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Netiquette, Digital Safety and Social Networking in the Junior High Classroom

Courtney Walsh

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**Netiquette, Digital Safety and Social Networking
in the Junior High Classroom**

by

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A Portfolio

Submitted to the Graduate Faculty of

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Chapter I: Statement of Theme

Introduction

Our nation's students are using social networking technology daily but have not been instructed in the proper use of this technology or consequences of poor actions. Students need to be taught the proper use and safety of using social networking so they may continue in their lives as productive members of society who know how to use current technology as well as have the knowledge to learn how to use future technology. Chaney (2007) stated:

It is remarkable how, in a very short time, the [i]nternet has changed the way that many of us communicate. Terms like e-mail, instant messaging . . . and YouTube have become ubiquitous parts of our cultural lexicon in less than five years. (p. 306)

Research done by the Victoria, Canada State Government (2018), Butler (2010), McAfee (2010), and the National Cyber Security Alliance (2018) showed that a vast number of our country's students are not being taught about netiquette and digital safety. This is technology they are currently using and in which they need to understand to be competitive in the workforce. Students will continue to use these social networking skills their entire lives.

Dickinson (2010) stated the following:

[A]lmost 25% of the 559 respondents to the survey [of school librarian's] report they are not using social networking technology at all. Another 48% of respondents report using these tools for personal use only. Less than a third of the survey respondents report that they teach with these tools, model the use of the tools, or teach about them . . . Exactly what are we waiting for as a profession? (p. 45)

If educators are to teach students to be lifelong learners, they need to instruct them on the tools they will need to accomplish this. Those digital citizenship skills are necessary for individuals to make safe and respectful decisions online. This conviction is held by the National Association of Elementary School Principals, and the United States Department of Education as described in the next section.

Theme

According to the National Association for Elementary Principals (2019), netiquette and digital safety should be integral components to every student's education plan before graduation from high school. Trach (2013) stated, "Schools have an obligation to prepare students to skillfully navigate the abundance of information that they consume—in and out of school—and to maximize instructional technology to support 21st century learning" (p. 1). A multitude of daily activities and career activities rely heavily on the 21st Century skills of creativity, critical thinking, communication, and collaboration, which is why these skills should be included in the planning of lesson plans.

The National Education Technology Plan (United States Department of Education, 2010) found the following:

The technology that has so dramatically changed the world outside our schools is now changing the learning and teaching environment within them . . . Many students' lives outside school are filled with technology that gives them mobile access to information and resources 24/7, enables them to create multimedia content and share it with the world, and allows them to participate in online social networks and communities where people from all over the world share ideas, collaborate, and learn new things. According

to a national survey by the Kaiser Family Foundation, 8- to 18-year-olds today devote an average of 7 hours, 38 minutes to using entertainment media in a typical day—more than 53 hours a week. (p. vi)

A rural Minnesota middle school seventh-grade media course was told that it was important to not post personal information on Facebook and other social media sites after half of them admitted that they had done just that. These students did not know what they should or should not be doing on these sites. Many parents do not know safety and netiquette guidelines; even if the parents are checking their child's usage, they do not know what they should look for. According to Achterman (2010), "technology has fundamentally changed the definition of literacy, and the school librarian is among those at a school site best positioned to lead explorations and help the school community consider the ramifications of that change" (p. 42). The best place to start is by instructing the children who use the technology. Vanwynsberghe and Verdegem (2013) stated the following in their study:

It is a misunderstanding that all young people have extensive social media competencies and the opposite is true which makes them potentially vulnerable. The . . . multidimensional conceptual framework of social media literacy contains the suggestion that students acquire cognitive, practical, and affective competencies. In an educational setting the focus must be on the combination of these three competencies in order to deal with four distinctive types of social media use: 1) to search for or to deal with information on social media, 2) to communicate with other people through social media, 3) to create content on social media, and to 4) deal with the consequences related to these three activities including the matter of the disclosure of personal information. (p. 8).

Just because today's students have grown up in a digital age does not mean that they know how to safely and politely interact online. Digital citizenship should be a requirement in all schools so that students learn these skills for a lifetime of online interaction.

Rationale

Media is an extremely broad term that encompasses everything from daily newspapers to *New York Times* bestsellers, from overhead projectors to interactive whiteboards, from the personal computer to social networking. For a teacher to instruct a junior high-level media class well, netiquette skills, digital safety skills, and proper social networking skills should be included in the curriculum. The American Association of School Librarians (AASL) and the National School Library Standards (2018) and the International Society of Technology in Education (ISTE) Standards (2018) (see Appendix B) include a variety of learner competencies, inquire, include, collaborate, curate, explore, and engage, that correlate with digital citizenship. Today's students need this background to be able to continue building their skills from a solid foundation, since digital citizenship knowledge and skills will only continue to grow and become even more important. The National Cyber Security Alliance (2018) and the Secret Life of Teens (McAfee, 2010) surveys both stated that "hands on" activities are an optimal way to learn and retain information. This portfolio will show research and vital components that should be included within a digital citizenship curriculum at the junior high level and create lessons that will instruct students on proper netiquette, digital safety, and social networking.

