Digital Citizenship, Identity, and Reputation

One Course Session for Undergraduate Students

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This lesson plan, based on the ASSURE model, is featured as one course session for undergraduate students interested to learn more about digital citizenship and how it impacts their digital identity while promoting a healthy digital reputation.

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Outline

Overview

During Winter Quarter 2015 Michael Paulus and Ryan Ingersoll taught a course, Digital Wisdom for Work at Seattle Pacific University for undergraduate students. As of phase 1 the course is still in session, but the face-to-face requirement is complete. The course was listed as GS 2950 and was a one-credit course.

For this individual project I am analyzing and adapting the course using the ASSURE model. In particular, I taught a two hour face-to-face session on digital citizenship and identity. This will be the main focus of the individual project. This document is a mixture of what I actually did and what I would do different in the future, i.e., if I taught the session again I would use this plan.

Adjustments

There are a number of changes I made to the class and this document incorporates those changes and/or discusses what I would change.

Phase 1

Analyse the Learner

Who are your students?

Undergraduate students at Seattle Pacific University. Their grade levels range from a first-year student to a third-year student (junior).

Digital Literacy Assessment

To better understand who are students are and we created a digital literacy assessment. The assessment was a mixture of questions 33 about their understanding of what technology is, their use of digital technologies, connections between spirituality and technology, social media use, and various questions about technology tools, services, companies, and terms (adapted from a recent Pew Internet Research Center Web IQ quiz).

The assessment was assigned through our Blackboard LMS on the first day of class. Students had one week to complete the assessment. The survey was created with SurveyMonkey.

A [PDF version of the assessment](#) is available to view.

Input general findings.

Standard

My digital citizenship/identity session is based on ISTE Standards for Students 5, "Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior." The class session provides a broad overview of the standard, but focuses on 5a which states, "Advocate and practice safe, legal, and responsible use of information and technology," part 5c, "Demonstrate personal responsibility for lifelong learning," and part 5d, "Exhibit leadership for digital citizenship."

Objective

Undergraduate students (**audience**) will demonstrate the ability to manage their online actions at a basic to intermediate level, knowing the long term implications and the importance for building a healthy reputation with managed and authentic digital footprints (**behavior**) by achieving a score with an increase of 10% (**degree**) between the pre-test and post-test (**condition**).

Mastery of Standard:

Students will translate their understanding of citizenship to the interconnected digital world. By:
1. Reflecting on what is a good citizen
2. Awareness of the importance of digital citizenship by learning about Mike Ribble's elements of digital citizenship.
    a. Demonstrate understanding of each element correlated to its offline equivalent to understand the importance (connected tof point 1, citizenship).
3. Understanding about the implications of their online actions and inactions for personal and professional life
    a. Online acquaintances
    b. Friendships
    c. Employability
4. Ability to manage practice digital citizenship and reputation management

Before Class Session

Students may not know anything about digital citizenship or understand the long term implications of online actions.

After Class Session

Students will demonstrate the ability to manage their online actions at a basic-intermediate level and know about the longterm implications and, in particular, the importance for building a healthy reputation with managed and authentic digital footprints that may be seen by current and future employers.

Measure (pre-test and post-test)

At the beginning of the session and at the end a pre-test and post-test will be administered, respectively.The questions will ask students about each of the digital citizenship elements and how they plan to respond in their own life. The post-test will be the same as the pre-test to so that change can be measured. The questions will consist of:

- How likely are you to take an active role in managing your online identity?
  - Almost Always True
  - Usually True
  - Occasionally True
  - Usually Not True
  - Almost Never True
- How important is it to take an active role in managing your online identity?
  - Very Important
  - Important
  - Moderately Important
  - Of Little Importance
  - Unimportant
- You spend time reflecting and thinking about the potential impact on yourself and others caused by the content you post online?
  - Almost Always True
  - Usually True
  - Occasionally True
  - Usually Not True
  - Almost Never True
- How important is it to think about future employment when you post online?
  - Very Important
  - Important
  - Moderately Important
  - Of Little Importance
  - Unimportant
- How often do you/will you revisit and adjust privacy settings for various online social networks such as Twitter, Facebook, and Instagram?
  - Very Frequently
  - Frequently
  - Occasionally
  - Rarely
  - Never
- How often do you/will you seek assistance from others about managing your online identity?
  - Very Frequently
  - Frequently
  - Occasionally

