

Digital Citizenship and Identity

10:15 a.m. - 12:00 p.m.

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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

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.

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

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

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](#)

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

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