Significance

Using media literacy standards to create media curriculum in this ever-changing technological climate is a challenge. The instructor not only needs to keep abreast of new

technology but keep his or her knowledge base ahead of that of the junior high age student. The difference between a successful digital citizenship unit and an unsuccessful one includes using research of best practices within the AASL standards and the ISTE standards. Students will learn media literacy standards within the social media unit and use this as a foundation for their future learning. According to Vanwynsberghe and Verdegem (2013), “Being confronted with the challenges of the participatory social media culture, it is clear that people need specific competencies for being able to fully participate in contemporary society (p. 5). These competencies outlined by Vanwynsberghe and Verdegem include a familiarity with the dominant culture in society.

The purpose of this portfolio is to identify the current curriculum needs for netiquette, digital safety, and social networking as a unit within media education at the junior high level, and the best practice for teaching these lessons.

The National Education Technology Plan (U. S. Department of Education, 2006) stated the following:

Increased connectivity also increases the importance of teaching learners how to become responsible digital citizens. We need to guide the development of competencies to use technology in ways that are meaningful, productive, respectful, and safe. For example, helping students learn to use proper online etiquette, recognize how their personal information may be collected and used online, and leverage access to a global community to improve the world around them can help prepare them for successfully navigating life in a connected world. Mastering these skills requires a basic understanding of the

technology tools and the ability to make increasingly sound judgments about the use of them in learning and daily life. (p. 15)

Before teaching students how to be responsible cyber citizens, it is important to understand the terminology that describes the internet and the behaviors of those who use it.

Definition of Terms

Computer technology website *Webopedia* (n.d.) and the Digital Citizen Institute (2016) gave the following definitions for the following social networking terms.

Blogs: A blog, typically authored by an individual, does not allow visitors to change the original posted materials only add comments to the original content.

Catfishing: Luring someone into an online relationship by means of creating a false profile.

Chromebook: A Chromebook is a notebook computer that uses Google's Chrome operating system. They are built primarily for web surfing.

Cyber bully: Slang term used to describe online harassment, which can be in the form of flames, comments made in chat rooms, the sending of offensive or cruel e-mail, or even harassing others by posting on blogs, web pages or social networking sites such as Facebook.

Digital citizen: Someone who can use technology to interact well with other people in society.

Digital safety: The knowledge of maximizing the user's personal safety against security risks of private information and property associated with using the internet and self-protection from computer crime in general.

Facebook: The name of a social networking site that connects people with friends and others, who work, study and live around them. People use Facebook to keep in touch with friends, post photos, share links and exchange other information. Facebook users can see only the profiles of confirmed friends and the people in their networks.

Gaming: Internet games, which can be played either individually or by multiple online users at the same time.

Griefers: Internet gamers who intentionally cause problems or cyber bully other gamers.

Google Classroom: Google Classroom is a free collaboration tool for teachers and students to distribute, grade, track, and have conversations about assignments and other documents.

Instagram: Instagram is an online photo sharing social web service.

Netiquette: Contraction of *internet etiquette*, the etiquette guidelines for posting messages to online services, and particularly internet newsgroups. Netiquette covers not only rules to maintain civility in discussions, but also special guidelines unique to the electronic nature of forum messages.

Phishing: A scam that involves sending a fraudulent email soliciting credit card, social security, or other personal information from an unsuspecting user.

Pinterest: Pinterest is a social networking site that uses a system of boards to post photos or items on any topic you choose. Users follow boards that interest them.

Profile: Your internet identity or persona.

Sexting: Sending sexually explicit messages or photos by text messaging.

Smartphone: Smartphones are handheld mobile phones with the capabilities and features of a computer.

Snapchat: Snapchat is a social networking app that enables users to send videos or pictures to other users. These videos and pictures are viewed for up to ten seconds and then erased.

Social networking: To connect two or more computers together with the ability to communicate with each other.

Surfing: Surfing is like channel surfing on a television, internet surfing involves users browsing around various websites following whatever interests them.

Tag: A way of identifying an online article or picture. With pictures, it attaches to the picture names of people who are either in the photo or would be interested in viewing it.