- - ○ Rarely
    - ○ Never
  - What are the most important aspects of digital citizenship and identity you want to learn about (pre-test)
  - After learning about digital citizenship and identity, what are the three most surprising things you learned (post-test)
    - ○ What will you do with this new knowledge?

Reflection

In an effort to capture what students learned and still need help a reflective assessment strategy, Clear and Unclear Windows (Ellis 2001), is used. Followup to student responses is completed during the final session of the class.

Phase 2

For the majority of the selection of strategies, tech, media, and materials I go through my lesson plan, pasted below, analysing each section describing what I did, rationale, and evaluation of the appropriateness. For ease of reading I discuss each aspect using a bolded word that corresponds to this section. See below for an outline of the key word for each section.

- Select Strategies, Tech, Media, and Materials
  - ○ **Strategy**: Describe strategies, tech, media, and materials essential for lesson
  - ○ **Rationale**: Provide rationales for selections
  - ○ **Evaluate**: Use Selection Rubrics to evaluate appropriateness of tech and media
- Utilize Tech, Media, and Materials
  - ○ **Preview TMM**: Preview Tech, Media and Materials
  - ○ **Prepare TMM**: Tech, Media and Materials
  - ○ **Environment**: Prepare Environment
  - ○ **Learners**: Prepare Learners

Overview

10:15-10:20

- Foundation:
  - ○ digital citizenship sets the context
- Structures (walls, unique attributes):
  - ○ digital identity is our response
- Labor, how we get there:
  - ○ digital wisdom is our strategy

Strategy: The overview gives the learners an opportunity to see where we are going and where we came from. In the context of this class the learners just learned about the history of

technology and were introduced to digital wisdom by Paulus. Digital citizenship and identity are connected with digital wisdom and this is the transitional piece.

Rationale: Learners need a transitional piece and also see the larger context. This section provides that opportunity.

Evaluate: Content was formed by my colleague and I.

Preview TMM: The materials were previewed to verify accuracy.

Prepare TMM: The overview was presented via slides with pictures and relevant text to convey the point of each section. Language of "foundation, structure, and labor" were a mechanism I defined as a way to help connect the larger concepts to something more tangible.

Environment: We were in a classroom with the tables in the shape of a U with the screen in the front. This environment was selected to encourage focus on the screen for the slide deck and to encourage conversation throughout. I was not standing up by the screen, but rather sitting among everyone as a way to encourage conversation and reduce the possibility that I would only be seen a professor. I wanted to be seen as a peer as well and encourage them to work together to create new knowledge.

Learners: Learners were given access to my lesson plan and the slide deck through our LMS, Blackboard. This overview was in fact a way to prepare the learners for what was coming during our session.

Citizenship

Activity: Attributes of a Good Citizen
10:20-10:25
- Students use a post-it notes to capture attributes of a good citizen.
- Students will paste their post-it notes on the wall and when finished a volunteer will read them all. We will save them on the wall for digital citizenship exercise.

Strategy: Learners gather together and work together to capture phrases of what makes a good citizen. The phrases were captured on post-it notes and and put on the whiteboard for use later in the activity where we explore Ribble's nine elements of digital citizenship.

Rationale: I wanted learners to start from something they know. As citizens what does it mean to be a good citizen in daily life? The idea would be is that they could connect the conversation in this activity to the wider discussion of digital citizenship.

Evaluate: I had used this practice previously, but it is also an active learning strategy.

Preview TMM: No preview needed.

