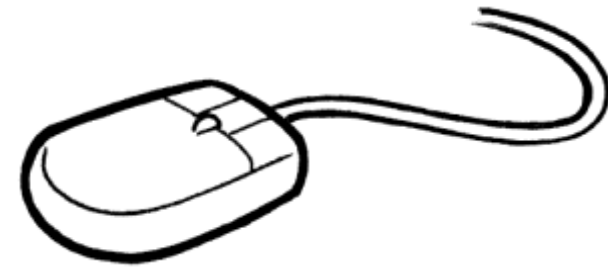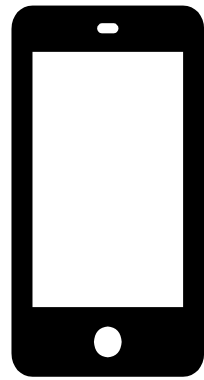# ATC-CONNECT

Digital Citizenship
Bergamot 1ˢᵗ October 2020

How can we approach this topic with our young and teenage learners?

ATC-CONNECT

Joanne Mitten

ATC Language Schools 2008 – Present
Junior Product Development

- Teacher
- Teacher Trainer
- Materials Writer
- Human Resources
- Quality Assurance

What's the Difference?

Digital Native

This is anyone who grew up in the era of ubiquitous technology. That is to say they have been using technology day-to-day, most of their lives.

Digital Citizen

This refers to the **responsible** use of technology by anyone who uses computers, the Internet and other digital devices. In other words, this is **how** people use the technology available to them.

The Generation Game

BUILDERS

BABY BOOMERS

GENERATION X

GENERATION Y

GENERATION Z

GENERATION ALPHA

AGED 71+   AGED 52-70   AGED 37-51   AGED 22-36   AGED 7-21   AGED UNDER 7

Videos

Gaming

Social Media

Blogs

Content Creation

Chat

Irish Teenagers' Social Media Use

84% look at their phone before going to sleep

95% posted a photo of themselves

33% posted a video in which they appear

11% posted their phone number

41% shared their school name on their profile

5% shared their home address

Source: www.irishexaminer.com/ireland/89-of-teenagers-worry-about-online-privacy-and-data-470616.html

If you don't pay for the product… You are the product.

Our offline behaviour and habits are altered by social media platforms.

Algorithms are used to select and shape the information you are "fed".