Texting: Text messaging is used for messages that are no longer than a few hundred characters. The term is usually applied to messaging that takes place between two or more mobile devices.

Twitter: Twitter is a social messaging tool that people can post messages up to 140 characters in length.

Wikis: A collaborative website comprises the perpetual collective work of many authors. Similar to a blog in structure and logic, a wiki allows anyone to edit, delete or modify content that has been placed on the website using a browser interface, including the work of previous authors.

YouTube: A popular free video-sharing Web site that lets registered users upload and share video clips online at the YouTube.com website.

Summary

The vital components that should be included within a digital citizenship curriculum at the junior high level and the netiquette, digital safety, and social networking lessons that the students will need to focus on will be included within this portfolio. Chapter II will review the literature relating to netiquette, digital safety, and social networking and their significance for students. Chapter III will include the netiquette, digital safety, and social networking lessons for a junior high-level digital citizenship unit. Chapter IV will include the complete description of products and their implementation. Chapter V will reflect on the products and make recommendations for application or additional products. There will continually be a call for more research on this topic because of the ever-changing technology field. Educators will frequently have to learn new content and plan new units based on the current state of technology. According to Achterman (2010), the school library media specialist's position can help other educators build literacy skills into curriculum and help implement educational approaches that include technology into the classroom.

Chapter II: Literature Review

Introduction

Students want to learn about how to use new technology, but those same students do not necessarily know how to properly use technology wisely. Although digital safety and some basic netiquette have been taught in a seventh-grade media class to this point, the unit is not in-depth enough to teach the topic properly. To overhaul the curriculum, digital citizenship topics need to be selected wisely to make an effective and interesting unit for the students. The focus of this portfolio will include the netiquette, digital safety, and social media topics that could make up such a unit, best practices for introducing these concepts to students based on student engagement and interest in new technologies. The following questions are key to researching the proper topics to create lessons.

Research Questions

- What are the best practices for teaching digital citizenship to the junior high age student?
- What are the key components and background of a netiquette lesson?
- What are the key components and background of a digital safety lesson?
- What are the key components and background of a social networking lesson?

Methodology for Literature Review

Searches on the *Eric* database, *Proquest Newsstand* database, *Galenet* database, and PR Newswire Polls and Surveys yielded a wide variety of technology and education results. Advanced searches were necessary to narrow the field of results. These searches included: “cyber safety,” “digital safety,” “digital citizenship,” “netiquette,” “cyber bullying,” “best

practices and internet education,” “technology and education,” “internet and education,” “social media,” “social networking,” “social networking and education,” “internet safety,” “Facebook and education,” “blogs and education,” “wikis and education,” “texting and education,” “cyber ethics,” “cyber safety,” and “cyber security curriculum”. Other educational journals that Kerkhoven-Murdock-Sunburg (KMS) receives contained related articles. Articles were then chosen that had to do with middle school to junior high-level education or education in general that dealt with digital citizenship. Articles were also chosen that researched the best practice for teaching these lessons to this age level students as well as reasons that those same students will need to know this information in the future. Recent articles, and articles up to ten years old, were chosen about the digital citizenship topic. Current research, such as the AASL standards and the ISTE standards impacted article selection. What follows is a summary of the major themes that emerged from reviewing articles on this topic as well as the gaps that exist within the literature.

Theme: Digital Citizenship

Background. Digital Citizenship is the theory that students use technology in an appropriate manner. Education in digital citizenship can include any or all of the nine elements (see Appendix A) such as: digital access, digital commerce, digital communication, digital literacy, digital etiquette, digital law, digital rights and responsibilities, digital health and wellness, and digital security (Digital Citizenship Institute, 2017). A seventh-grade media skills class is a perfect fit for this unit especially if all seventh graders are required to take it. The National Cyber Security Alliance (2018) stated in its recent survey:

America’s young people are not receiving adequate instruction to use digital technology and navigate cyber space in a safe, secure and responsible manner and are ill-prepared to

address these subjects. The poll, conducted by The National Cyber Security Alliance, surveyed more than 1,000 teachers, 400 school administrators and 200 technology coordinators, and has supporting analysis conducted with the Maryland-based research organization Educational Technology, Policy, Research and Outreach. (p. 1).

