

Administrative Procedure 391

Administrative Procedure – Digital Citizenship

Background

Golden Hills School Division #75 recognizes that the responsible use of contemporary information and communication technologies is essential to being a good digital citizen. Digital Citizenship is the creation of an interconnected community that balances our own personal use of technology and tools with the well-being of others. Guidance is needed to develop good consumers and producers with a digital world. In order to support the development of this effective digital citizenship the GHSD Digital Citizenship Committee has adopted the following three themes developed by Alberta Education:

- Respect and protect ourselves
 - Digital Security
 - Digital Rights and Responsibilities
 - Digital Health and Wellness
- Respect and protect others
 - Digital Etiquette
 - Digital Communication
 - Digital Access
- Protect intellectual property and the property of others
 - Digital Law
 - Digital Literacy
 - Digital Commerce

In order to actively promote and educate our learning community about effective digital citizenship the GHSD Digital Citizenship Committee has created a digital resource that contains information, suggested practices, and resources that will help support the development of a strong community of digital learners.

Procedure:

1. GHSD schools will deliberately promote healthy digital citizenship of students and staff through the development of the above three themes addressed in the GHSD Digital Citizenship Resource. See Appendix 391 A.

References:

Alberta Education Digital Citizenship Policy Development Guide

<http://education.alberta.ca/media/6735100/digital%20citizenship%20policy%20development%20guide.pdf>

Digital Citizenship: Using Technology Appropriately

http://www.d-digitalcitizenship.net/Nine_Elements.html

Appendix 391 A GHSD Digital Citizenship Resource

Appendix 391 - A (GHSD Digital Citizenship Resource)

Theme One: Respect and Protect Yourself (Digital Well-being)

1.1 Digital Security is electronic precautions to guarantee safety.

As responsible citizens, we must protect our information from outside forces that might cause disruption or harm. Digital security provides the necessary precautions to best guarantee safety and security. This needs to be addressed in terms of student learning, as well as in terms of protecting students, employees, resources and GHSD.

System Protection

GHSD is proactive with our tech department to provide system protection. We need to have virus protection, backups of data, hardware protection, complex passwords, and surge control of our equipment.

Personal Protection

We also need to be aware and thoughtful about securing our personal information online.

Suggested practice:

- Technology department is up-to-date on system security features
- Be aware that email scams can infiltrate even the best security filters. If any email seems suspicious, be sure to contact helpdesk. Do not open any attachments or click any links until you are sure the email is authentic.
- When creating social media profiles, implement the highest security settings available to keep personal data as safe as possible. Even with strict security settings, assume anything posted could be seen by anyone.
- When making connections with others online, be sure to not reveal personal information. Ensure sensitive data is only shared with well-known and trusted people.
- Be aware that all internet sites continually track and store usage.

Teaching Tools:

Model appropriate use and instruct and demonstrate effective digital use.

Teachers could invite guest speakers such as Family School Community Resource Counsellor or local RCMP for class discussion. Pieces may include discussions around identity theft and online security.

Resources

How to tell if an Email is a Phishing Scam (article)

[http://www.cio.com/article/703977/How to Tell If an Email Is a Phishing Scam](http://www.cio.com/article/703977/How_to_Tell_If_an_Email_Is_a_Phishing_Scam)

How to recognize phishing email messages, links or phone calls (article)

<http://www.microsoft.com/security/online-privacy/phishing-symptoms.aspx>

Create Strong Passwords (article) and Password Strength Test

<http://www.microsoft.com/security/online-privacy/passwords-create.aspx>

Password Keeper Apps (Google doc)

<http://goo.gl/sIOVH>

Cyber Security at Work (Article)

<http://cybersecurity.mo.gov/work/>

Lock Your Windows 7 Computer (Article)

<http://www.tr.tcu.edu/LockComputer.htm>

Digital footprint

<http://www.2learn.ca/ydp/digfootprint.aspx>

Alberta Learning: Quick facts about children on the internet, Protecting privacy(In section, Internet Savvy Training, understanding the challenge

<http://humanservices.alberta.ca/InternetSafety/internetsavvy.html>

2learn Privacy

<http://www.2learn.ca/kids/listNetSmart.aspx?Type=3> (Gr.3-6)

<http://www.2learn.ca/teens/listNetSmart.aspx?Type=3> (Gr.7-9)

<http://www.2learn.ca/seniorhigh/listNetSmart.aspx?Type=3> (Gr.10-12)

Be Web Aware (Privacy)

<http://www.bewebaware.ca/english/privacy.html>

Common Sense Media webinar on Cyberbullying, Sexting, and Social Media

<https://www.common sense media.org/educators/blog/webinar-spotlight-cyberbullying-sexting-and-social-media-use>

Tips for keeping Facebook as secure as possible: [created for military personnel, not all actions apply]

<https://www.youtube.com/watch?v=xCHTmzfsGmI>

1.2 Digital Rights and Responsibilities:

Citizenship and involvement with any community involves two elements: rights and responsibilities. Using technology in a safe and secure manner as part of education may be considered a right afforded to GHSD users. The user accepts the responsibility to respect the property and wellbeing of others digitally and otherwise.

