

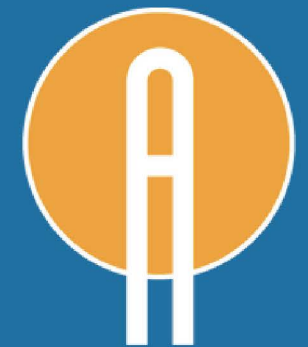
Advocating Digital Citizenship in Libraries:

Resources for Public &
School Libraries

Carrie Rogers-Whitehead



**Niche
Academy**



D I G I T A L
R E S P O N S -
A B I L I T Y

Who am I?



Carrie Rogers-Whitehead

Founder and CEO, Digital Respons-Ability

ADVOCATING DIGITAL CITIZENSHIP

Resources for the
Library and Classroom



Carrie Rogers-Whitehead,
Amy O. Milstead, and
Lindi Farris-Hill

**Co-authored by
Lindi Farris-Hill &
Amy Milstead**



What this webinar covers

- The state of digital citizenship
- Digital citizenship standards
- Lesson planning
- Programming for Libraries
- Library Advocacy
- Resources and Q&A



What is the state of digital citizenship in the country?

And what are the state and other standards?





WHERE



WHAT

The **Where**, **Who**, & **What** of Digital Citizenship



WHO



Survey from Project Tomorrow reported
out at the ISTE 2023 Annual conference

More Traditional

- Being kind online
- Online safety
- Protecting personal and private information online
- Using digital tools
- Media balance
- Source evaluations

Critical/Evolving

- Privacy from corporations (privacy policies, data tracking)
- Awareness of attention economy
- Algorithms in daily life
- Bias and access to tech in society
- How technology features are designed to keep you online (persuasive technology)

Digital Citizenship



Teacher Sample (N=1,352)



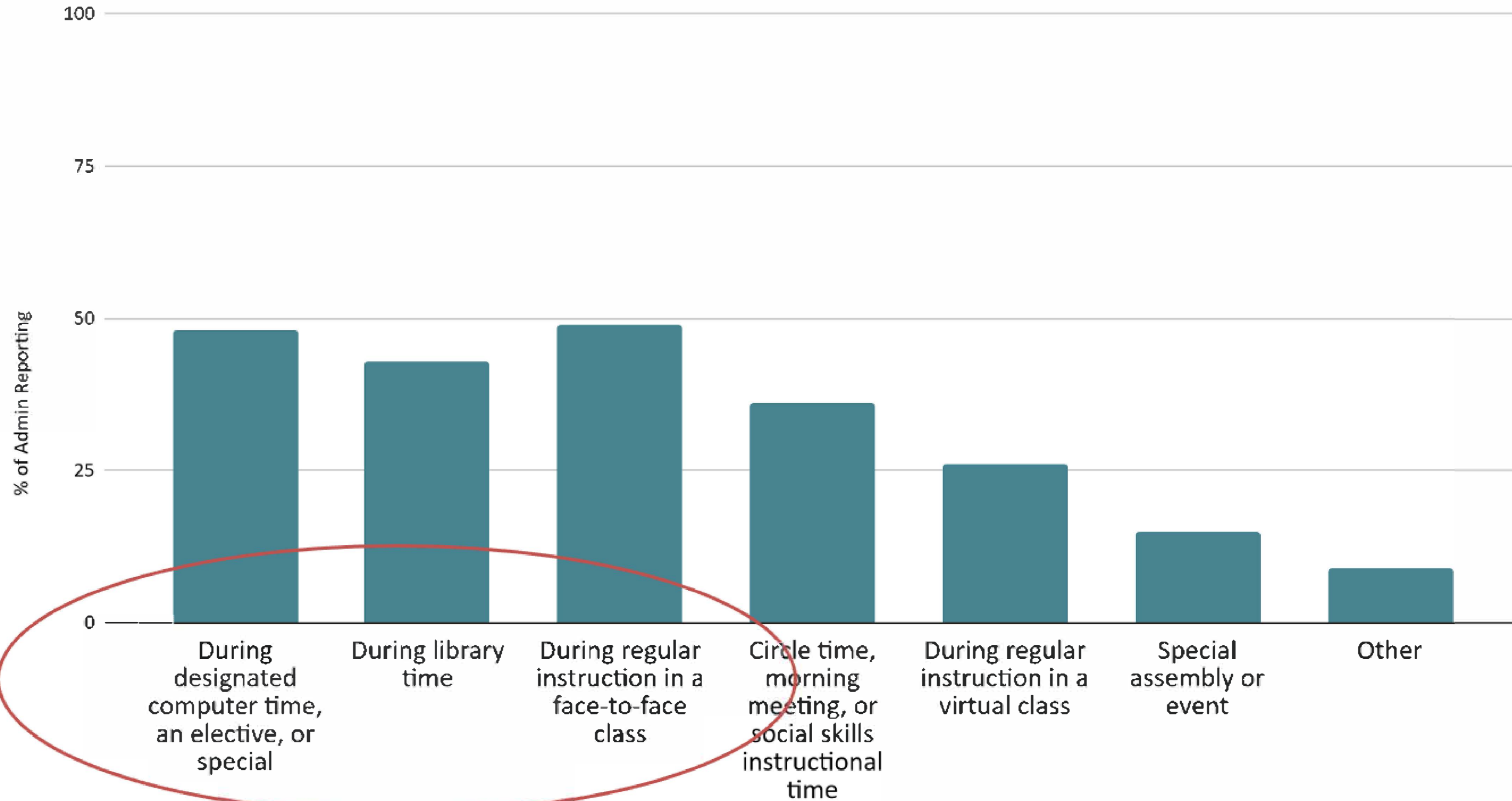
- Mostly classroom teachers (68%) then SPED (14%)
- Spread evenly across K-12
- Mostly core content
 - 30% taught all subjects (elementary)
 - 40% taught either LA, Math, Science or SPED
 - Only 1% taught technology as primary assignment
- Almost all taught in 1:1 device setting (91%)
- Majority white (81%)
 - followed by Hispanic/Latin 4%)
- Experienced
 - Almost half had over 16 years of teaching experience (45%, N=354) and only 13% had less than 4 years experience.



