

## Topics in Digital Citizenship

**WebQuest Description:** A guided inquiry on the rights and responsibilities of students who use technology

**Grade Level:** 6-8

**Curriculum:** Technology

**Keywords:** library, digital citizenship, social media, technology, internet, ethics

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### Introduction

Dear students, you have an opportunity to do something wonderful. As a modern middle school student, you have amazing tools for creation and expression at your fingertips. You can connect with friends, share ideas, and make discoveries every day. That's great, but you should know that this opportunity comes with responsibilities as well. What if your parents gave you the keys to a fast, new car...but forgot to teach you how to drive it? You could probably get yourself into some trouble, right? Think of lessons on digital citizenship as the technology equivalent to driver's ed. During this WebQuest, you will work in teams of three to develop a contract for teens that lays out the fundamental aspects of being a good digital citizen. Remember: you write it, you sign it! The agreements you come up with should be guidelines you would agree to live by in your digital dealings. Whether you are a budding YouTube star, an Instagram fanatic, a casual Facebook updater, or you just enjoy scrolling through your Tumblr feed, the issues addressed in this WebQuest are important to you. They have the potential to affect your everyday lives in profound ways. Be sure to explore all the links and make good choices in order to keep your team on track to finish the assignment. This WebQuest is designed to be completed in five class periods. Plan accordingly and be sure to consult with the Librarian when you are unsure how to proceed. Good luck on your quest!

### Tasks

At the end of five class periods, you will have created a contract for acceptable online behavior that addresses these four goals: 1: Stay Safe 2: Be Kind 3: Share Wisely 4: Obey the Law Your contract will be written in the form of a pledge. You may use existing contracts and agreements as models, but your final product must represent original work you have created as a team. You may exercise your creative muscles while creating the form in either paper or digital format. Think of ways you can make your contract stand out! Maybe you could create an infographic, a comic strip, a poem, or a 3-D object to convey your ideas.

### Process

**Day 1: STAY SAFE** Your goals for today are... Group Role Assignment Safety Agreement Drafting The first order of business is assigning roles within the group. I will be checking in with each group to make sure that this is done early on. Navigator: This will be the person who is responsible for signing in and getting the group to the WebQuest and through the required links and materials each day. This person should be good at navigating websites. Keep in mind that while this person is the main navigator for the group, they should be willing to allow other members of the group to make full use of the electronic resources. In other words, this person should know how to share AND lead. Time Keeper: This person is responsible for keeping the group moving forward to the daily goal. Remember that you only have 30 minutes each day of the Quest. Make the most of each day in order to create a successful final product. You will not have additional time to complete this WebQuest and a grade will be assigned to members of your group based on the work you complete. Recorder: This person will be responsible for taking notes on the ideas you want to incorporate in your contract. You may want to choose someone who will also devote some time to thinking about a creative design. The recorder should immediately record the roles of each group member on the project portfolio. Day 1 Links: Internet Safety Video (YouTube). Enjoy the narration by my favorite Dr. Who actor! Time Keeper note: This video is 14 minutes long. Plan accordingly to stay on track for the rest of the day's navigation. Recorder note: be sure to keep a running list of ideas related to internet safety as they come up in the video. 5 SMART Rules for Safety (Image) Navigator note: Each link you click in this WebQuest should open in its own tab. Be aware of this in order to navigate wisely. Internet Safety Statistics (Web Page) Be sure to look for statistics that relate to how well people use the privacy settings available to them. Consider including the importance of understanding privacy controls in your statement on safety. Work together to come up with an agreement on staying safe online. Be sure to consider what it means to be safe and how you can be sure you are safe online. What are some of the greatest safety risks associated with online activity? This will be your Safety Agreement. You may want to make changes as you work on the rest of your contract, but by the end of the day, you should have a good idea of the information you want to include in this agreement. Recorder note: Be sure to record your drafted agreement about staying safe online in the project portfolio. This is how I will know your group is on track. Day 2: BE KIND Your goals for today are... Kindness Statement Draft Brainstorming Session for Final Presentation format. (What will your contract look like?) Day 2 Links: Jamie Rodemeyer's Story (Wikipedia Article) This is the story of a New York teen who was bullied online. He died by apparent suicide at the age of 14. New York's Cyberbullying Census (PDF) This is a report based on surveys done with students in over 350 New York schools about cyberbullying. You do not need to read it in its entirety, but you should focus your attention on understanding the various graphs included and what ideas they illustrate. Standing up to Cyberbullies. Kindness Online (Video) See how one teen took a stand against cyberbullies on Twitter. Consider what statements you can make in your agreement about how we should act when we see bullying behavior online. Instagram's Beauty Contests (News Article) Work together to come up with an agreement on being kind online. Day 3: Share Information Wisely How often