Suggested Practice:

- Ensure audio, video, and visual media used for educational purposes has been released by the copyright holder for such use. If the material is not identified as Creative Commons (see resources), the copyright holder must give permission.
- The owner/creator and place of access of material is acknowledged after permission to reuse is granted.

Teaching Tools: Teachers should explain to students and the community the reason why school and district policies regarding technology exist. Teachers should clearly explain and model copyright laws, giving credit to authors and websites when resources are used.

Resources

Digital Citizenship: Using Technology Appropriately

http://www.d-digitalcitizenship.net/Nine_Elements.html

Alberta Education Digital Citizenship Policy Development Guide

<http://educatio-n.alberta.ca/media/6735100/digital%20citizenship%20policy%20development%20guide.pdf>

Be Web aware (File Sharing)

http://www.bewebaware.ca/english/downloading_files.html

2Learn (Copyright)

<http://www.2learn.ca/ydp/copyrightabout.aspx>

Copyright Matters

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

Creative Commons

<http://creativecommons.ca/>

Canadian Copyright Law Explained

<http://www.michaelgeist.ca/2012/11/c-11-impact/>

1.3 Digital Health and Wellness *is physical and psycho-social well-being in a digital-technological world.*

Given the ever-increasing frequency with which students and staff use technologies, particularly in their personal lives, health and wellness are areas that need to be addressed in the interest of developing well-balanced citizens. Digital Citizenship includes a culture in which technology users are taught how to protect themselves through education and training.

Suggested Practice:

- Excessive screen time has the potential for being addictive and may cause sleep deprivation. Restrictions should be implemented to aid students with achieving balance between enjoyment and healthy living.
- GHSD work stations are assessed for ergonomic design in order to promote physical wellbeing.

Teaching Tools: Educate students about ergonomically designed workstations and teach proper posture, etc. for computer use. Connecting families with mental health professionals when there is a concern about addiction. Encouraging students to make healthy activity choices as part of their daily routine.

Teachers should model appropriate digital behavior and intentionally address the issues through conversations: online discussion forums, community/ public awareness information evening and classroom discussions.

The Health curriculum lends itself well to discussions around psychosocial domain and physical health. The educating of this theme comes from class discussion and exploration of healthy use of technology. Teachers and students could co-create scenarios and discuss what is healthy and what is unhealthy.

Scenarios could include: digital addiction, ergonomics, eye strain, social connectedness, and healthy community citizenship. Students could read and review the content from the scenarios, create videos, posters, news advertisements, brochures for younger students, advertisements for balance of time and technology etc.

Resources

Family School Community Resource Workers

Alberta Health Services 24 Hour Addiction Helpline: 1-866-332-2322

Mind up (for purchase curriculum)

<http://thehawnfoundation.org/mindup/mindup-curriculum>

Childnet International resources:

<http://www.digizen.org/>

Net Addiction

<http://netaddiction.com/>

Net Addiction Self Tests

http://netaddiction.com/index.php?option=com_content&view=article&id=64&Itemid=88

University of Alberta Ergonomic Test

http://www.ehs.ualberta.ca/EHSDivisions/OccupationalHealth/~media/Environmental%20Health%20and%20Safety/Documents/Occupational%20Health/Ergonomics_Captivate_6_Final_.swf

WikiHow - Setting Up an Ergonomic Workstation

<http://www.wikihow.com/Set-Up-an-Ergonomically-Correct-Workstation>

Restart a Sustainable Lifestyle

<http://netaddictionrecovery.com/>

Theme Two: Respect and Protect Others (Digital Interactions)

2.1 Digital Etiquette *is the standard of conduct or procedures in a digital world. This is the expected behavior when using digital tools.*

Communication through digital means can remove social cues of body language and facial expression. To ensure clear communication, users of digital tools should take care to understand how their communications will be received by others.

Suggested Practice:

- Care and consideration for others is demonstrated in all online environments. No sensitive information is disclosed. Respect for others is maintained.
- Care and consideration is demonstrated in media posts such as YouTube videos. Users understand that free speech is limited by infringement on the security of others.
- Use of mobile devices (for a call, text, or internet access) should not occur in a manner that disrupts any presentation. If the situation is emergent, the user should remove him or herself from the area.
- Online conduct is maintained at a high standard.
- Teachers using social media with parents and students for educational purposes should set clear parameters for communications.