Theme: Netiquette

Background. Netiquette is an online term used for internet etiquette guidelines which explain how to act while online using digital formats. Netiquette is a necessary component to becoming a digital citizen, which is a person able to use technology to interact well with other people in society. According to Shea (2011), the ten core rules of netiquette include:

Remember the human, adhere to the same standards of behavior online that you follow in real life, know where you are in cyberspace, respect other people's time and bandwidth, make yourself look good online, share expert knowledge, help keep flame wars under control, respect other people's privacy, don't abuse your power, and be forgiving of other people's mistake. (p.1)

Butler (2010) stated:

Increasingly, K12 educators are seeing the need to not only utilize the internet in instruction, but also to teach students the knowledge and critical thinking skills needed to be safe and responsible digital citizens both inside and outside of school" (p. 53). With digital responsibility comes the need to be appropriate and polite in an effective manner while posting to digital connected services.

Butler further stated:

We need to start on [w]eb usage education as soon as students are on the computer. As teachers use the [w]eb more in instruction and research, they should always be providing examples of good use and explain why it is important. (p. 53)

Best practices. Some of the AASL and ISTE student standards are covered by this lesson (see Appendix B). The 2018 AASL Inquire standard, Think, “recalls prior and background knowledge as context for new meaning” (p. 1). The 2018 ISTE standard, Empowered Learner, includes students “building knowledge by actively exploring real world issues and problems, developing ideas and theories and pursuing answers and solutions” (para. 3).

Examples of people using best practices from Common Sense Media and Netsmartz. Students need instruction on procedures for posting online. Common Sense Media for Educators is a useful site for finding valuable lesson plans and information online about netiquette. This site includes a digital citizenship curriculum by grade level. The following netiquette lesson plan shows best practice for teaching such a lesson: <https://www.commonsense.org/education/lesson-plans/netiquette>. This lesson includes the four steps of debating, presenting, creating, and assessing. According to the Common Sense Media website (Common Sense Education, 2019), “Common sense is the nation’s leading nonprofit organization dedicated to improving the lives of kids and families by providing the trustworthy information, education, and independent voice they need to thrive in the 21st century” (p. 1).

According to the Netsmartz website (2019), The National Center for Missing and Exploited Children (NCMEC) is a “private, non-profit corporation who works with families, victims, private industry, law enforcement, and the public to assist with preventing child

abductions, recovering missing children, and providing services to deter and combat child sexual exploitation” (n.p.). The NCMEC runs the Netsmartz website. Helpful units within the site include cyber bullying, online enticement, smartphones, gaming, sexting, and social media. This site also includes videos of young people’s stories that interest students. A netiquette video can be found on this site for starting discussion titled *NetSmartzKids – Bad Netiquette Stinks*.

Theme: Digital Safety

Background. Digital safety is the act of keeping people, especially young people, safe from online predators while on the internet. The Victoria Canada State Government (2018) website for education and training states: “Principals and teachers have a duty of care to take reasonable steps to protect students from any harm that should have reasonably been foreseen, including those that may be encountered within the online learning environment” (p. 1). Classrooms teaching digital safety need to use appropriate formats to engage students and replicate what they do online outside of school.

The internet has provided users with instant research, feedback, and resources. This technology has grown to include the internet, Facebook, Twitter, Instagram, Snapchat, Pinterest, blogs, and other social networking sites that can keep individuals or groups in contact anywhere in the world at any time of day.

Butler (2010) stated the following:

Although the internet has revolutionized communication and provided powerful new educational tools for student learning, it has also created risks and raised ethical issues for students of all grades, as it has created many opportunities for illegal, inappropriate and unsafe behavior among all participants. (p. 53)

Students need instruction on safe and smart online procedures. The above listed findings are dangerous because of online predators and those looking to steal identities. A digital safety lesson needs to instruct students in safe procedures as well as practice in those procedures.

Best practices. Some of the AASL and ISTE student standards are covered by this lesson (see Appendix B). The 2018 AASL Engage Standard, Grow, “inspires others to engage in safe, responsible, ethical, and legal information behaviors” (p. 6). The 2018 ISTE standard, Digital Citizen, includes student engagement in “positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices” (para. 2).

Examples of people using best practices from Common Sense Media and Netsmartz. Students need instruction on safe online procedures. Common Sense Media for Educators and Netsmartz are useful sites for finding valuable lesson plans, information, and videos online about digital safety. Common Sense Media for Educators includes a digital citizenship curriculum by grade level. The following digital safety lesson plans show best practice for teaching such lessons: <https://www.commonsense.org/education/digital-citizenship/lesson/being-aware-of-what-you-share> and <https://www.commonsense.org/education/digital-citizenship/lesson/chatting-safely-online>. These lessons include the four steps of warm up, explore, analyze, and wrap up.

Netsmartz includes information on the following topics that could be used for a digital safety lesson: smartphones, cyber bullying, online enticement, gaming, and sexting. Each of these topics includes facts on each issue, numbers about the topic, how to talk about each topic, and recommended resources for each. The videos included on this site interest students because they are other young people telling their stories.