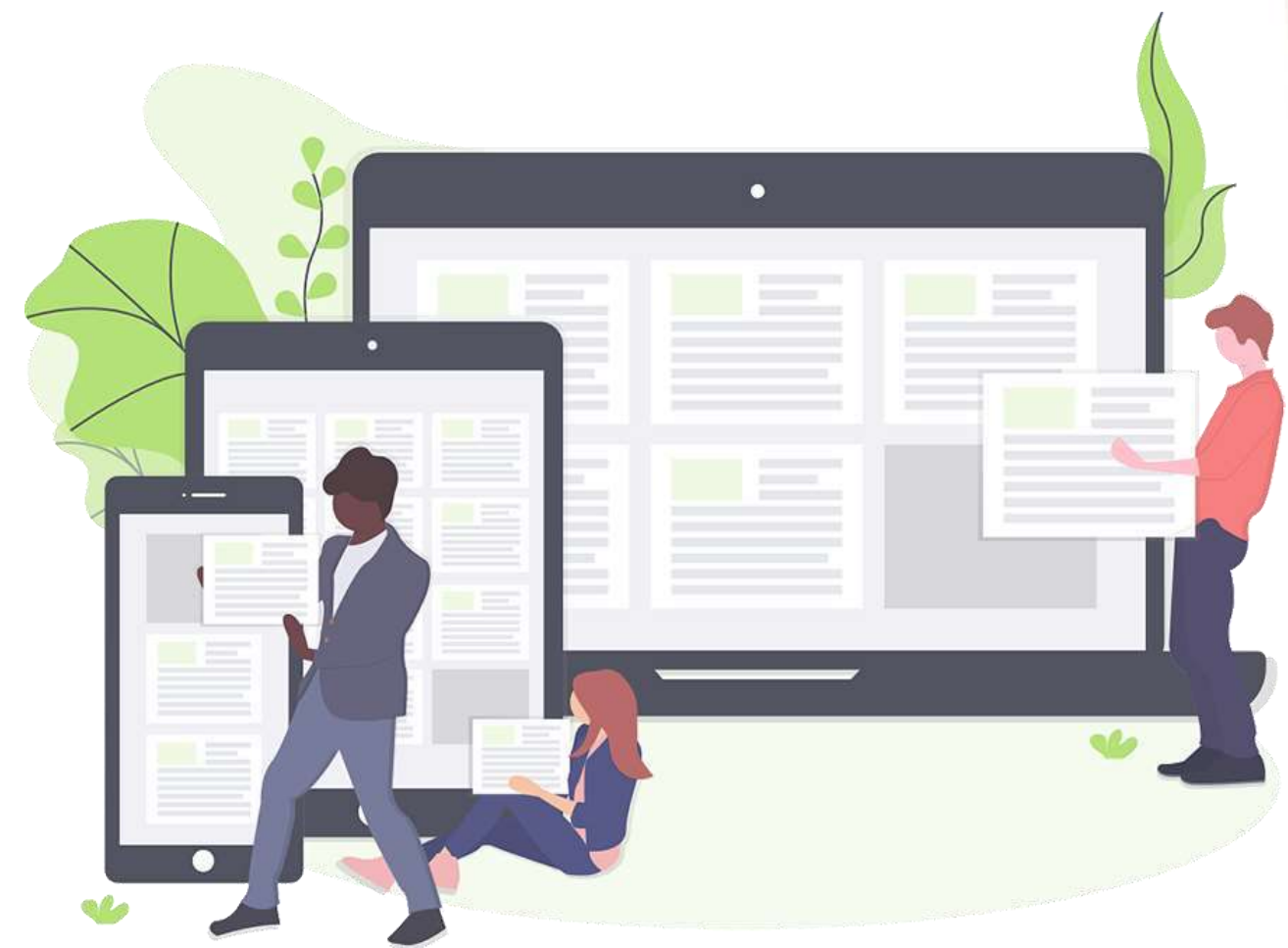Your data is not for sale, but your attention is.

Where are the gaps in their knowledge?

Digital Citizen Identity
Ability to build and manage a healthy identity online and offline with integrity

Privacy Management
Ability to handle with discretion all personal information shared online to protect one's and others' privacy

Screen Time Management
Ability to manage one's screen time, multitasking, and one's engagement in online

Critical Thinking
Ability to distinguish between true and false info, good and harmful content, and trustworthy and questionable contacts online

Cyberbullying Management
Ability to detect cyber-bullying situations and handle them wisely

Digital Footprints
Ability to understand the nature of digital footprints and their real-life consequences and to manage them responsibly

Cyber Security Management
Ability to protect one's data by creating strong passwords and to manage various cyber attacks

Digital Empathy
Ability to be empathetic towards one's own and others' needs and feelings online

DQ CITIZENSHIP
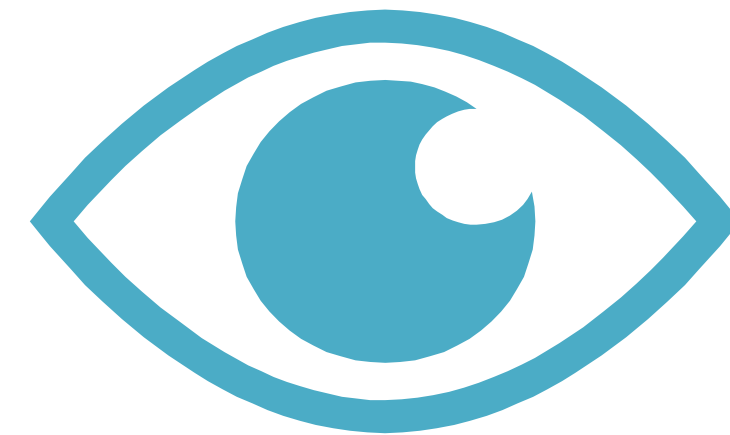
What should your Digital Citizenship learner outcomes be?