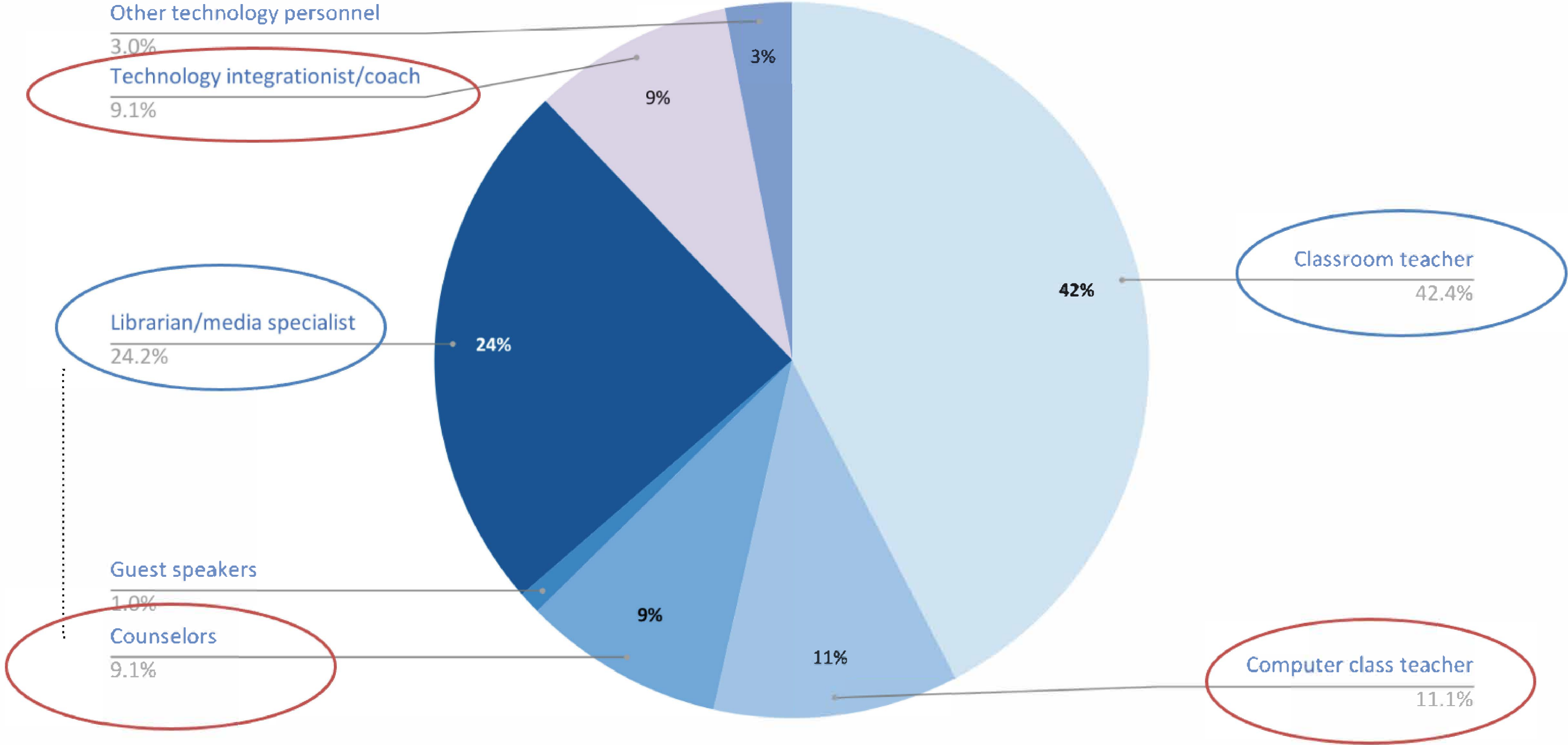
Research Question:
What does digital citizenship
instruction look like in K-12
schools?