Social Networking

Background. Social networking is the act of connecting digital devices together with the ability to communicate with each other. The Secret Life of Teens, (McAfee, 2010), surveyed 955 U.S. 13- to 17-year-olds and revealed the online behavior of American teens. Findings include:

69% of 13- to 17-year-olds have updated their status on social networking sites to include their physical location, 51% of teens say they have given out personal information online to someone they don't know in the offline world, 43% have shared their first name, 24% have shared their email address, 18% have shared a personal photo of themselves, 12% have shared their cell phone number, 28% of teens chat with people they don't know in the offline world. (p. 1)

According to Davis (2012), educators need to integrate social media into the classroom. Davis, an educator, blogger, podcaster, and 2006 recipient of ISTE's online learning award, has the *Cool Cat Teacher Blog* and the *10-Minute Teacher Blog* that is meant to inspire teachers to inspire children on every possible education topic. Students need instruction on safe and smart social networking procedures. A social networking lesson needs to instruct students in safe procedures as well as practice in those procedures.

Best practices. Some of the AASL and ISTE student standards are covered by this lesson (see Appendix B). The 2018 AASL Include Standard, Create, "evaluates a variety of perspectives and represents diverse perspectives during learning activities" (p. 2). The 2018 ISTE standard, Global Collaborator, includes "students using digital tools to connect with

learners from a variety of backgrounds and cultures, engaging them in ways that broaden mutual understanding and learning” (para. 7).

Examples of people using best practices from Common Sense Media and Netsmartz.

Students need to practice the information and methods they have learned within the netiquette and digital safety lessons within a mock social networking lesson. Students need instruction on procedures for safely and smartly interacting within social networking sites. Common Sense Media for Educators is a useful site for finding valuable lesson plans and information online about social media. This site includes a digital citizenship curriculum by grade level. The following social media lesson shows best practice for teaching such a lesson:

<https://www.commonsense.org/education/digital-citizenship/lesson/my-social-media-life>. This lesson includes the four steps of warm up, watch and discuss, analyze, and wrap up.

Netsmartz is a useful site for finding valuable supplemental information and videos online about social media. The social media information includes facts about the issue, numbers about the topic, how to talk about it, and recommended resources including videos that students find interesting because of the stories about students their age. Best practice for teaching a social media lesson means talking to students about what they are doing at their level, not just telling them what they should or should not do. The following is one of the videos available on Netsmartz on this topic: <https://www.youtube.com/watch?v=bc1aJOvORm8&feature=youtu.be>.

Gaps in Research

Critique of information sources. Several surveys have attempted to measure teenagers use of technology. What follows is a summary of the surveys’ findings and the gaps in the research that still exist.

McAfee (2010) conducted the survey *The Secret Online Lives of Teens* in 2008.

According to McAfee, “The study surveyed [teens] on how they use the internet, what kind of content and media they view and download, and their level of engagement in risky online behaviors” (p. 3). *The Secret Online Lives of Teens* survey’s (McAfee, 2010) purpose statement is quite clear. It states the following:

Today’s young people are ‘digital natives’ who grew up with the Internet and use it more skillfully and comfortably than many adults for communication, education, and entertainment. However, their high level of online participation also opens them up to potential danger, such as cyber bullying, personal information sharing, and online threats. It is important for [students] to understand the potential benefits and risks of [their] online lives, so [instructors] can nurture the positive aspects, such as increased communication skills and online learning, while minimizing risks. (p. 3)

The scope of Secret Life of Teens survey (McAfee, 2010) is appropriate; 1,357 ten- to 17-year-olds were surveyed during a two-week period in May 2010 and is full of facts about teens and internet safety. The survey results conclude by stating that students need to be taught digital citizenship because of the amount of time they spend online and the number of opportunities they share encounter which they may private information. Others behavior online can also affect how individuals act and react within the online environment they find themselves in. Students need to know proper procedures for dealing with all digital behavior.

According to Weber Shandwick (2010):

Weber Shandwick is a leading global public relations agency with offices in 76 countries around the world. Weber Shandwick provides strategy and execution across practices

such as consumer marketing, healthcare, technology, public affairs, financial services, corporate and crisis management. Its specialized services include digital/social media, advocacy advertising, market research, and corporate responsibility, (p. 1).

The scope of the McAfee survey (2010) included 1,000 Americans in an online survey being asked to “rate the civility of 18 aspects of daily life” (p. 1). The facts that were compiled include high percentages of offensive online behavior including 45% of people defriending or blocking someone online because of behavior, 38% of people who stop using an online site because of the incivility, and 25% of people dropping out of a fan club or online community for the same reason (Weber Shandwick, 2010).