Prepare TMM: I made sure we had enough post-it notes, Sharpie pens, and clean whiteboards. I also made sure the post-its were sticky enough to stay on the whiteboard.

Environment: We closed our U shape into more of a circle. I passed out the post-its and Sharpies to everyone so they could write down ideas as they thought of them.

Learners: Learners were provided with the materials needed to be successful. I explained the activity and allowed time for the them to process and think. I didn't rush them through it.

Digital Citizenship

Introduce [Mike Ribble's nine elements](#) and describe the activity so students can take notes or remember key points for the activity.

Share Ribble's Nine Elements

10:25-10:35

1. digital access - full electronic participation in society
   a. equality
   b. accessibility issues (see, touch, hear, comprehension)
2. digital commerce - electronic buying and selling of goods
   a. ethical issues with buying and selling in some countries/cultures
   b. illegal downloading
3. digital communication - electronic exchange of information
   a. constant communication
   b. knowing how and when to communicate with so many tools
   c. texts, voice calls, email, instant messages, video conference
4. digital literacy - process of teaching and learning about technology and the use of technology
   a. information literacy (searching for reliable and relevant information)
   b. just-in-time information/training
   c. integration of different technologies for different professions
5. digital etiquette -electronic standards of conduct or procedure
   a. how we treat others in digital spaces
   b. trolling
   c. anonymity
6. digital law - electronic responsibility for actions and deeds
   a. unethical use
   b. theft or damage to
      i. work, identity, and property of others
   c. hacking
   d. downloading illegal content (pirating)
   e. creating viruses (and spreading them)
7. digital rights & responsibilities - those freedoms extend to everyone in a digital world
   a. think Bill of Rights in the American Constitution
   b. privacy
      i. reading privacy policies -- what are we giving away? who are we trusting?
   c. free speech
   d. what other basic digital rights?
8. digital health & wellness - physical and psychological well-being in a digital technology world

      a. protection/balance for eyes, ears, body ergonomics (muscle/bone strain)

      b. balance - watching for addictions, withdrawal

      c. protect self with education and support of others (who are those?)

9. digital security (self protection) - electronic precautions to guarantee safety

      a. digital theft occurs, how do we protect ourselves?

      b. virus protection

      c. data backup (x2)

      d. electrical protection (surge, backup, when both internet and power are offline)

      e. locks

         i. strong passwords

         ii. proper password formation

         iii. two-step authentication

Strategy: For this section my strategy was to go through each of the nine elements discussing each one with some points I reflected on (the sub points under each section). The strategy was more direct instruction for this aspect. I used a slide deck with a key picture(s) for each element as a way to symbolize the concept or idea.

Rationale: I wanted learners to be exposed to new content in an efficient way. This section came after the exploration of citizenship as a way to prime their thinking.

Evaluate: The main source came from Mike Ribble. Ribble's content is used by education and I was introduced to it in my MEd program. The resource is easy to digest, but robust. I incorporated my own points as a way to quickly and easily expand on each of Ribble's elements and provide more opportunities for students to see various aspects to each element.

Preview TMM: My preview was learning about Ribble's elements in a prior course.

Prepare TMM: I created a slide deck and used photos from my own collection for each element. This avoided copyright issues and allowed me an opportunity to get just the phone I wanted. I made sure the PowerPoint had high contrast for visibility, large fonts, and wasn't text heavy. Therefore I only used a short phrase for each element and provided a link to Ribble's work to the students. I also had to prepare my own points under each element. This took the most about of time. I wanted to make sure I balanced the fullness of Ribble's work, but also making sure it was simple to digest at the same time.

Environment: We met in the same classroom and adjust our U shape to make sure everyone could see the screen. I continued to sit among the students and tried to engage them in each of the elements to ask clarifying questions and keep dialogue open. Though this was more direct instruction I wanted to make sure it wasn't just a lecture.

Learners: Learners had access to the slide deck and lesson outline electronically through the LMS.