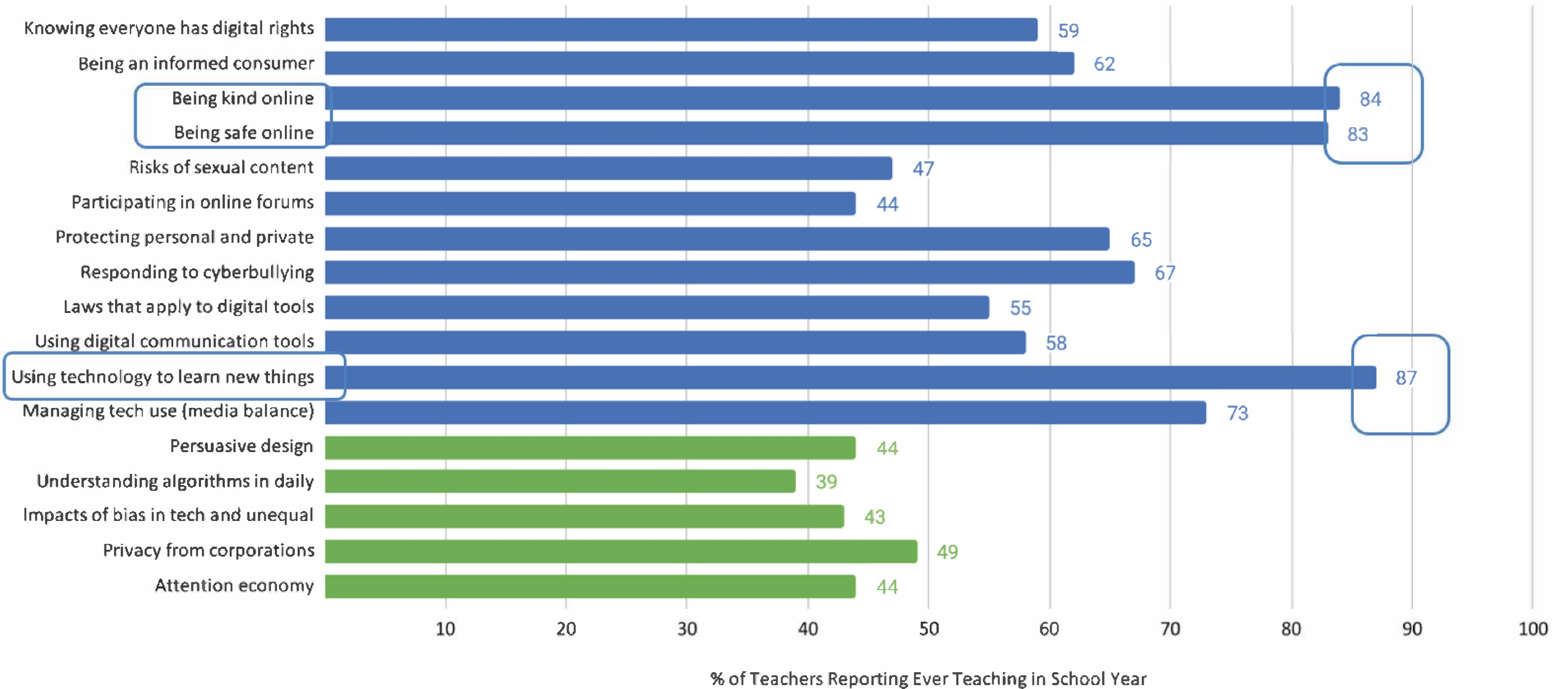
Where Digital Citizenship Instruction Happens



Who Teaches Digital Citizenship at School



Digital Citizenship Topics Taught



Digital Citizenship Instruction



Where



- During classroom instruction (about 50%)
- During designated computer or library time (about 50%)

Who



- Mostly classroom teachers
- Then librarians and computer teachers

What



- Kindness, safety, learning managing tech use*
- Reducing risks, responding to risks
- Less info/tools to make sense of why risks and opportunities arise



A Global Framework for Digital Citizenship, UNESCO





Table 5. Proposed competence areas and competences for the Digital Literacy Global Framework