The Weber Shandwick (2010) survey’s problem statement implies that incivility in daily life is causing the public to discontinue the use of social networking sites and that over one-third of the American public is terminating the use of social networks because of rude comments and behavior. Weber Shandwick stated the following:

The National Cyber Security Alliance is a nonprofit organization. The State of K-12 Cyber ethics, Cyber safety and Cybersecurity Curriculum in the U.S. Survey found that more than three quarters of U.S. teachers have spent fewer than six hours on any type of professional development education related to cyber ethics, cyber safety, and cybersecurity within the last 12 months; more than 50% of teachers reported their school districts do not require these subjects as curriculum; and only 35% taught proper online conduct (p. 1).

The National Cyber Security Alliance survey’s (2018) problem statement states “America’s young people aren’t receiving adequate instruction to use digital technology and

navigate cyber space in a safe, secure and responsible manner and are ill-prepared to address these subjects” (p. 1). The scope of the survey included 1,000 teachers, 400 school administrators, and 200 technology coordinators and had supporting analysis done by Educational Technology, Policy, Research and Outreach. The survey found that students are commonly being shielded from the internet instead of being taught how to use it properly as shown by the more than 90% of schools filtering and blocking social networking sites and concurred that “while these defenses may help reduce the online risks children face at school, they do not prepare students to act more safely and responsibly when accessing the Internet at home or via mobile devices” (National Cyber Security Alliance, 2018, p. 2).

Analysis of research and theory. The findings of the surveys and articles read, such as The National Cyber Security Alliance (2018), Butler (2010), The Secret Life of Teens (McAfee, 2010), and Davis (2012), show that educators are not teaching digital citizenship skills and not instructing them in a way that junior high students will relate to or pay attention to. The National Cyber Security Alliance (2018) found a “high reliance on shielding students instead of teaching behaviors for safe and secure Internet use. More than 90% of schools have built up digital defenses, such as filtering and blocking social network sites, to protect children on school networks” (p. 1). The Secret Life of Teens survey (McAfee, 2010) stated, “[a]s Internet access and Internet-enabled devices continue to grow, there seems to be a greater need for education and awareness about how kids should behave online” (p. 6). Students need to be taught using the same methods in which they will use the internet; on the same sites, using the same technology. Students need to be taught these lessons for a variety of reasons, including: their own safety, for their reputation, and for their future. More companies are beginning to use social networking

sites as part of their everyday operations and these students will someday be in that workforce. It comes down to using manners while networking. Perhaps people do not feel a personal connection since they are looking at a computer screen instead of an actual person. There may be more of a tendency to act as though what is said, or typed, does not matter as much because it seems more impersonal. People on the other end of the network cannot see facial expressions or hand gestures, so certain etiquette must be followed. It is important for seventh-grade media skills classes to be taught netiquette, digital safety, and social networking, but it is shown in numerous articles and surveys that all teachers should be integrating these lessons into their classrooms, not just media specialists. All educators need to reiterate to their students the importance of using digital citizenship skills when using digital medium.

The limits in the research pointed out by Common Sense Media show limited best practices to be found. According to Common Sense Education (2019):

As educators, we often focus on the skills students need to learn but less on fostering the dispositions necessary to actually enact those skills. Dispositions guide students' thoughts and behaviors as they go about their lives. The updated Digital Citizenship Curriculum, guided by research on thinking dispositions, is designed to foster both necessary skills and essential dispositions for digital citizenship. Ultimately, we aim to help young people be reflective, responsible, and ethical decision makers in their connected lives. (p. 11)

Digital citizenship at a specific grade level, for the most part, needs to be created by each educator to fit the needs of that classroom with whatever digital means are available at that school.

Summary

Many schools block the use of social media sites and other sites seen as unfit for school aged users. Students need to be taught how to use these sites or how to choose appropriate sites. According to Butler (2010), “schools need to prepare students for using the internet in a safe manner even if certain sites are blocked on school grounds since they use the internet while off campus and will continue when they enter the workforce” (p. 57). Kerkhoven-Murdock-Sunburg (KMS) blocks Facebook and other social networking sites, but many students use them outside of school on home computers and on handheld mobile devices. Even though the school district does not allow that technology, it is vital that the students know the correct ways to use that technology today, as well as in the future when they join the workforce. According to the U. S. Department of Education in their *National Education Technology Plan* (2010), “professionals routinely use the internet and social media sites for the research, collaboration, and communication demanded in their jobs” (p. 1).

