personal online behaviour. Model ethical practices for searching, re-mixing and sharing in a digital environment. Appropriately attribute online information and digital media using a standardized referencing format.</p>	

RESPECT

Digital Citizenship Continuum from Kindergarten to Grade 12

The Digital Citizenship Continuum is intended to support professionals as they infuse these concepts and skills into their teaching.

 Digital Communication: The electronic exchange of information.		Kindergarten to Grade 2		Grades 3-5		Grades 6 to 9		Grades 10 to 12	
		Understand	Do	Understand	Do	Understand	Do	Understand	Do
Essential Questions Do I use e-mail, cell phone and instant messaging technologies appropriately when communicating with others? What rules, options and etiquette do students need to be aware of when using digital communication technologies?	Know The expanding digital communication options have changed and therefore require appropriate decisions when faced with so many different digital communication options.	Understand I understand that... There is a wide variety of social media and communication tools, including email.	Do Students will... Describe what to do when they are not comfortable with online communication or behaviour.	Understand I understand that... Online activities and communications create a digital footprint that can be negatively or positively impacted by personal choices and behaviours.	Do Students will... Select and use a wide variety of social media tools for communication purposes, including email.	Understand I understand that... My identity and reputation is determined by my communications and actions.	Do Students will... Identify and use social media appropriately for a variety of purposes including sharing information, connecting with others and displaying learning.	Understand I understand that... My identity and reputation is determined by my communications and actions.	Do Students will... Examine the pros and cons of online relationships and identify critical criteria for developing online relationships.
			Do Create classroom based digital footprints that are managed by the teacher.	Do Examine and critically evaluate different social media sites and how they impact one's digital reputation.	Do Examine and critically evaluate different forms of digital communications and how my action impact my relationships with others.	Do Examine and critically evaluate different forms of digital communications and how my actions impact my relationships with others.	Do Examine the "viral" nature of online communication and identify strategies to combat the spread of negative and anonymous postings.	Do Actively monitor and use online tools to manage their digital footprint.	


Digital Citizenship Continuum from Kindergarten to Grade 12

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<div style="background-color: #4CAF50; color: white; padding: 5px; display: inline-block;">ABC</div> Digital Literacy: The capability to use technology and knowing when and how to use it.		Kindergarten to Grade 2		Grades 3-5		Grades 6 to 9		Grades 10 to 12	
		Understand	Do	Understand	Do	Understand	Do	Understand	Do
Essential Questions Should technology be used to access information to learn new concepts? How can students use digital technologies to best take advantage of the educational opportunities available to them?	Know Learning in a digital society includes searching and accessing information as well as processing skills (information literacy).	Understand I understand that... There are various ways of organizing information and we need to learn skills to find the information we are looking for. I cannot believe everything I find online. Sometimes there is content online that may make me feel uncomfortable and that I should close it and tell and adult.	Do Students will... Navigate appropriate websites as provided by the teacher. Tell an adult if they find content that makes them feel uncomfortable.	Understand I understand that... Information may vary between websites because search engines have different features and ways of searching. I need to keep track of the sites I read for my school work. Sometimes there is content online that may make me feel uncomfortable and that I should close it and tell and adult.	Do Students will... Use search engines and appropriate databases provided by the teacher for research. Students successfully use keywords to search as well as a variety of search strategies.	Understand I understand that... Information is accurate and reliable if I use a variety of websites to verify it. There are differences between domain names which might impact the validity of the information I am accessing online. Tools exist online to organize my information and sources when doing research.	Do Students will... Use a variety of strategies to find information and determine the accuracy and reliability of the information. Distinguish the difference between domain names. Use classroom based social bookmarking sites to collect and annotate websites.	Understand I understand that... The practice of "Big Data" have an impact on web experience and privacy. Both finding and evaluating information is necessary. Tools exist online to organize my information and sources when doing research.	Do Students will... Find information with specialized search tools and databases and weigh the value of online "filter bubbles", their impact on search results and their implications for society. Collaboratively share resources through social bookmarking. Use online tools for taking notes and organizing information.