Competence areas and competences	Description
0. Devices and software operations**	To identify and use hardware tools and technologies. To identify data, information and digital content needed to operate software tools and technologies.
→ 0.1 Physical operations of digital devices**	To identify and use the functions and features of the hardware tools and technologies.
→ 0.2 Software operations in digital devices**	To know and understand the data, information and/or digital content that are needed to operate software tools and technologies.
1. Information and data literacy	To articulate information needs, to locate and retrieve digital data, information and content. To judge the relevance of the source and its content. To store, manage and organise digital data, information and content.
→ 1.1 Browsing, searching and filtering data, information and digital content	To articulate information needs, to search for data, information and content in digital environments, to access them and to navigate between them. To create and update personal search strategies.
→ 1.2 Evaluating data, information and digital content	To analyse, compare and critically evaluate the credibility and reliability of sources of data, information and digital content. To analyse, interpret and critically evaluate the data, information and digital content.
1.3 Managing data, information and digital content	To organise, store and retrieve data, information and content in digital environments. To organise and process them in a structured environment.
2. Communication and collaboration	To interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity. To participate in society through public and private digital services and participatory citizenship. To manage one's digital identity and reputation.
→ 2.1 Interacting through digital technologies	To interact through a variety of digital technologies and to understand appropriate digital communication means for a given context.
→ 2.2 Sharing through digital technologies	To share data, information and digital content with others through appropriate digital technologies. To act as an intermediary, to know about referencing and attribution practices.
→ 2.3 Engaging in citizenship through digital technologies	To participate in society through the use of public and private digital services. To seek opportunities for self-empowerment and for participatory citizenship through appropriate digital technologies.
→ 2.4 Collaborating through digital technologies	To use digital tools and technologies for collaborative processes and for co-construction and co-creation of resources and knowledge.





Competence areas and competences	Description
→ 2.5 Netiquette	To be aware of behavioural norms and know-how while using digital technologies and interacting in digital environments. To adapt communication strategies to the specific audience and to be aware of cultural and generational diversity in digital environments.
→ 2.6 Managing digital identity	To create and manage one or multiple digital identities, to be able to protect one's own reputation, to deal with the data that one produces through several digital tools, environments and services.
3. Digital content creation	To create and edit digital content. To improve and integrate information and content into an existing body of knowledge while understanding how copyright and licenses are to be applied. To know how to give understandable instructions for a computer system.
3.1 Developing digital content	To create and edit digital content in different formats, to express oneself through digital means.
3.2 Integrating and re-elaborating digital content	To modify, refine, improve and integrate information and content into an existing body of knowledge to create new, original and relevant content and knowledge.
→ 3.3 Copyright and licences	To understand how copyright and licences apply to data, information and digital content.
3.4 Programming	To plan and develop a sequence of understandable instructions for a computing system to solve a given problem or perform a specific task.
4. Safety	To protect devices, content, personal data and privacy in digital environments. To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digital technologies and their use.
→ 4.1 Protecting devices	To protect devices and digital content, and to understand risks and threats in digital environments. To know about safety and security measures and to have due regard to reliability and privacy.
→ 4.2 Protecting personal data and privacy	To protect personal data and privacy in digital environments. To understand how to use and share personally identifiable information while being able to protect oneself and others from damages. To understand that digital services use a "Privacy policy" to inform how personal data is used.
→ 4.3 Protecting health and well-being	To be able to avoid health-risks and threats to physical and psychological well-being while using digital technologies. To be able to protect oneself and others from possible dangers in digital environments (e.g. cyber bullying). To be aware of digital technologies for social well-being and social inclusion.
→ 4.4 Protecting the environment	To be aware of the environmental impact of digital technologies and their use.





Competence areas and competences	Description
5. Problem-solving	To identify needs and problems and to resolve conceptual problems and problem situations in digital environments. To use digital tools to innovate processes and products. To keep up to date with the digital evolution.
→ 5.1 Solving technical problems	To identify technical problems when operating devices and using digital environments, and to solve them (from trouble-shooting to solving more complex problems).
→ 5.2 Identifying needs and technological responses	To assess needs and to identify, evaluate, select and use digital tools and possible technological responses to solve them. To adjust and customise digital environments to personal needs (e.g. accessibility).
5.3 Creatively using digital technologies	To use digital tools and technologies to create knowledge and to innovate processes and products. To engage individually and collectively in cognitive processing to understand and resolve conceptual problems and problem situations in digital environments.
5.4 Identifying digital competence gaps	To understand where one's own digital competence needs to be improved or updated. To be able to support others with their digital competence development. To seek opportunities for self-development and to keep up-to-date with the digital evolution.
→ 5.5 Computational thinking**	To process a computable problem into sequential and logical steps as a solution for human and computer systems.
6. Career-related competences**	To operate specialised digital technologies and to understand, analyse and evaluate specialised data, information and digital content for a particular field.
6.1 Operating specialised digital technologies for a particular field**	To identify and use specialised digital tools and technologies for a particular field.
6.2 Interpreting and manipulating data, information and digital content for a particular field**	To understand, analyse and evaluate specialised data, information and digital content for a particular field within a digital environment.

Note: In the competence areas and competences column, text in bold indicates competence areas and plain text indicates competences.