Activity: Explore Digital Citizenship Elements

10:35-11:00

Create two groups of two. Use Ribble's "Respect, Educate and Protect (REPS)" model. Each group will go to a corner of the room (MP and RI will join a group as a coach).

Instructions

Each group will read Ribble's definition of an element and discuss four components.

1. REP component (see below)
2. Produce and integrate ideas for that element. How does the particular theme relate to their own digital life?
3. Attach relevant citizenship post-its (okay to make duplicates) from previous activity
4. Produce joint "I Learned" statements (1 or more)
   a. Reflect on the first 3 points, Ryan's discussion, and Ribble's paragraphs
5. Produce joint "I Wonder" questions (1 or more)

Responsibilities

Group 1: Explore each element related to self

Group 2: Explore each element related to others

- Respect Your Self/Respect Others
  - Etiquette
  - Access
  - Law
- Educate Your Self/Connect with Others
  - Communication
  - Literacy
  - Commerce
- Protect Your Self/Protect Others
  - Rights and Responsibility
  - Safety (Security)
  - Health and Welfare

Share

11:00-11:10

Each group reports back

Strategy: The idea behind this section was to allow the students to explore the elements in depth using the yourself/others categories and the connections Ribble uses between the different elements and how they relate to each other.

Rationale: This was an approach to balance the direct instruction of the material that came just before with active learning-based group work and sharing.

Evaluate: The main source came from Mike Ribble. Ribble's content is used by the education field and I was introduced to it in my MEd program. I created the activity part of the section based on general strategies to encourage group collaboration and sharing.

Preview TMM: No additional preview was done.

Prepare TMM: I made sure the groupings were on the presentation and on the video screen. I learned that it would have been better to have handouts and spend more time explaining what I wanted them to do. There was confusion at first and I had to explain more than I thought I would need to.

Environment: I made sure the whiteboards were clean and there were enough dry-erase pens available and that they worked! We used mobile whiteboards for students to use and move as needed.

Learners: Learners were instructed how to explore the elements and each group was asked to work through a number of elements related to either themselves or others.

Digital Identity Formation

11:10-11:15

Questions to think about:
- What do we want our digital identity to look like?
- How do we differentiate our online life/experiences with our offline life/experiences?
- Does our life look different or the same?
- How do you know how much to share? Share about a time you shared too much.
- How do you decided what is appropriate to share online?

Activity: What's Your Online Identity?

11:15-11:30

Using computers search for your name and make note of what you find. Search Google, Bing, Yahoo!, YouTube, Instagram, Facebook, Twitter, and others.
- What did you find?
- How do you feel about what you found?
- How private is your information in social media?
- Can you find yourself without logging in? Test SPU network.
- How do you manage these spaces?
- Digital Literacy Assessment Integration
    - q17 Do you regularly delete content you've shared through social media?
    - q18 Have you ever regretted sharing content through social media
    - q19 Have you ever sought guidance for managing privacy online

Video: "Oversharing: Think Before You Post"
- Common Sense Media
- Video
- Poster

Strategy: This section was more conversational approach with an activity exploring what we can find online about each other. We ended up only exploring what they could find about me online, because we didn't prepare them prior. I didn't want anyone to be embarrassed by something they found online in front of the class. The questions guided the focus of our conversation and provided detailed concepts for the learners to reflect on--to start brainstorming internally--why this topic is important for them.

Rationale: The rationale was to explore what happens to our online content and what shows and doesn't show based on our privacy settings. This was an opportunity to explore what happens in real life and as an example to show how important it is to think about the guiding

questions. Furthermore, I wanted to show the video from Common Sense Media as a fun way to discuss some strategies.

Evaluate: The main resource, the video, was from Common Sense Media, a useful and comprehensive online resource for online life management. The other content was created by me based on questions from a PEW Research survey and based on content I learned in my first MEd course that discussed digital citizenship.

Preview TMM: I made sure the video was still available on the website.