Digital Citizenship Continuum from Kindergarten to Grade 12

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 Digital Commerce: The electronic buying and selling of goods.		Kindergarten to Grade 2		Grades 3-5		Grades 6 to 9		Grades 10 to 12	
		Understand	Do	Understand	Do	Understand	Do	Understand	Do
Essential Questions	Know	<p>I understand that...</p> <p>Goods can be bought and sold online.</p> <p>I can identify types of things purchased online.</p> <p>Permission must be asked to purchase things online.</p>	<p>Students will...</p> <p>Ignore pop-up ads on websites and in apps.</p> <p>Ask adult permission before purchasing anything online.</p>	<p>I understand that...</p> <p>There are dangers and consequences of "in app" purchases.</p> <p>Online advertising can impact my decisions as a consumer.</p>	<p>Students will...</p> <p>Examine sites that build "points" or "coins" as a reward system.</p> <p>Scrutinize and identify online advertising and how it affects them as consumers.</p>	<p>I understand that...</p> <p>There are benefits and risks when buying things online.</p> <p>My digital usage impacts targeted advertising.</p> <p>I need to be critical and informed consumer and seller.</p>	<p>Students will...</p> <p>Work with sites like Kiva or JustGive to understand other forms of online commerce and their potential for good.</p> <p>Recognize online consumer scams and how to avoid.</p> <p>Know why they should read the terms and conditions of websites before buying and selling goods or signing contracts.</p>	<p>Understand that...</p> <p>There are benefits and risks when buying things online.</p> <p>My digital usage impacts targeted advertising and what I may see online.</p> <p>I need to be a critical and informed consumer and seller.</p>	<p>Do</p> <p>Students will...</p> <p>Examine the ethical, societal and legal impact of online commerce and its impact on the global economy (e.g. piracy, gambling, shopping).</p> <p>Examine and understand the potential of online collective fundraising (e.g. Kickstarter, GoFundMe).</p> <p>Identify the pros and cons of digital currency (e.g. BitCoins and PayPal).</p>
<p>Are students aware of the opportunities and problems associated with purchasing items using technology?</p> <p>Should students be made more aware of how to purchase goods and services through digital formats?</p>	<p>Technology users need to understand that a large share of market economy is being done electronically. Legitimate and legal changes are occurring, but the buyer or seller needs to be aware of the issues associated with it.</p>								

Digital Citizenship Continuum from Kindergarten to Grade 12

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Digital Rights and Responsibilities: The privileges and freedoms extended to all digital technology users and the behavioural expectations that go with them.

Essential Questions	Know	Kindergarten to Grade 2		Grades 3-5		Grades 6 to 9		Grades 10 to 12	
		Understand	Do	Understand	Do	Understand	Do	Understand	Do
<p>What rights and responsibilities do students have in a digital society?</p> <p>How do we make students more aware of their rights and responsibilities when using technologies?</p>	<p>Just as there are rights and responsibilities that citizens must adhere to in any democratic society, there is also a basic set of rights extended to every digital citizen.</p>	<p>I understand that... Being able to use technology is a privilege. If I want to use it, I must behave responsibly.</p>	<p>Students will... Discuss what a responsibility is and how their actions may impact the privilege of using technology.</p>	<p>I understand that... Using technology is not a right but actually a privilege that is earned by demonstrating responsibility.</p>	<p>Students will... Co-create a "Responsible Use Policy" for their use of technology in the classroom.</p>	<p>I understand that... My classroom, school and school division all have technology policies and procedures in place that I must follow. Being a good digital citizen means that I am responsible and respectful, both in person and online.</p>	<p>Students will... Co-create a "Responsible Use Policy" for their use of technology in the classroom.</p>	<p>I understand that... My classroom, school and school division all have technology policies and procedures in place that I must follow. Being a good digital citizen means that I am responsible and respectful, both in person and online.</p>	<p>Students will... Co-create a "Responsible Use Policy" for their use of technology in the classroom.</p>

PROTECT

Digital Citizenship Continuum from Kindergarten to Grade 12

The Digital Citizenship Continuum is intended to support professionals as they infuse these concepts and skills into their teaching.

 Digital Safety and Security: The electronic precautions that all technology users must take to guarantee their personal safety and the security of their network.		Know	Kindergarten to Grade 2		Grades 3-5		Grades 6 to 9		Grades 10 to 12	
			Understand	Do	Understand	Do	Understand	Do	Understand	Do
Essential Questions	How do students protect their technology in a digital society? How can students be taught to protect themselves and their equipment from harm?	In any society, there are individuals who steal, deface or disrupt other people. The same is true for the digital community.	I understand that... If I am approached by someone online that I don't know or trust, I need to tell an adult. I need to keep myself safe online by never sharing information that can identify where I live or where I go to school. My passwords are private. I should only share them with my parent or teacher and never with friends.	Students will... Participate in safe online activities that ensure they do not post their location, full name and identifying photo with their name online. Learn when and how to get help if they encounter an unsafe situation online.	I understand that... If I am approached by someone online that I don't know or trust, I need to tell an adult. Not everything in my life needs to be shared online and sometimes I should keep things private. There are different reasons we have passwords and I need to learn how to manage them to keep myself safe and secure.	Students will... Discuss the idea of protecting privacy by not answering questions or giving out personal information online. Be introduced to what spam is and what forms it takes. Learn when and how to get help if they encounter an unsafe situation online.	I understand that... I play an important role in protecting myself and my equipment. I may put myself in danger when flirting online or sexting and I don't have to exchange digital content that I am uncomfortable sharing. Social media accounts and websites have privacy policies and settings I need to be aware of and use to protect myself and my identity.	Students will... Ensure that they use complex passwords online and on mobile devices to protect personal information and equipment. Discuss the legal and ethical implications of sexting. Learn when and how to get to keep help if they encounter an unsafe situation online. Read and discuss privacy policies on popular social media websites and learn how to set their privacy settings.	I understand that... I play an important role in protecting myself and my equipment. I need to read and use privacy terms on websites and social media accounts. There can be legal consequences, social implications and potential abuse when engaging in sexting and exchanging pornography.	Students will... Ensure that they use complex passwords online and on mobile devices as well as ensure their privacy settings are used on social media accounts in order to protect personal information and equipment. Compare and contrast case studies that discuss the legal and ethical implications of sexting. Learn when and how to get help if they encounter an unsafe situation online.