In summary, key research findings prove that students need to be taught how to be good digital citizens through practice. Butler (2010) found that educators need to teach students how to be safe and responsible online. Harris Interactive (2010) found that teenage social media users are giving out personal information online. Although teenagers have grown up and become digitally skillful, they do not understand the potential dangers that come with continuous internet use. The National Cyber Security Alliance (2018) also found that United States’ teenagers are not receiving instruction on digital safety. Students need to be taught digital citizenship skills by methods they will be interested in for their safety and their reputation.

Chapter III will outline the netiquette, digital safety, and social media lessons created for this portfolio. The audience, prior knowledge, learning factors, and motivational factors for the lessons will be described. Implementation of the digital citizenship unit in a junior high media skills unit will be described and each product's goals, objectives, technology used, methods, and deliverables will be explained.

Chapter III: Description of Project

Introduction

As shown in the literature review in Chapter II, the Victoria, Canada State Government (2018), Butler (2010), The Secret Life of Teens survey (McAfee, 2010), and the National Cyber Security Alliance (2018) all show that students need to be taught digital citizenship through a hands-on approach rather than lecture. Common Sense Media and Netsmartz are helpful sites to locate these best practices. This portfolio includes three lessons included within the digital citizenship unit for instructing netiquette, digital safety, and social networking in the classroom. One module has been newly created and two modules are existing lessons that have been reworked. Minimal computer and cyber education are normally done before junior high age.

The two-week digital citizenship unit for a seventh-grade media skills class includes the lessons digital life, copyright, netiquette, cyber bullying, digital health and wellness, digital safety, and social networking. For the purposes of this portfolio, the netiquette, digital safety, and social networking lessons were created. Each lesson includes debating, presenting, creating, and assessing, shown as best practice on Common Sense Media.

First, an existing netiquette lesson was reworked for student participation in learning. Second, an existing digital safety lesson was reworked to have a more hands on approach for student learning. Third, a mock social networking lesson to practice proper digital skills was created using the Google Classroom homepage. These modules will be support material in the digital citizenship unit.

Target Audience

The target audience for each of the lessons was the junior high media skills class. This course can be taught in any region, at any class size, and to a mixed knowledge base of students. Although it would be helpful for all the students to have access to computers outside of school in case a student does not complete an assignment in class, it is not necessary. Students will not have had formal education in digital citizenship but will have had much exposure to digital hardware.

Audience Prior Knowledge of Topic Area

Prior to seventh grade, students will not have had digital citizenship instruction. However, these students have had prior knowledge of smartphones, internet, personal computers, smartboards, search engines, and gaming systems. Many of these students will have had more knowledge on how to run digital media than their instructors. They may not, however, have acquired the knowledge of how one should correctly use that media or how to behave when using that media.

Audience entry behaviors. The seventh-grade population was broken into three equal size groups of varying abilities and backgrounds. Each trimester the digital citizenship unit will be taught in the media skills class. Through instructor observation and class work, the teacher was able to evaluate formatively whether the students had any background knowledge in the content area. The students will not have had prior knowledge through classroom work since Digital Life is the introductory lesson within the digital citizenship unit. These students have, however, grown up in a digital age and have been exposed to media their entire lives. Most had cellular phones, iPads, gaming systems, and computers at home. Many have social media

accounts and have been playing video games for years. Interest in digital life motivated these students to learn this information.

Audience physical characteristics. Kerkhoven-Murdock-Sunburg (KMS) is a small, rural school district in west central Minnesota. The student population is primarily Caucasian. According to Minnesota Automated Reporting Student System (MARSS) (Minnesota Department of Education, 2018), 9% of the student population is Hispanic, Black or Asian, 4% of households do not speak English as a primary language, and 1% of the population receives services to learn English. Students come from a variety of socio-economic classes, as well as educational backgrounds. Of the student population, 32% receive free and reduced lunch and over 29% of the student population is open enrolled (Minnesota Department of Education, 2018). The implications to the student population include lack of parental support at home due to language or educational barriers. Seventh graders at KMS are in a Grade 7-12 building.

Audience learning factors. Classroom instruction is not typically first on the seventh-grade student's mind. Social standing and social membership are usually more important. Students tend to be so insecure that answering something incorrectly can be mortifying in front of classmates. With students' minds not focused on their coursework setting up the classroom as a place where it is acceptable to answer incorrectly is key to success.

Audience motivational factors. Students at this age level often develop more independence and individuality. They try to distance themselves from parents, which sometimes means not sharing due dates or difficulties with those people most willing to help them. Students at the seventh-grade level tend to be less self-assured in their abilities than they were at elementary school age. If they believe they are smart enough they tend to try new things, but if

they believe they lack the ability to do the work they only complete the work they believe they will get correct. There are various forms of technology used within these digital citizenship lessons to capture the audience's interest.

