

The 9 Elements of Digital Citizenship

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The nine elements of Digital Citizenship:

- provide a framework for understanding the technology issues that are important to educators.
- identify current areas of need in a school or district technology program.
- identify emerging issues that may become increasingly important in coming years.
- provide a lens that technology leaders can use to focus understanding of digital citizenship issues.

Digital Access- Full electronic participation in society.

- Educators need to evaluate the use of computers within their schools and to encourage technology use in their classroom.
- Schools and districts should ask themselves, "Are we preparing our students for a future with technology?"
- Even students who enjoy good access at school may not be technologically literate enough to prepare for a future work world filled with technology.
- Technology will be important to the future of all students, not just the chosen few.

Web Resources:

- o Public Broadcasting Report on the Digital Divide
www.pbs.org/teachersource/learning.now/digital_divide/
- o UCLA's The Digital Divide: A Resource List
www.gseis.ucla.edu/faculty/chu/digdiv/
- o U.S. Department of Education Reports on the Digital Divide
www.ed.gov/Technology/digdiv.html

Digital Commerce-The buying and selling of goods online.

- Learning to become an intelligent consumer is an important aspect of good citizenship.
- Students should be taught to understand the process of online purchasing because it is rapidly becoming the norm.
- Students need to understand that their actions online can follow them throughout their life (ruining their credit by running up large amounts of debt).
- Educators need to prepare students for interacting in a digital economy.

Web Resources:

- o InfoWorld Article Concerning Online Shopping
www.infoworld.com/article/05/11/22/HNonlineshoppers_1.html

Digital Communication-The electronic exchange of information.

- Digital communication provides users with instant access to others on an unprecedented level.
- Educators need to decide how to teach students appropriate use and responsibility of cell phones, instant messaging, e-mail, etc.
- How do these communication methods fit in an educational setting? What positive outcomes do they enable? What potentially negative effects do they have?
- Teachers need to research the use of technology before using it in their classroom and should check around and ask what the technology can and can't do.

Web Resources:

- o Additional research can be found on many topic areas related to digital communication at the Pew/Internet research site
www.pewInternet.org

Digital Literacy-The capability to use digital technology and knowing when and how to use it.

- Technology-infused learning is becoming more commonplace every year and is becoming as transparent as the chalk board and pencil.
- Learning with technology does not always include instruction on appropriate and inappropriate use.
- Technology is often seen as another class that students go to, as opposed to being an integral part of the larger curriculum.
- Educators need to be taught how to use technology to stimulate student learning.
- Educators need to be encouraged to look at alternative ways of presenting information that can engage their students.
- Students need to understand that certain technology skills are critical when entering the work world.
- We all need to understand how a given technology works and how to use it appropriately.

Web Resources:

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| o Center for Digital Education
www.centerdigitaled.com | o Mid-continent Research for Education and Learning
www.mcrel.org/topics/topics.asp?topicsid=5 |
| o Center for Media Literacy
www.medialit.org/bp_mlk.html | o Scenarios for Teaching Internet Ethics
www.uni.uiuc.edu/library/computerlit/scenarios.html |
| o Consortium for School Networking
www.cosn.org | o U.S. Department of Education - Office of Educational Technology
www.ed.gov/about/offices/list/oeet/technology |
| o Media Education Lab - The Seven Great Debates in the Media Literacy Movement
www.reneehobbs.org/ | |

Digital Etiquette- The standards of conduct expected by other digital users.

- The problem with teaching digital technology is that few rules have been established for the proper use of technology devices.
- When students see adults using technologies inappropriately, they assume that this is how they should act, leading to inappropriate technology use by them.
- A good digital citizen seeks out others to see how they view the use of technology, and then makes personal adjustments based on this feedback.
- We must think about how our technology use affects others.
- Good digital citizens respect others and learn ways to use technology courteously and effectively.

Web Resources:

- o InfoWorld - The 10 Commandments of Cell Phone Etiquette
www.infoworld.com/articles/op/xml/00/05/26/000526opwireless.html
- o NSF - Ethics and Computing
www.nd.edu/~kwb/nsf-ufe/
- o Phoneybusiness.com - Mobile Etiquette
<http://phoneybusiness.com/etiquette.html>

Digital Law- The legal rights & restrictions governing technology use.

- Users often do not consider what is appropriate, inappropriate, or even illegal when posting or accessing information on the Internet.
- The issues of intellectual property rights and copyright protection are very real, and have very real consequences.
- Educators and students need to be provided resources and guidance on what is legal and illegal.
- Schools need to determine whether their technology rules and policies are supported legally.
- Educators must carefully explain to students that, while the Internet is a good source of information, material should not be taken from it without citing the source.

Web Resources:

- o Free Expression Policy Project - Media Literacy: An Alternative to Censorship
www.fepproject.org/policyreports/medialiteracy.html
- o Internet Law - Law Research
www.lawresearch.com/practice/ctwww.htm
- o Technology and Ethics
<http://ethics.csc.ncsu.edu>
- o U.S. Department of Justice - Computer Crime & Intellectual Property
www.cybercrime.gov

Digital Rights &

Responsibilities-The privileges & freedoms extended to all digital technology users & the behavioral expectations that come with them.

- As members of a digital society, digital citizens are afforded certain rights as well as certain responsibilities.
- There can be rights in a society only if there are also responsibilities.
- Students need to be given a clear understanding of the behavior that is required of them to be members of the digital society.
- When creating or publishing anything, students should be allowed to protect those works (or not) as they see fit.

Web Resources:

- o National Educational Technology Plan
www.nationaletechplan.org
- o Partnership for 21st Century Skills
www.21stcenturyskills.org
- o Privacy Rights Clearinghouse
www.privacyrights.org

Digital Health & Wellness- The elements of physical & psychological well-being related to digital technology use.

- Students need to be aware of the physical dangers inherent in using digital technology (carpel tunnel syndrome, eyestrain, poor posture, etc.).
- Another aspect of digital safety is "Internet addiction" - users becoming dependent upon the online experience.
- Becoming addicted to video games is another concern.
- These addictions can cause withdrawal from society resulting in some psychological problems as well.

Web Resources:

- o Center for Internet Addiction Recovery
www.netaddiction.com
- o Computer Ergonomics for Elementary Schools
www.orosha.org/cergos/
- o Computer-Related Repetitive Strain Injury
<http://eeshop.unl.edu/rsi.html>
- o U.S. Department of Labor - Computer Workstation Checklist
www.osha.gov/SLTC/etools/computerworkstations/checklist.html

Digital Security- The precautions that all technology users must take to guarantee their personal safety & the security of their network.

- Students need to learn how to protect electronic data (virus protection, firewalls, making backups, etc.).
- More often than not, security faults occur not because of flaws in the equipment but because of the ways people use it.
- Digital security includes protecting ourselves and others from outside influences that might cause harm.
- Educators must carefully explain to students the harm that may be caused by giving out passwords, meeting strangers online, giving out information online, etc.

Web Resources:

- o Center for Safe and Responsible Internet Use
<http://csriu.org/about/>
- o Education CyberPlayGround
www.edu-cyberpg.com/Schools/
- o Educator's Guide to Computer Crime and Technology Misuse
www.uni.uiuc.edu/~dstone/educatorsguide.html
- o CERT Home Computer Security
www.cert.org/homeusers/HomeComputerSecurity/

Source: Ribble, M. & Bailey, G. (2007) *Digital Citizenship in Schools*, International Society for Technology in Education, Washington, DC.