Privacy Management

To be able to handle all personal information that is shared online with discretion. To be able to protect their privacy and their friend's privacy.

"Should I post this video?"

Critical Thinking

To be able to distinguish between true and false information. To know the difference between good and harmful content. What is trustworthy and what is questionable?

"Is this fake news? Where is it coming from?"

Digital Footprint

To understand what a Digital Footprint is. To realise the real-life consequences of posting online. To be able to manage their online content responsibly.

"Who will see this post? Will I regret it later?"

Digital Empathy

Being kind online. Understanding other's needs and feelings online. To be able to show empathy to everyone online.

"There is a person behind this screen. Should I say what I was going to say? Will it hurt them?"

Cyber Security Management

Knowing how to protect yours and others' data. Creating strong passwords and protecting against viral attacks. Recognising potentially dangerous downloads.
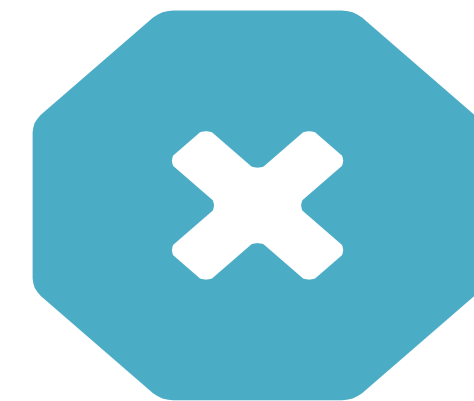
"Should I click this link? Is my password strong? Do I know this person?."

Cyberbullying Management

To be able to detect cyber bulling situations. To understand the impact of online bullying.

"This looks like bullying. Should I report it?"

Screen Time Management

To be able to manage your screen time and online engagement. To know when you have spent too much time online. To be able to recognise "rabbit holes" and know when to log off.

"Have I spent too much time on social media today? Have I had an offline conversation?"

Digital Citizen Identity

To be able to build and manage a healthy online identity. To be able to interact online with integrity.