** Added competence areas and competences which are not in the DigComp 2.0 framework.

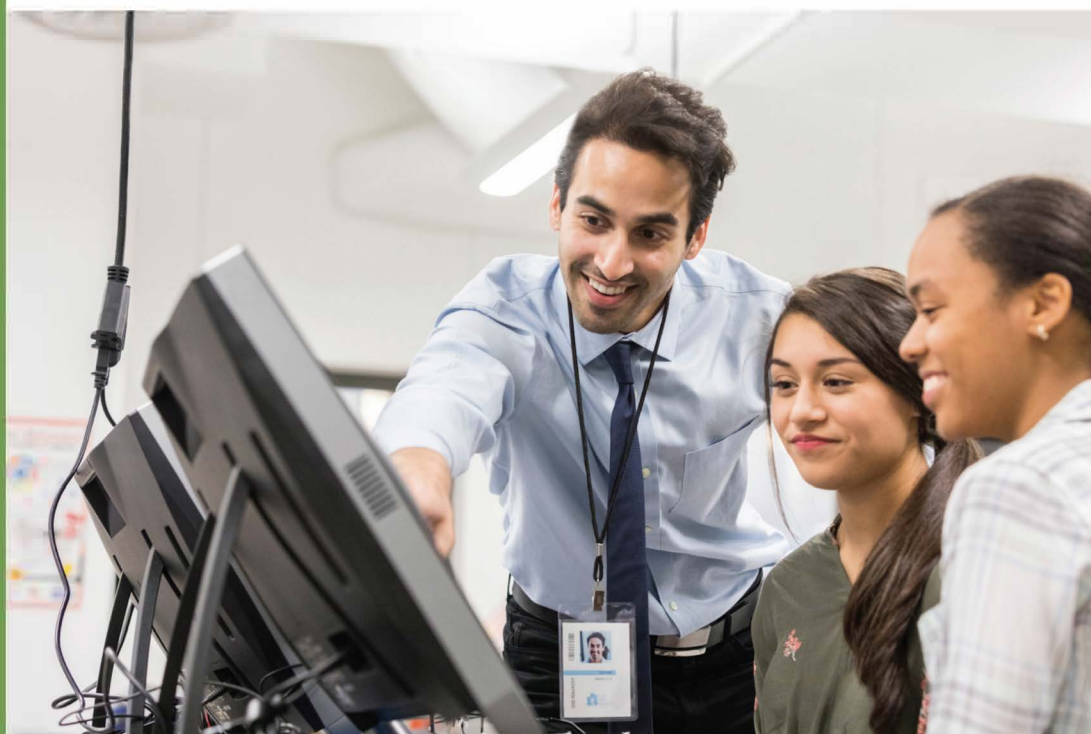


American Association of School Library Standards have digital citizenship interwoven



- **Six Shared Foundations:** *Inquire, Include, Collaborate, Curate, Explore Engagement*
- **Competencies around digital citizenship include:**
 - "Using a variety of communication tools and resources"
 - "Identifying possible sources of information"
 - "Making critical choices about information sources to use"
 - "Responsibly applying information, technology, and media to learning"
 - "Understanding the ethical use of information, technology, and media"
 - "Ethically using and reproducing others' work"
 - "Personalizing their use of information and information technologies"
 - "Inspiring others to engage in safe, responsible, ethical, and legal information behaviors"

International Society for Education Student Standards #2 Digital Citizen



- **2a:** Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world
- **2b:** Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices
- **2c:** Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property
- **2d:** Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online

International Society for Technology in Education's Five Competencies for Students



- **Inclusive:** I'm open to hearing and respectfully recognizing multiple viewpoints and I engage with others online with respect and empathy.
- **Balanced:** I make informed decisions about how to prioritize my time and activities online and off.
- **Informed:** I evaluate the accuracy, perspective, and validity of digital media and social posts.
- **Engaged:** I use technology and digital channels for civic engagement, to solve problems and be a force for good in both physical and virtual communities.
- **Alert:** I am aware of my online actions and know how to be safe and create safe spaces for others online.

Cybersecurity Standards



- Cybersecurity intersects with digital citizenship in areas of online safety, digital literacy, and online privacy.
- There is increased attention, and funding into issues of cybersecurity. The White House and Department of Education recently released a brief and guide: <https://tech.ed.gov/infrastructure/>
- There is not one universally approved cybersecurity standards. Like digital citizenship, they are interwoven in Computer Science Standards. See cyber.org's K-12 cybersecurity standards for a guide. <https://cyber.org/standards>



Digital Citizenship is holistic.

What we focus on depends often on our role in the school community and past experiences.



What standards/topics do you focus on?



**What resources do
YOU like?**



Lesson Planning

Where to start?



JANUARY

**Data Privacy Day
New Years Day
Global Family
Day**

FEBRUARY

**Safe Internet Day
National
Cleanout Your
Computer Day**

MARCH

**World
Compliment Day
National Day of
Unplugging**

APRIL

**National Tell a
Story Day
World Health Day**

Look at the Calendar

MAY

**National
Creativity Day
School Principal's
Day**

SEPTEMBER

**International Day
of Charity
National Video
Games Day**

OCTOBER

**UNESCO Media
Literacy Week
National Internet
Day**

NOVEMBER

**STEM Day
National
Computer
Security Day**





Other places/times to deliver digital citizenship lessons

STEAM
Nights

Literacy
Events

With SEL
lessons

DigCit Tips of
the Day

Back to
school events

During health
class (digital
wellness)

With story
hours in the
library

Shared by
school
counselors*

***Through their newsletters or one-on-one or group sessions**



1. Digital Access

2. Digital
Commerce

3. Digital
Communication



7. Digital Rights &
Responsibilities

8. Digital Health &
Wellness

9. Digital Security



4. Digital
Literacy

5. Digital
Etiquette

6. Digital Law



Plan by topic:

9 Digital Citizenship Elements

Know, Understand, Do (KUD)

- **Know** to master the standard
- **Understand** to master the standard
- **Do** to show mastery of the standard



(Carol Tomlinson, 2014)



How to deliver the instruction?