PROTECT

Digital Citizenship Continuum from Kindergarten to Grade 12

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Digital Health and Wellness: The physical and psychological well-being related to digital technology use.

Essential Questions	Know	Kindergarten to Grade 2		Grades 3-5		Grades 6 to 9		Grades 10 to 12	
		Understand	Do	Understand	Do	Understand	Do	Understand	Do
How can students be physically affected by technology? Are students aware of the physical dangers that accompany the use of digital technology?	Eye safety, repetitive stress syndrome and sound ergonomic practices are issues that need to be addressed in a new technological world.	I understand that... Spending too much time using digital devices can be harmful to my health. I need to protect my eyes and ears by adjusting the volume on my device and taking breaks from using technology.	Students will... Take regular breaks from using technology to stand and stretch. Vary their activities so that "screen-time" is minimized. Adjust the volume of their device and use headphone appropriately.	I understand that... Viewing inappropriate online content may be harmful to my mental health. Taking "tech breaks" are necessary for my mental and physical health.	Students will... Discuss what content is appropriate and inappropriate to view online. Identify ways of protecting their hearing and sight while using different digital devices. Determine a healthy balance between technology usage and an active lifestyle.	I understand that... I need to lead a balanced lifestyle and take regular breaks from my digital devices. There are proper ergonomics that I should use that may prevent injuries caused by using technology.	Students will... Plan and discuss what a balanced lifestyle looks like when it comes to digital technology. Learn the proper ergonomics to protect them from injury when using technology.	I understand that... Using technology inappropriately can endanger my life and the lives of others. Due to the nature of 24/7 access to technology, I can develop social, physical and mental problems if I don't lead a balanced lifestyle.	Students will... Discuss the legal and safety issues of talking and texting while driving. Lead a balanced lifestyle when it comes to digital technology and be able to recognize when they need help to deal with technology addiction or physical injury.

PROTECT

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⁴¹ *Ibid.*, 12.

⁴² Alberta Education, *Digital Citizenship Policy Development*, 1-82.

⁴³ The use of these eleven key elements in the framework for discussion is adapted from Alberta Education, *Digital Citizenship Policy Development*.

⁴⁴ Mike Ribble, "Nine Elements," *Digital Citizenship: Using Technology Appropriately* (blog), last modified 2014, http://www.digitalcitizenship.net/Nine_Elements.html.

⁴⁵ Mike Ribble, *Digital Citizenship in Schools*, (Washington, D.C.: ISTE, 2011), Kindle edition.

⁴⁶ Ministry of Education, *Actualizing a Needs-based Model to Support Student Achievement*, (Saskatchewan Ministry of Education: 2011), <http://www.education.gov.sk.ca/Actualizing-a-Needs-Based-Model-to-Support-Student-Achievement>.

⁴⁷ Jenkins, *Confronting the Challenges*.

⁴⁸ Ribble, *Digital Citizenship in Schools*.

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⁵⁰ danah boyd, "Social Network Sites as Networked Publics: Affordances, Dynamics, and Implications" [Draft], (2010), 7, <http://www.danah.org/papers/2010/SNSasNetworkedPublics.pdf>.

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⁵² *Making progress: Rethinking state and school district policies concerning mobile technologies and social media*, (Consortium for School Networking), <http://www.nsba.org/sites/default/files/reports/MakingProgress.pdf>.

⁵³ Sheneringer, *Digital Leadership*.

⁵⁴ Ribble, *Digital Citizenship in Schools*; National Council of Teachers of English, *NCTE Framework*.

⁵⁵ Ribble, *Digital Citizenship in Schools*.

⁵⁶ Ibid.

⁵⁷ Alberta Education, *Digital Citizenship Policy Development*, 1-82.

⁵⁸ Steeves, *Young Canadians*, 5.

⁵⁹ Amy Judd, "Saanich Teenager Found Guilty of Child Pornography in 'Sexting' Case," *Global News*, January 10, 2014, <http://globalnews.ca/news/1074630/ruling-expected-in-saanich-teenage-sexting-case/>.

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⁶¹ "Saskatchewan town passes anti-bullying law," *CBC News*, October 8, 2013, <http://www.cbc.ca/news/canada/saskatchewan/saskatchewan-town-passes-anti-bullying-law-1.1930282>.

⁶² Mike Ribble and Gerald Bailey, *Digital Citizenship in Schools*, (Eugene: ISTE, 2007), 29. E-book.

⁶³ Nicholas Jackson, "United Nations Declares Internet Access a Basic Human Right," *The Atlantic*, June 3, 2011, <http://www.theatlantic.com/technology/archive/2011/06/united-nations-declares-internet-access-a-basic-human-right/239911/>.

⁶⁴ Ribble, *Digital Citizenship in Schools*.

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