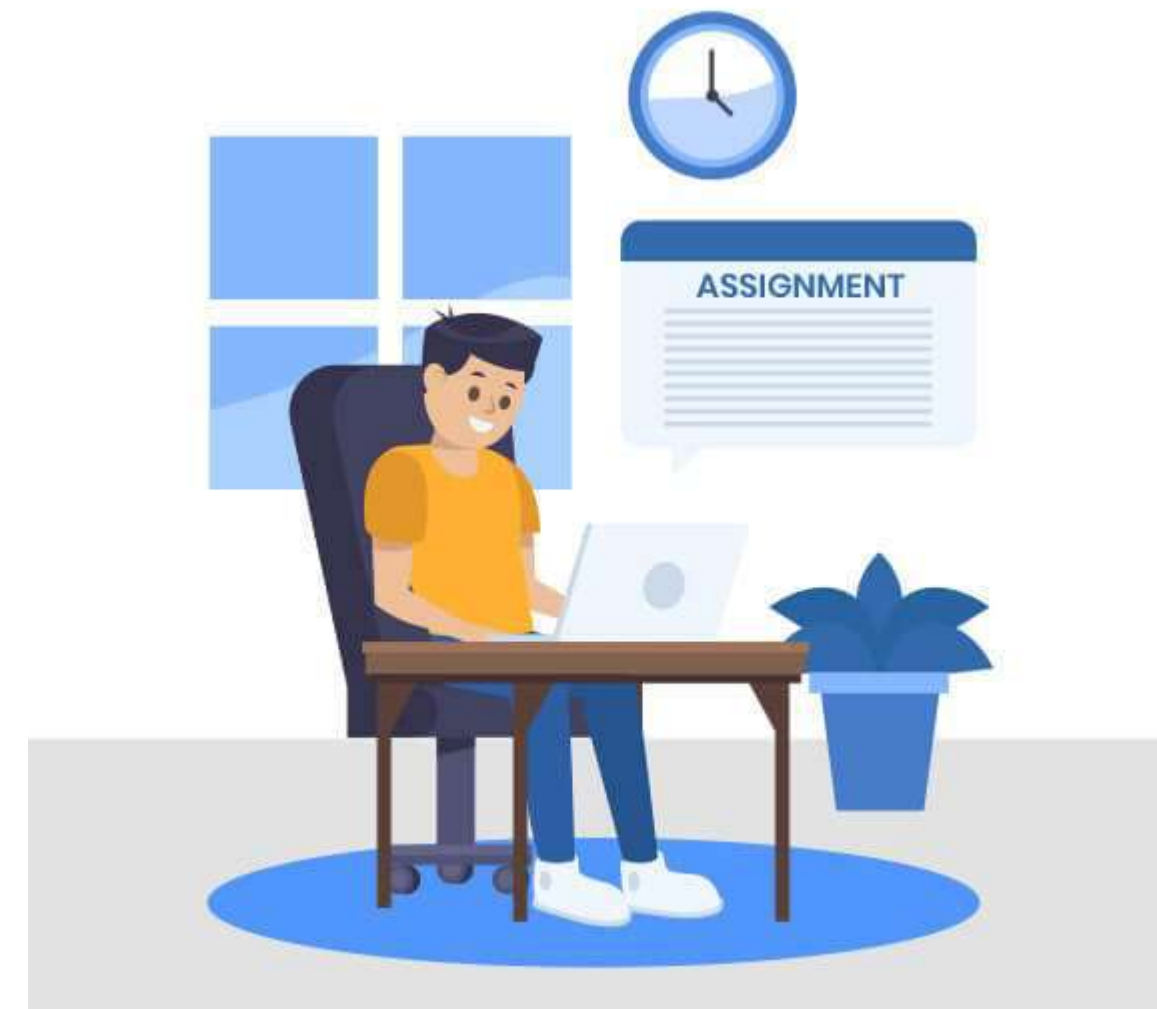"Am I proud of who a I am online? Can I stand over the things I say and post?"

G Suite

Google Suite

- ✓ Start small, keep it simple
- ✓ Incorporate into homework
- ✓ Build up, task by task
- ✓ Begin accepting assignments only through the suite
- ✓ Add comments and feedback
- ✓ Link the features to real life
- ✓ Incorporate use of suite into assessment?

How did we learn?

Work assignments and pressure!

Set treasure hunt tasks

Example: Find out how you can place two images on a PowerPoint slide – an elephant and a mouse.

Now make them appear, one after the other.

Now get them to move across the screen.

Remember these gaps in their knowledge?