- Consider your goals, class size, subject, digital literacy skills of the audience and your own time and availability
- In person vs. digital
- Everyday short practices vs. Longer, deeper-dives
- Campus-wide instruction
- Instruction to parents and the school community
- Instruction to school colleagues



How do you prefer to teach?



Asynchronous vs. Synchronous: What's best?

Synchronous

- Live
- Allows for contextualization of the digital citizenship lesson
- Allows for greater collaboration
- Allows for more student monitoring and support in real-time

Asynchronous

- Easier to share and scale more broadly
- Flexibility in time
- Ability for students to self-pace
- Good for teaching digital citizenship skills in multiple subject areas
- Good for new vocabulary and fact/information



“Teaching concepts and skills outside of their natural context is often reductive and can confuse. Like anything else, students need guided practice being digital citizens, not just learning the tenets.”

- Amy Milstead and Lindi Harris—Hill in Advocating Digital Citizenship: Resources for the Library and Classroom



Programming for Libraries

What are some ideas for digital citizenship programming in libraries?



Academic Libraries & Digital Literacy

- Lessons and resources with laptop checkouts
- Technology trainings for staff, particularly with adjuncts and other contract/temporary staff
- Badging/Credentialing- What about digital citizenship badges?
- Instructors often end up as tech support for students, how can academic libraries help?



Host a Digital Parenting Event



Tips for a digital parenting event

- Have the local schools, PTAs or other organizations help advertise
- Have it be discussion-based. Give parents an opportunity to talk
- Create a library display of parenting books
- Consider having a digital literacy focus. Let parents try out different devices and look at the settings.
- Local law enforcement, like school resource officers and the local Internet Crimes Against Children's Taskforce can offer free classes
- Snacks are always helpful to bring in people



Digital Citizenship book ideas

- **Nerdy Birdy Tweets by Aaron Reynolds**
- **True Story of the 3 Little Pigs by John Scieszka**
- **The Nantucket Sea Monster: a fake news story by Darcy Pattison**
- **Mitzi and the Big Bad Noisy Wolf: a digital citizenship story by Teresa Bateman**
- **Unplugged by Steve Antony**
- **The Couch Potato by Jory John**
- **Facts vs. Opinions vs. Robots by Michael Rex**



Digital Citizenship-themed Story time tips



- Have take home sheets for parents with online safety tips
- Focus on these concepts:
 - **Emotional awareness** - how do I feel?
 - **Digital wellness** - taking a break
 - **Being nice to your device**
 - **Asking permission** - Asking parent and caregiver permission to use devices
 - **Basics of media literacy** - Fact vs. opinion, where do we get news?



Library Advocacy

How can you advocate for digital citizenship in your library and community?



**Advocacy and civic
engagement are important
parts of digital citizenship.**



In the 2018 article, “Public libraries as platforms for civic engagement” the authors write: “Our civic institutions will be stronger if community members can recognize “fake news,” navigate and participate online, and take action to protect against technological threats. With the right civic engagement efforts, public libraries might become the recognized leaders in distinguishing fact from fake and promoting digital literacy.”

---Coward, C., McClay, C., Garrido, M.