Teaching Tools:

Involve students in real life scenarios and have them participate in the process of creating digital communications.

Lead by example.

Educate our students on cyberbullying and how to appropriately deal with conflict.

Build relationships with our students and encourage them to come forward with issues concerning cyberbullying.

Resources

Digital Etiquette (Wiki)

<http://digiteen.wikispaces.com/Digital+Etiquette>

Digital Etiquette (Brain Pop Video)

<http://www.brainpop.com/technology/computersandinternet/digitaletiquette/>

Study Guides and Strategies Netiquette (Web Site)

<http://www.studygs.net/netiquette.htm>

What is Digital Etiquette? (Slideshare)

<http://www.slideshare.net/guestc38192/what-is-digital-etiquette-3558978>

Digital Citizenship - School Environment and Behaviour (Lesson Plan) http://www.nisd.net/digitalcitizen/sec_digcit/etiquette_6_12.htm
Digiteen - Digital Etiquette (Interactive) http://digiteen09-1.flatclassroomproject.org/Digital+Etiquette
THE Journal http://thejournal.com/articles/2008/09/01/text-onto-others-as-you-would-have-them-text-onto-you.aspx
What is Netiquette & Why is it Important? http://www.youtube.com/watch?v=gvkbDc1LiVI
Netiquette Dos & Don'ts for Email http://www.youtube.com/watch?v=gF_j5wquens
Essential Netiquette Tips for Mobile Phone Use http://www.youtube.com/watch?v=UIT8NAEsPKk
Netiquette Rules for Acronyms & Emoticons http://www.youtube.com/watch?v=kWFFKIEC7sU
Cellphone Etiquette http://www.youtube.com/watch?v=6GzmMebIIKA

2.2 Digital Communication *is the electronic exchange of information.*

Communication is frequently changing, forcing us to continually re-evaluate how we communicate. Digital Communication includes text, voice, audio, images and movie clips which are accessible anywhere, anytime through various electronic mediums.

Two types of Digital Communications:

- Synchronous Communications (immediate): chat, Skype
- Asynchronous Communications (independent of time): blogs, twitter, YouTube

Suggested Practice:

- Communications that are typed are capitalized, bolded, highlighted, underlined or otherwise stressed only to clarify a point being made and should be limited to a few words or a short passage.
- Comments and posts are created with an awareness for and respect of the diversity of online audiences

Teaching Tools: Instruction provided to help students consider the perspective of others when posting online. Example: Show students various posts and have them consider how they would be viewed by different audiences.

Resources

What is Digital Communication? (Article)

<https://www.classle.net/faq/what-digital-communication>

Digital Platforms Reshape Communication (Video) (last minute or so is HP marketing)

http://www.youtube.com/watch?v=8CwQGay_tEw

Digital Media Revolution (Video)

<https://www.youtube.com/watch?v=0eUeL3n7fDs>

Digiteen - Digital Communication (Wiki)

<http://digiteen.wikispaces.com/Digital+Communication>

2.3 Digital Access *is full electronic participation in society. Access should be fair and equal for all citizens.*

As educators, we need to be aware of all learners' needs and abilities so as to support a student's education. All students should have reasonable access to technology in an educational setting. In order to become productive citizens in a global world, we need to be committed as educators to allow equal digital access for all students.

Suggested Practice:

- When teachers use digital tools to communicate with students outside the classroom, awareness regarding access to these tools will develop equity in these communications. For example, a teacher may call a student who does not have access to Twitter.
- When assigning work not completed in class, teachers need to be aware of the digital access of each student.

Teaching Tools:

Teachers need to know what tools students have access to. Tools used need to be open platform (must be able to use on all technology devices). Teachers must ensure equal access for all students and be willing to provide alternatives when access is limited.

Resources

Anne Bubnic's List: Digital Citizenship/Digital Access (Diigo)

https://www.diigo.com/list/abubnic/digital-citizenship_digital-access

Digiteen - Digital Access (Web Site)

<http://digiteen09-1.flatclassroomproject.org/Digital+Access>

Digital Citizenship - Digital Access (Lesson Plan)

http://www.nisd.net/digitalcitizen/sec_digcit/access_6_12.htm

Digital Divide in Education (YouTube Video)

<http://www.youtube.com/watch?v=-BARWmj7Aw>

Theme Three: Respect and Protect Intellectual Property and other Property (Digital Preparedness)

3.1 Digital Law *includes responsibility for actions and deeds using electronics.*

Digital Law is defined as the electronic responsibility for actions, and sets parameters to ensure safety and security to protect people's rights. Digital Law deals with the ethics of technology.