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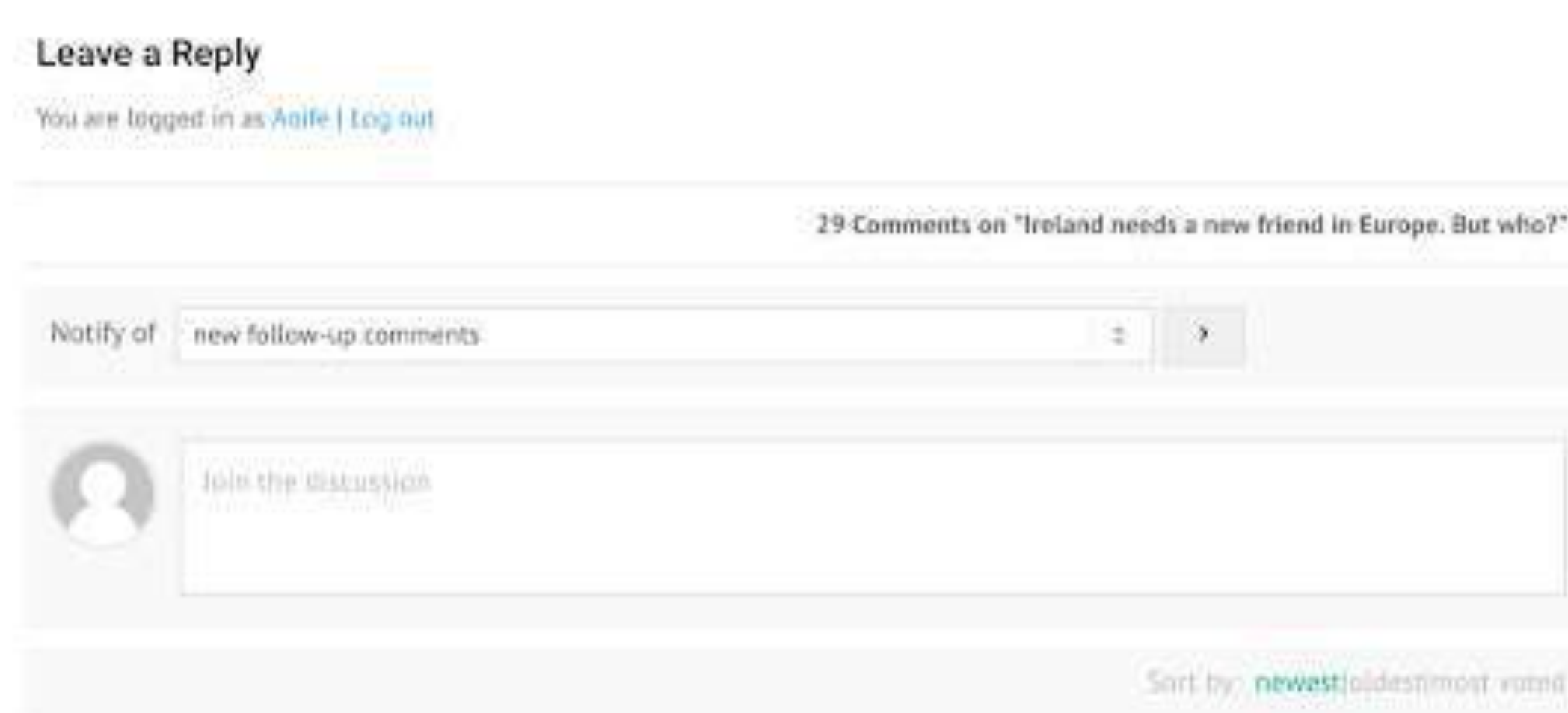
DQ CITIZENSHIP

Digital Drama

stop making drama,
you're not shakespeare

https://www.commonsense.org/education/videos/teen-voices-dealing-with-digital-drama

Comments Section

Students write fake comments showing how drama can be escalated or deescalated depending on how they engage with each other.

Critical Thinking

How to spot fake news

CONSIDER THE URL
If it ends with .com.co / lo be suspicious. These can be fake or satirical versions real news sources.

READ BEYOND
Headlines can be outrageous in effort to get clicks. What's the whole story

CHECK THE AUTHOR
Do a quick search on the author. Are they credible? Are they real?

CONSIDER SOURCES?
Click away from the story to investigate the site, it's mission & content info. Click on links in the story. Determine if the info given actually supports the story

CHECK THE DATE
Reposting old news stories doesn't mean they're relevant to current events

IS IT A JOKE?
If it is too outlandish, it might be satire. Research the site & author to be sure.

CHECK YOUR BIASES
Consider if your own beliefs could affect your judgement

ASK THE EXPERTS
Ask a subject expert or consult a fact checking site

Critical Thinking Task

Students read articles and decide if articles are credible or clickbait:

http://factitious.augamestudio.com/#/

Donald Trump has never paid taxes.

COVID-19 is caused by 5G.

The Maldives will be underwater in 10 years' time.

Your smartphone listens to you.