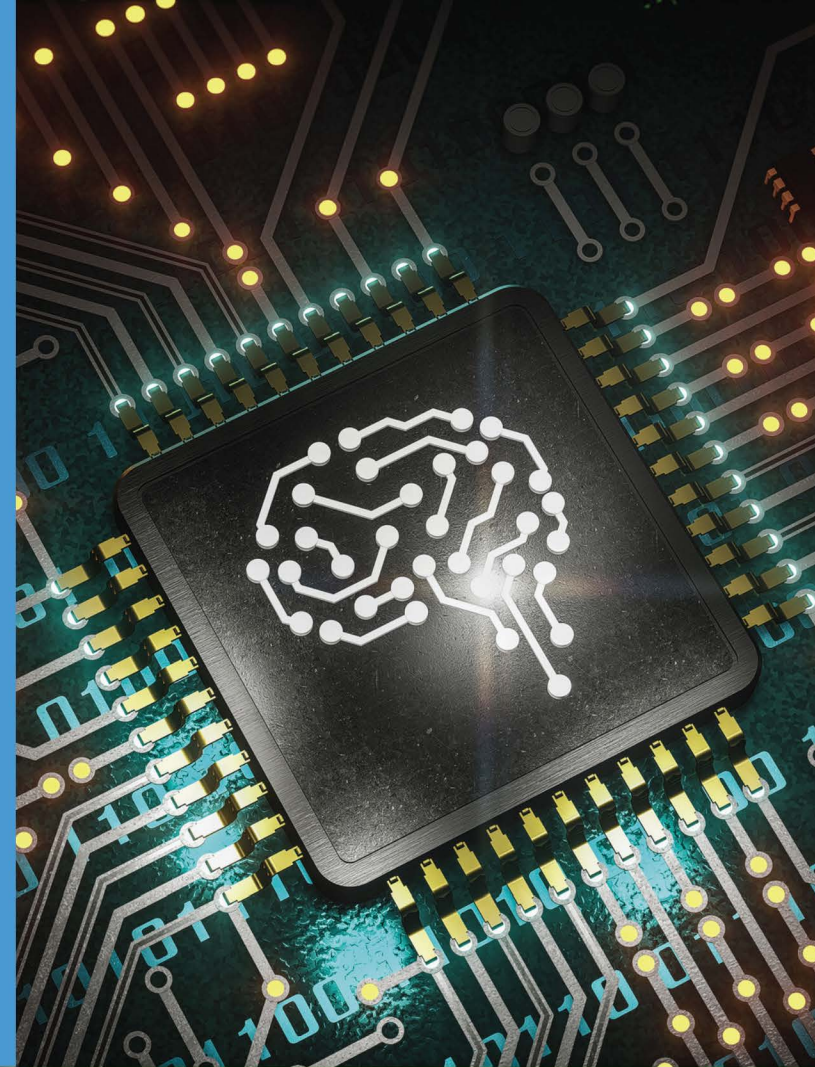


Fake News & Libraries

- Banned Books week and challenges of the library presents an opportunity to advocate for digital citizenship.
- Without access, there can be no digital citizenship.



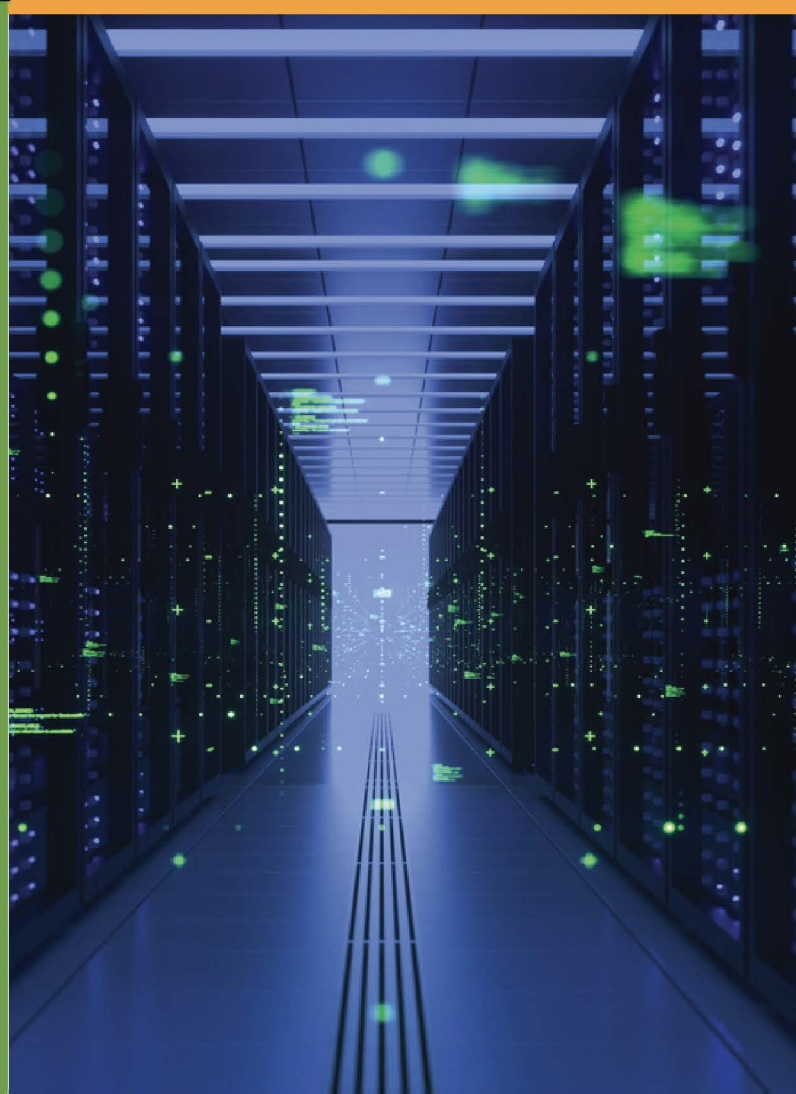
1.
**Artificial
intelligence
and
automation**



3.
**Data mining
and
manipulation**

“Libraries can take a lead role in fighting major threats to civic engagement and to society in general by designing programming that helps navigate the threats posted by modern technology.”