Prepare TMM: I made sure the video played and the sound was adequate for the room. I made sure the slide deck text was large enough--especially since it was more text heavy than the other slides.

Environment: We sat in a U shape and made sure the video could be seen and heard.

Learners: Learners had access to the questions on the screen via the slide deck and watched my searching of my own digital identity on the screen.

Privacy

11:30-11:35

- Facebook manipulation study
    - "Everything We Know About Facebook's Secret Mood Manipulation Experiment" - The Atlantic
- Tagging yourself/others in photos
- Geolocation data embedded in photos/content & "frequent locations"
    - iOS (location services - Apple)
- Twitter
    - Library of Congress archive (Jan. 2013 update)
    - Geolocation in tweets
- Passwords
    - "Many Passwords Are So Bad They Don't Even Need to Be Hacked" - Recode
    - LastPass, 1Password, tips

Strategy: The strategy for this section was mainly a quick direct instruction as a way to introduce the learners to the topic.

Rationale: I wanted to cover as much as possible in 5 minutes to introduce the topic of privacy. In a future adaptation of this lesson, if time allows, I would prefer to discuss privacy in the context of each (if possible) student's online life. Maybe they have specific questions/concerns we could address.

Evaluate: Resources were gathered through my own research from reputable and reliable sources. Some of the resources were used in my MEd program. Some resources are not exhaustive, but were meant as jumping off points for the learners to explore. I didn't have enough time to explore every possible privacy issue--especially across all social media tools or mobile devices. I chose resources I am familiar with and based on widely used (popular) tools.

Preview TMM: I made sure all the links still worked. I preview to make sure they were still relevant (as in new changes had not been made that would impact their relevancy).
Prepare TMM: I included the links so that students could access them.
Environment: We remained in the U shape sitting with access to the video projection screen.
Learners: I provide learners access to the slide desk with these concepts and made sure learners had access to each of the links.

Reputation and Participation
11:35-11:40
- What will potential employers find?
- What are the footprints you leave behind?
- Twitter
  - Lots of great people and resources
  - Useful to connect with others, participate, and build an information base and shape your identity.
- If you neglect participating you are not engaging.
  - Basil (via Diogenes Allen) "...in order to receive knowledge of God from nature, we must be on a spiritual journey and not mere spectators."
  - participatory culture - Howard Rheingold

Awareness
11:40-11:45
The key is to create an awareness of our online activities and the information services collect and how they use it. We want to wisely use these tools.

Questions
11:45-12:00
Clear and unclear Windows
Administer post-test

Strategy: The strategy of this section was to connect back with previous section regarding the activity of researching what you can find about yourself online. This sections explores the implications of reputation you make for yourself online, but also encourages one to participate. Participation is an important component and inaction can also be damaging to one's digital identity/reputation. We finished by discussing awareness as the key to the whole conversation. At the end of the day we want students to leave the session with awareness. If that is the key thing they learn that is great and lends toward a successful session. Furthermore, I ended with a time for questions that is started by having learners go through a unclear and clear windows exercise.
Rationale: The rationale is to end the lesson by circling back and coming to the main point in where we want learners to begin--that is awareness. Led by our digital literacy assessment we were able to know where students came from. It is also important to use the unclear and

clear windows strategy to give learners an opportunity to reflect by sharing what they understand and what they need help with.

Evaluate: Rheingold advocates the participatory culture of online living. I read Rheingold in my first MEd course and his insight is helpful.

Preview TMM: I reviewed the Rheingold resource and the Allen book (which was read for the rest of this course).

Prepare TMM: Make sure paper and pens are available for students to complete unclear and clear windows.

Environment: We remained in the U shape sitting with access to the video projection screen. For the question time (unclear/clear windows) we made sure we could quickly jump back and forth in the slide deck if we need to revisit other sections.

Learners: They have access to the slide deck and presentation. Because they are SPU students they have access to read Rheingold's book for free online.