Elon Musk is building a lawless island.

Go to: https://www.snopes.com/ and check if they are true or false.

Favourite School Topic

Research using the following websites:

https://www.dkfindout.com/

https://www.worldbookonline.com

https://www.sweetsearch.com/

https://duckduckgo.com/

Digital Footprint

Watch the videos:

https://www.youtube.com/watch?v=w7qEbPVw3hA

https://www.youtube.com/watch?v=kHYkWtI7004&feature=youtu.be

What is a digital footprint?

Is it a good or bad thing?

What can happen the things you post online?

Digital Footprint Questions

- How will you express yourself?
- How will you protect your privacy?
- How will you respect other people's privacy?
- What is a negative and what is a positive digital footprint?
- If you Googled your name or username(s) what do you think you would find?
- Would you be proud to have your teachers/parents/friends look at everything in your digital footprint? Why? Why not?

- Who looks at your social media posts now?
- Who might look at your social media posts in the future?
- What posts might get you into trouble in the future?

Privacy Task

Use "show of hands" or a survey to find out how many students have ever read a full terms and conditions document.

Give students the terms and conditions of Zoom, TikTok, Facebook, Instagram, Snapchat or even an online shopping site.

Ask them to work in groups to identify any point that affects their privacy.

They will be shocked!
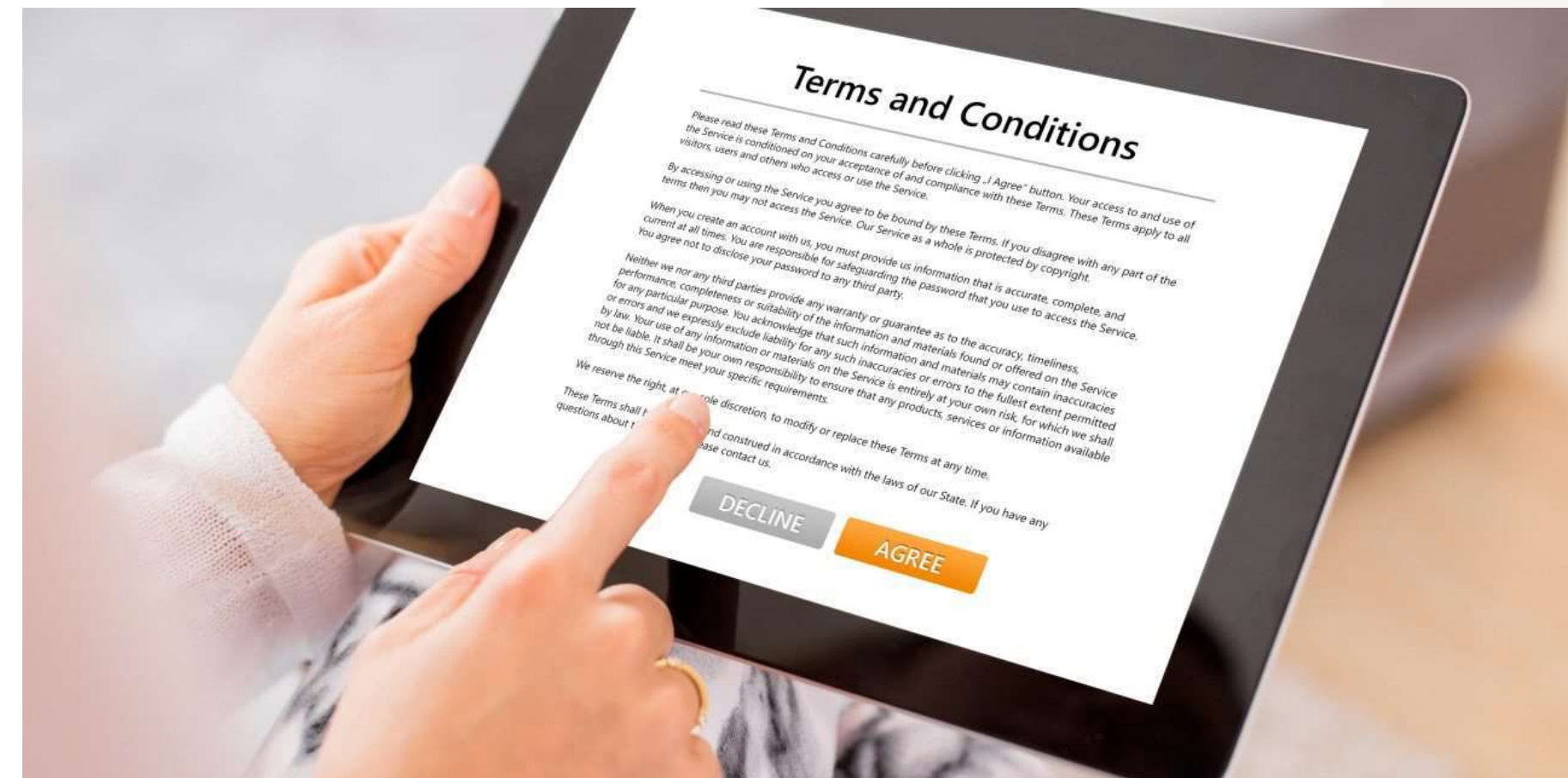
Thinking Like a Digital Citizen

