

TECH-907: Teaching Digital Citizenship

Independent Study Online Course Syllabus

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Number of Graduate Semester Units: 3
Target Audience: 6th - 14th grade teachers
Course Access: <https://connect.fresno.edu>

Course Description

Digital Citizenship is a topic that many teachers are just beginning to address. For many of us, when it comes to online participation and social media, our first thought is "avoidance" or "limits" or a list of do's and don'ts. While there are clearly subjects that our students need to avoid and behaviors that need to be prohibited, the narrative about Digital Citizenship needs to change. The fact is that most people in the 21st century exist in two worlds - reality and digital reality. Our students are no different. As teachers, we need to begin to consider how to mentor and train our students to navigate their digital reality safely. At the same time, we need to show them how they can use their digital reality to not only improve themselves but also make positive contributions to their online communities and the wider world. That's the main idea behind the concept of Digital Citizenship. The goal of this course is to equip you as a teacher so that you can train your students to become model digital citizens.

Note: Required book must be acquired separately.

Required Texts and Course Materials

Book: Casa-Todd, J. (2017). *Social LEADia: Moving Students from Digital Citizenship to Digital Leadership*. Dave Burgess Consulting. ISBN-13: 978-1946444110
<https://www.amazon.com/Social-LEADia-Students-Citizenship-Leadership/dp/1946444111>

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [*What Teachers Should Know and Be Able to Do*](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

National Teaching Standards (NB points) Propositions addressed in this course: 1, 2, 4, 5

<http://www.iste.org/standards> - ISTE - International Society for Technology in Education Standards
The ISTE Standards for Educators are your road map to helping students become empowered learners. These standards will deepen your practice, promote collaboration with peers, challenge you to rethink traditional approaches and prepare students to drive their own learning.

ISTE Standards Addressed in this course: 1,2,3,4,5,6

Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.

CE-SLO 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE-SLO 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

Course Student Learning Outcomes (C-SLO)

Student Learning Outcomes for This Course By the end of this course the student will be able to:		National Standards Addressed*	CE-SLO Addressed**
C-SLO 1	Define the term "digital citizenship".	ISTE #3, NBPTS #1	CE #1
C-SLO 2	Explain why teachers and students need to become effective citizens of digital society.	ISTE #1,2 NBPTS #4	CE #1,5
C-SLO 3	Understand how teachers can model digital citizenship to their students.	ISTE #2,3 NBPTS #1, 2	CE #2,3
C-SLO 4	Develop standards for digital citizenship that correspond with either the 9 Themes of Digital Citizenship or ISTE standards for educators/students.	ISTE #6 NBPTS #5	CE #1
C-SLO 5	Develop lesson plans that teach students the skills of a model digital citizen.	ISTE #5 NBPTS #1,2	CE #2,6
C-SLO 6	Develop a plan to partner with parents and school administration to make digital citizenship a community focus.	ISTE #1,4 NBPTS #5	CE #6

* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Student Learning Outcomes**

Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible
Home Page	- Welcome Video - Course Syllabus - Policies and Procedures - Introduce Yourself Forum	
Module #1 – Understanding Digital Citizenship	- Writing Assignment 1.1: Write a 2-3 page paper. First, explain what you're hoping to get out of the course. Second, describe your experiences with Digital Citizenship thus far as a teacher/instructor. - Watch: Video #1, Video #2, Video #3, Video #4 T - Listen: Podcast #1, Podcast #2 - Read: Reading #1	50 pts

Module Title	Module Assignments and Activities	Points Possible
	• Writing Assignment 1.2: Write a 2-3 page paper. First, define Digital Citizenship. Second, explain three insights you learned about Digital Citizenship from the material presented thus far. • Discussion Forum 1.3 • Discussion Forum 1.4	50 points 8 points 8 points
Module #2 – Laying a Foundation	• Read: Reading #2, #3, #4 • Assessment 2.1: Quiz over the 9 Standards • Assignment 2.2: Create a survey in Google Forms that assesses your students' digital access/experiences. Share the link to the survey with me. • Watch: Video #5 • Discussion Forum 2.3 • Listen: Podcast #3 • Discussion Forum 2.4	10 points 10 points 8 points 8 points
Module #3 - Pitfalls of the Digital World	• Read: Reading #5 • Watch: Videos #6, #7, #8, #9, #10, #11 • Discussion Forum 3.1 • Discussion Forum 3.2 • Writing Assignment 3.3: Write a 2-3 page paper in which you identify what you think are the top three "digital pitfalls" students face today and explain your three choices. • Discussion Forum 3.4	8 points 8 points 50 points 8 points
Module #4 – Digital Citizenship Lesson Plans and Resources - Part 1	• Read: Readings #6, #7, #8, #9, #10, #11, #12, #13, #14 • Watch: Videos #12, #13, #14, #15, #16 • Discussion Forum 4.1 • Assignment 4.2: Complete the Google Digital Citizenship Curriculum. Take a screenshot of the badge. This is a great resource for teachers and students. • Discussion Forum 4.3 • Discussion Forum 4.4	8 points 25 points 8 points 8 points
Module #5 – Digital Citizenship Lesson Plans and Resources - Part 2	• Read: Readings #15, #16 • Discussion Forum 5.2	8 points
Module #6 – Digital Citizenship Goals, Standards and Lesson Plans	• Read: Readings #17, #18 • Discussion Forum 6.1 • Writing Assignment 6.2: Create 10 of your own objectives/goals for Digital Citizenship that you could use in your own classroom. List either the theme/standard (from Ribble) or ISTE standard that corresponds with each of the goals you created. • Discussion Forum 6.3	8 points 50 points 8 points

Module Title	Module Assignments and Activities	Points Possible
	- Writing Assignment 6.4: Write two assessment questions for each of the standards that you created in assignment 2.4 - Discussion Forum 6.5 - Assignment 6.6: Create 5 Lesson Plans That Teach Elements of Digital Citizenship. Be sure to match the lesson plans with your goals/objectives from Writing Assignment 6.2. - Discussion Forum 6.7	50 points 8 points 50 points 8 points
Module #7 – Getting Support From Parents, Teachers and Administrators	- Read: Readings #19, #20, #21 - Watch: Video #18 - Writing Assignment 7.1: Write a 2-3 letter to the parents of your students about how they can help foster digital citizenship at home. - Listen: Podcast #4 - Assignment 7.2: Create a professional development presentation that: 1) explains what digital citizenship is 2) argues why it is important 3) details steps your school could take to begin teaching digital citizenship. - Discussion Forum 7.3	50 points 50 points 8 points
Module #8 – Putting it All Together	- Writing Assignment 8.1: Write a 3-4 page paper summarizing what your next steps are in light of all that you've learned about Digital Citizenship. - Discussion Forum 8.2 - Discussion Forum 8.3 - Discussion Forum 8.4 - Assessment 8.5: 10 Question Assessment over the Casa-Todd readings	50 points 8 points 8 points 8 points 8 points
Course Wrap-up – Grading and Evaluation	- Final Reflection Forum - Course Evaluation - Course Completion Checklist - Grade Request / Transcript Request	
	TOTAL POINTS	657 points

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - <https://handbook.fresno.edu/graduate/academic-policies>

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to request their final grade by accessing the form at ce.fresno.edu/grade-request. Once the instructor receives the request and posts their final grade, students will receive an email communication from the University. Please allow at least two weeks for the final grade to be posted before you order your transcripts online.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
FPU-SLO 2	Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
FPU-SLO 3	Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
FPU-SLO 5	Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
FPU-SLO 6	Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian worldview.
FPU-SLO 7	Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
FPU-SLO 9	Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.