Phase 3

Utilize Tech, Media, and Materials

Provide the learning experience

The learning experience is above. Adjustments from the actual learning experience are integrated throughout. This ASSURE-based lesson is adapted and adjusted from an undergraduate general studies course taught in January 2014.

Require Learner Participation

Require active mental engagement by learners

- During the lecture-based conversation about Ribble's nine elements, learners will actively engage by asking questions and I will provide opportunities for clarification. Additionally, I will offer time for students to share examples of connections they see appropriate for each element. This process will allow for silence, providing opportunities for students to reflect.

Engage learners in practice of new knowledge or skills

- After learning about Ribble's nine elements, learners will explore the elements in further detail working together in groups to engage with the material and explore what more examples there are. Small groups will use a Google Document to capture their brainstorming and elect a captain to share the main takeaways to the large group. The Google Docs will be available after class for all groups to learn what was said during the small group time.
- Learners are introduced to the concept of digital citizenship, identity, and reputation in this lesson. Students will search for their own footprints online and decide whether or not to make adjustments. This activity will allow learners to practice their knowledge and skills. In addition, learners will make choices moving forward about their online identity armed with digital citizenship elements and an overview of responsible

interaction online. Learners will have tools and resources to reflect on for their own decisions in the future.

Support learning with tech and media

- Applicable media is used when appropriate. For example, most media are in the form of images on slides to spark ideas around each digital citizenship element. In addition, the Common Sense video about online action provides light-hearted experience to explore concepts and implications for building one's own reputation online with helpful things to think about. Most of the learning experience is based around conversation, brainstorming, and introduction to new materials. This process is about laying a foundation for students in a safe environment for them to explore the elements and the impact in their own life. Therefore, media is limited and only used when contextually appropriate (i.e., slide deck images).

Provide performance feedback prior to formal assessment

- Near the end of the session learners are given the opportunity to share what they learned and what still doesn't make sense using a reflective assessment, clear and unclear windows. This is purposely the last section of the session to allow learners to reflect on the course and share what remains. Time is allowed to answer questions and explore topics raised. Furthermore, the post-assessment (formal process) is administered afterwards. Learners will be given ample time for questions and reflecting during the session. The goal is that they will feel safe asking questions during the lesson to minimize leaving the session with confusion. Hopefully they will feel confident in understanding the material. This reflective assessment's goal is also to allow the leader, me, to comment or last any final words.

Phase 4

Evaluate and Revise

Use of traditional and authentic assessments to determine learner achievement of standards and objectives

As mentioned earlier I will use their [pre-test and post-test](#) for assessment.

Examine instructional process and impact of using tech and media

I will provide students an session evaluation for students to provide feedback to the presenters. The session evaluation is based on the Attitude Scale from Smaldino, et. al, (2012, pg. 57) and Seattle Pacific University's course evaluation (2015). The session evaluation will be added to the end of the post-test form.

Session Evaluation

Each of the statements below expresses a feeling toward this professional development session. Please rate each statement on the extent to which you agree. For each, you may select (A) strongly agree, (B) agree, (C) undecided, (D) disagree, or (E) strongly disagree.

1. The session was informative and the specific tools and strategies shared in this session are applicable to my own context.
2. This session might lead me to experiment with my digital identity and reputation?
3. Enough information was provided for me to understand digital identity and research digital identity further.
4. Respect was shown to students and I feel comfortable reaching out to the instructor.
5. Instructor facilitated useful student participation in class.
6. Course material was presented clearly.
7. My questions were answered in class and/or I know how to contact the instructor for clarifications and answers.

List modifications to lesson to address any concerns

Modifications to the lesson are included in this lesson, as is. Because this session was already taught to undergraduate students, modifications are already included throughout. Once the lesson is used again I will make more adjustments.

Ryan Ingersoll

References

Ellis, A. K. (2001). Teaching, learning, and assessment together: The reflective classroom. New York: Eye on Education.