WHO	... benefits from this? ... is this harmful to? ... makes decisions about this? ... is most directly affected? ... have you also heard discuss this? ... deserves recognition for this?
WHAT	... is another alternative? ... would be a counter-argument? ... is the best (or worst) case scenario? ... can we do to make a positive change?
WHERE	... are there similar concepts/situations? ... in the world would this be a problem? ... can we get more information? ... will this idea take us?

Adapted from Global Digital Citizenship Foundation

WHEN	… is this acceptable/unacceptable? … would this benefit our society? … would this cause a problem? … has this played a part in our history? … can we expect this to change? … should we ask for help with this?
WHY	… is this a problem/challenge? … is it relevant to me/others? … are people influenced by this? … should people know about this? … has it been this way for so long? … have we allowed this to happen?
HOW	… do we know the truth about this? … does this benefit us/others? … does this harm us/others? … do we see this in the future? … can we change this for our good?

Adapted from Global Digital Citizenship Foundation

✓ Written by students.

✓ Agreements made by students and teacher

✓ Important aspects decided upon.

✓ Guidelines on how to be a responsible Digital Citizen.

ATC Connect

Digital Citizenship

Course Overview

Module 1

Your Digital Footprint

Level 1 (13-15 years)

Social Media and Digital Footprints

Help students think critically about their digital footprints on social media.

Level 2 (15-17 years)

Who's Looking at your Digital Footprint?

Help students recognise how their digital footprint can help or hurt their future opportunities in life such

as getting a job or going to university.

Module 2

Cyberbullying

Level 1 (13-15 years)

The Accidental Bully

Help students identify examples of online behaviour that may hurt, embarrass or offend others.

Level 2 (15-17 years)

Online Disinhibition

Help students consider the differences between communicating online and communicating in person, to

understand how online disinhibition can lead to cyberbullying and to brainstorm ways to counter it.