are you so shocked, impressed, or amused by something that you quickly share, re-blog, or forward it without thinking critically: is this true? Today, we will look at several links that address the hazards of easily shareable viral content as well as some basic etiquette for sharing online. Your goals for today are: Statement on Sharing Information Wisely and Responsibly Pitch final project idea to your instructor (I will call your group to my desk for this) Day 3 Links: Hoax Exposed: Viral Photo of Ferguson Cop Darren Wilson's Injuries is Fake (article) Snopes.com (website) You may have used Snopes before. This is a well respected website dedicated to debunking urban legends. The Verification Handbook (ebook) This is too long for you to read in its entirety today (about 120 pages) but you might want to skim through the document to find a case study for further investigation. Think Before You Tweet (image) Could these guidelines apply to anything you might share online? Report: The Rapid Spread of Misinformation Online The World Economic Forum discussed 10 major concerns of 2014 and number 10 on that list was the rapid spread of misinformation online. Put the importance of this topic in perspective by taking a look at the top 10 list in the sidebar of this web page. Flocabulary on Oversharing (song) Listen to a song that takes a different stance on determining how and what you share online. It's important to share wisely so that we do not disseminate false information, but it's also important that we follow some guidelines for sharing personal experience in a considerate way. How does this video relate to your concept of what it means to be a good digital citizen? Day 4: Obey the Law Goals: 1: Draft a statement on obeying the law 2: Review all statements you have written thus far and reflect upon whether they show evidence of having engaged with the content of the WebQuest in a meaningful way. Do they show all that you really know? Simplistic (overly simple) statements will not get full credit for this assignment. Consult the grading rubric to get a better idea of what is expected from you. You've probably heard some stories of teens getting in to trouble with the law as a result of how they've handled themselves on social media. Sometimes the problem stems from a topic we have already discussed such as cyberbullying or sharing information they shouldn't have. Investigate the following links to develop a statement on how kids can get in to legal trouble online and why it's important for you to know the possible ramifications of breaking the law online. Day 4 Links: Help Me Save 300 (Skim this...look at both columns) In 2013, Barry Holloway (An ex-NFL player) discovered that his vacant home in Upstate NY had been broken in to by a group of local teens. They had a party and trashed the house. They also posted what they were doing on Twitter. This is a link to the website Mr. Holloway created in response to the incident. One side of this page is dedicated to a statement on digital citizenship by Mr. Holloway. The other side is composed on incriminating screenshots of posts teens made. What teens need to know about social media and the law. (Skim this) It is important to note that laws have been created as a direct result of the problems that can arise online. What do you know, for certain, is against the law? What questions do you have about the law as it applies to things you do online. It's OK to admit that you do not know everything about obeying the law online and it's a good idea to include questions or concerns you have in your statements. Article on Copyright. (Skim) You know already that it is against the law to share copyrighted material online. But have you considered it in terms of the importance copyright law has for content creators? Remember that you are not only a consumer of intellectual property, but also a creator. Copyright is a topic we will cover in greater detail during library lessons, but for now consider the importance of copyright in a digital age. What you say online can land you in jail. (Read in-depth) Here's a news article covering instances of teens who got in to serious trouble after posting "jokes" or "sarcastic remarks." This article is interesting because of its discussion of First Amendment rights and how they relate to jokes. What are your thoughts in response to this article? After coming up with your statement on obeying the law online, review all of your statements. Do they accurately reflect the amount of knowledge you have on the topics? If not, devote some time to improving them. This is an important part of your grade for this unit. The next time we meet (Day 5) there will be no links. Instead, you will be required to work on your creative project. You will have the entire period to work on something that illustrates your understanding of digital citizenship. You can do something that covers all the aspects we looked at, or choose to focus on only one. At the end of the class period, you may be finished. If not, you can work outside of class as a group to complete the work in whatever way you see fit. However, the project is due before we meet to begin the new unit. No late work will be accepted.

## Evaluation

Category and Score	1- Good Start	2- Getting Better	3- Very Good	4- Exemplary	Score
Teamwork	Your team did not stay focused on the task although you are capable of working together. Your product reflects a standard lower than you are capable of.	Your team required frequent assistance, but your product shows that your efforts to overcome challenges have paid off.	Your team worked well, for the most part. You required some intervention to function fully. Your product shows evidence of hard work.	Your team worked well and made good use of assigned roles. Together, you made a great product!	1-4
Presentation	You completed a presentation, but it had little to do with digital citizenship.	Your presentation addressed digital citizenship, but strayed from the main ideas we focused on in the WebQuest.	Your presentation covered the material, but does not show evidence of collaboration and creative problem solving.	Your presentation is creative and shows evidence of higher order thinking skills in action!	1-4
Agreement Content	Your agreements do not illustrate an understanding of the four aspects of digital citizenship covered in this WebQuest.	Your agreements come close to addressing the main points of the WebQuest, but one or two of them miss the mark.	Your agreements indicate that you understand the main points addressed in this WebQuest.	The agreements you decided on make it clear that you understand what it means to be a good digital citizen.	1-4

Category and Score	1- Good Start	2- Getting Better	3- Very Good	4- Exemplary	Score
Digital Citizenship in Action	You needed help to stay focused on the task and did not handle the freedom of working in groups with computers wisely.	You struggled to handle the material and work process in a mature manner at first, but by the end you seemed to have gotten the idea.	At times, you did not handle the subject matter maturely, but you did a good job of engaging with the lesson and had good work habits.	You handled the subject matter in a mature manner and made good choices with your independent working time.	1-4
				Total Score	

## Conclusion

## Teacher Page

**Standards**

**Credits**

**Other**