2.
**The Internet
of Things
(IoT) as
security
threats**



4.
**Misinformation and
Disinformation**



Some Library Programming Ideas

Related to Advocacy

- Host a public discussion on Artificial Intelligence. It's a topic that affects everyone.
- Help register patrons to vote. Voter registration is online and can be a digital literacy issue. You can also direct patrons to resources about polling places, deadlines etc. #VoteReady and National Voter Registration Day has resources
<https://nationalvoterregistrationday.org/get-voteready/>
- Right-to-repair is a national movement for consumers to be able to open/unlock/jailbreak and repair devices/equipment/software without proprietary information. There is a National Mobile Repair Day and the library could offer supplies to repair phones etc.
<https://www.repair.org/stand-up>



Let's Share

How can you advocate in your library? What are YOUR ideas for digital citizenship programming?





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Questions or Comments?



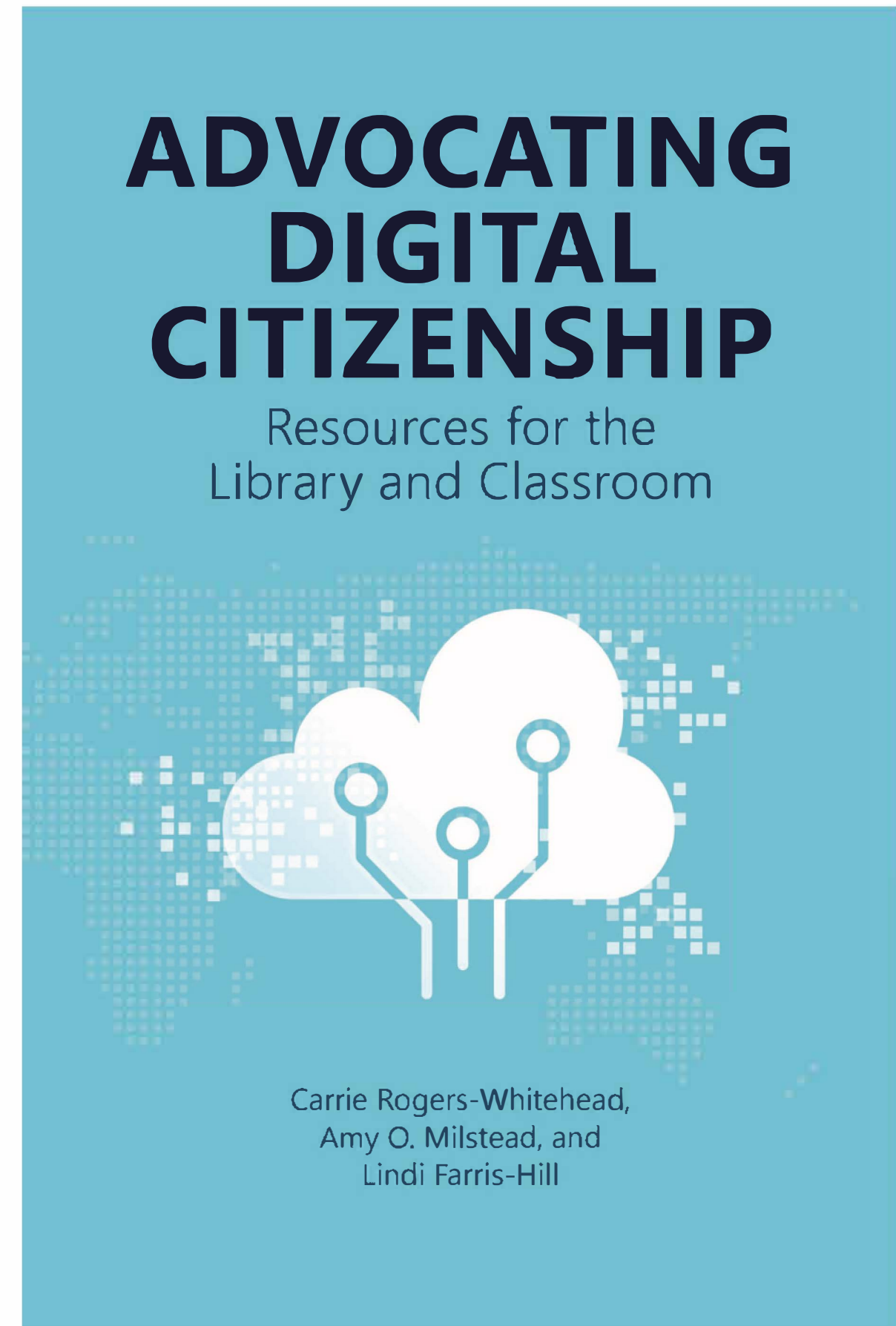
carrie@respons-ability.net



respons-ability.net
rogers-whitehead.com

New book for public
and school librarians!

<https://www.abc-clio.com/products/a6448p/>



Teachers who are
Respons-Able
Digital Citizens -
Create students who
are **Respons-Able**
Digital Citizens



REC

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RESPONS-ABLE EDUCATOR CERTIFICATION PROGRAM

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