Media Literacy: Thinking Critically about Online Content
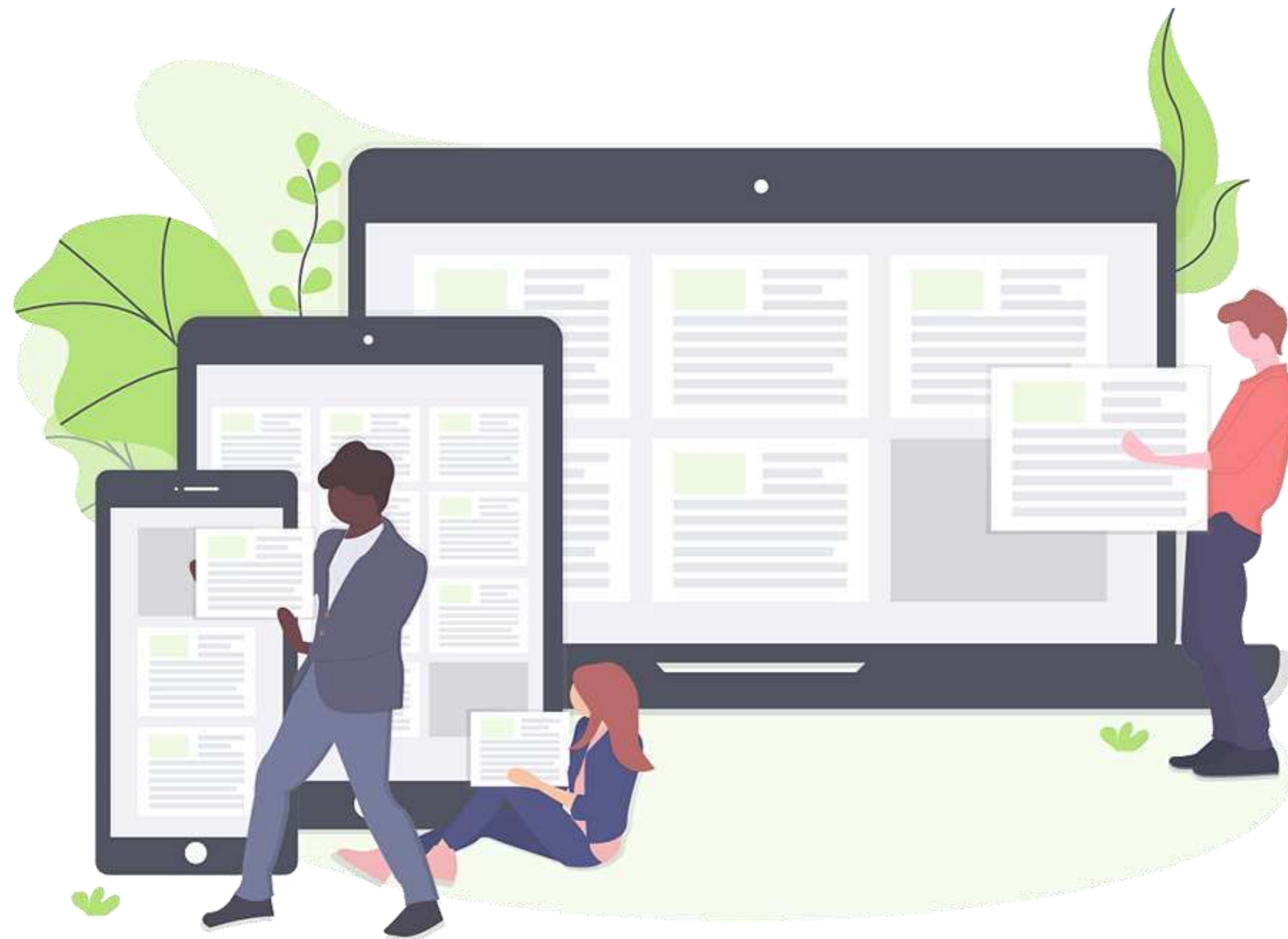
Level 1 (13-15 years)

Can you believe it?

Help students to differentiate fake news from credible news.

Level 2 (15-17 years)

Living in a Filter Bubble

Help students reflect on the limitations of filter bubbles and identify strategies for escaping their own filter bubbles and making sure their views about the world are being challenged.

Research and Presentation

Referecnces and Resources

Professional Development Service for Teachers

https://pdst.ie/

Common Sense Education https://www.commonsense.org/education/digital-citizenship

The Guardian https://www.theguardian.com/society/shortcuts/2019/jan/04/move-over-millennials-and-gen-z-here-comes-generation-alpha

Digital Spy https://www.digitalspy.com/tv/ustv/a33978478/social-dilemma-netflix/

CONTACT DETAILS

FOR ANY FURTHER INFORMATION

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