Suggested Practice:

- Although it may seem like a harmless joke, creating posts using someone else's social media account is not good practice. Never pretend to be someone else online.
- Think carefully before sending texts, emails, or posting on social media. Take the time to be sure the situation is fully understood before responding in any way.
- The use of technology for hurtful behaviour towards others is unethical. Be aware that some forms of online bullying are considered criminal acts.
- Piracy of software, music, movies, and other forms of media is illegal.
- Demonstrate respect for ownership of ideas and concepts (copyright).

Teaching Tools:

Educate our students on digital law so that they are aware of what they can and cannot do. Before any work with technology, teachers set their expectations for use and consequences. Teachers model appropriate behaviour with their students, such as knowing how to share ideas and concepts with proper attribution. Provide insight and context to situations that could impact their digital footprint.

Resources

Your Digital Presence, Digital Life Skills
www.2learn.ca/ydp/copyrightabout.aspx

Digital Citizenship Policy Development Guide
<http://education.alberta.ca/media/6735100/digital%20citizenship%20policy%20development%20guide.pdf>

Be a Digital Citizen
<http://www.youtube.com/watch?v=FdEXijFXfD8>

Online Password Strength Test (web site)
<https://www.microsoft.com/security/pc-security/password-checker.aspx>

What is Digital Citizenship
<http://www.youtube.com/watch?v=oCkTmZ0bF5Q>

Nine Elements of Digital Citizenship
http://www.digitalcitizenship.net/Nine_Elements.html

Alberta Education CyberBullying pamphlet
http://education.alberta.ca/media/6570209/cs_cyberbullying.pdf

Alberta Government Bully free Site
<http://www.bullyfreealberta.ca/>

3.2 Digital Literacy is the process of teaching and learning about technology and the use of technology

Suggested Practice:

- Students need to cite sources properly before being assigned research work.
- Students and teachers need to always credit sources and check to be sure the material they use is free to use and share.
- Students and teachers need to check sources for credibility.

Teaching Tools:

Teach correct referencing in discipline-specific format (MLA, APA, etc.), clearly outline plagiarism, and provide links for checking work for intellectual fraud.

Steps for Referencing:

“If you claim someone else's work, thoughts or ideas as your own by:

- copying sentences or paragraphs from a book, journal article or web page without referencing the information
- submitting work produced by another student as if it were your own work
- copying and pasting information from the internet or electronic sources

then you may be plagiarising. Plagiarism is considered a breach of academic integrity.

To avoid plagiarism and ensure that you are working with academic integrity:

- write using your own words and ideas
- acknowledge someone else's words and ideas by referencing your sources.”

Griffith University <http://libraryguides.griffith.edu.au/c.php?q=28779&p=177546>

Resources

Can I use this? How do I cite it?
<http://app.griffith.edu.au/study-smart/docs/referencing>

Digital Literacy Fundamentals, Media Smarts
<http://mediasmarts.ca/digital-media-literacy-fundamentals/digital-literacy-fundamentals>

Digital Citizenship Policy Development Guide

<http://education.alberta.ca/media/6735100/digital%20citizenship%20policy%20development%20guide.pdf>

What is Digital Citizenship

<http://www.youtube.com/watch?v=oCkTmZ0bF5Q>

Nine Elements of Digital Citizenship

<http://www.youtube.com/watch?v=87JiUrWaQVk>

3.3 Digital Commerce: Online buying and selling of goods

Digital Commerce: Is defined as the electronic selling and buying of goods online. The access to almost any product makes us wonder about the legal and illegal acts that could be done simply by trading on the net.

Suggested Practice:

- When purchasing items online, users need to be sure they have permission to charge purchases to account that is not their own (for example, using a parent's credit card).
- When offering an item for sale on a site (online classifieds or auction site), users need to be truthful about the condition and ownership of the item.
- When installing apps, users must be aware of the apps' ability to access credit cards linked to the account.
- As mentioned in theme one, users need to protect personal information as it relates to e-commerce.

Teaching Tools:

Teachers can provide information about the methods that app companies use to solicit funds from users. Help students realize that although the transactions are occurring in a virtual world, the money being spent is real.

Students can be taught to be mindful of ownership and honesty when making deals online.

Resources

Digital Commerce

<https://cunedigitalcitizenship.wikispaces.com/Digital+Commerce>

Kijiji Safety Tips

<http://help.kijiji.ca/helpdesk/safety/safety-at-kijiji>