Context for Implementation

Hands-on activities within the classroom are the best practice for teaching computer skills; so, digital skills should also be taught this way. Davis (2012), author of *Cool Cat Teacher* blog and Georgia IT educator, stated, “students today more quickly tune out a teacher or someone who doesn't relate” (p. 54).

Many students in junior high media courses are not yet 13-years-old but they are on Facebook, Instagram, and Snapchat anyway. They need to be taught digital citizenship skills in a format that children of their age will absorb.

Davis (2007, cited in Butler, 2010) stated:

The best way to teach students the proper use of the Internet is to employ the same sort of [w]eb technologies being addressed, such as social networking websites. So instead of me standing up in front of the room talking about this [technology], they are learning it firsthand . . . You have to empower teenagers and kids to understand digital citizenship and to become advocates for good citizenship. (p. 57)

Description of Products

Digital Citizenship Unit Plan

This overall unit will include the lessons: digital life, copyright, netiquette, cyber bullying, digital health and wellness, digital safety, social networking. For purposes of this portfolio, the netiquette, digital safety, and social networking lessons were created.

Product 1. Netiquette lesson.

Goals. The goal of this unit was to introduce students to digital life regarding netiquette so they can make responsible decisions and recognize and solve problems within the media landscape.

Objectives. After completing the netiquette lesson, students will be able to accomplish the following:

1. Students will identify the ten components of netiquette.
2. Students will apply knowledge learned in hands on netiquette activities to make proper decisions online.

Standards covered. The 2018 AASL Inquire Standard, Think, “recalls prior and background knowledge as context for new meaning” (p. 1). The 2018 ISTE standard, Empowered Learner, includes students “building knowledge by actively exploring real world issues and problems, developing ideas and theories and pursuing answers and solutions” (para. 3).

Technology used. Students will use Google Classroom to complete the netiquette lesson. Relevant websites will be used that correspond with the lesson. At KMS High School there are Chromebooks that can be checked out for classroom use. Each student will have a Chromebook

throughout the digital citizenship unit. Interactive whiteboards are available for teacher use to show videos, slideshows, and show examples of what students need to be working on.

Methodology for analysis and evaluation. Bloom's Taxonomy (Heick, 2018) is the six-step micro-strategy that will be used for this lesson (see Appendix C). This hierarchical strategy includes knowledge, comprehension, application, analysis, synthesis, and evaluation (Heick, 2018). Knowledge is the first step in which students will recall their prior experience. Each student will have different prior knowledge and accessibility to digital medium, each student will realize that they have differing digital footprints. Comprehension is the second step in which students will make sense of the content. Application is the third step in which students will change how they use the information they have learned. Analysis is the fourth step in which students will break the concept into parts to understand each component better. Synthesis is the fifth step in which students combine new ideas together. Evaluation is the sixth step in which students will make judgements. The main task for the netiquette lesson is for students to learn how to act responsibly when using digital media in their academic and personal lives.

Deliverables.

- Debating for Day 1. Show video. Partner discussion about video while making list of netiquette rules.
- Presenting for Day 1. Teacher lecture on netiquette rules and THINK acronym using Google Slide presentation.
- Creating for Day 1. Students work in small group discussing and filling out real-life scenarios handout.
- Assessing for Day 1. Participation in class activities.

- Instructional materials for Day 1. Google Slideshow. Real-life scenarios handout.
- Debating for Day 2. Show netiquette rules video. Class discussion.
- Presenting for Day 2. Teacher lecture on netiquette rules using Google Slide presentation.
- Creating for Day 2. Handout using netiquette website.
- Assessing for Day 2. Worksheet handed in. Participation in class activities.
- Instructional materials for Day 2. Google Slideshow. Netiquette handout.

Product 2. Digital safety lesson.

Goals. The goal of this unit is to introduce students to digital life regarding cyber safety so they can make responsible decisions and recognize and solve problems within the media landscape.

Objectives.

1. Students will identify unsafe digital practices.
2. Students will apply knowledge learned in hands on digital safety activities.

Standards covered. The 2018 AASL Engage standard, Grow, “inspires others to engage in safe, responsible, ethical, and legal information behaviors” (p. 6). The 2018 ISTE standard, Digital Citizen, includes student engagement in “positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices” (para. 2).

Technology used. Students will use Google Classroom to complete the digital safety lesson. Relevant websites will be used that correspond with the lesson. At KMS High School there are Chromebooks that can be checked out for classroom use. Each student will have a

Chromebook throughout the digital citizenship unit. Interactive whiteboards are available for teacher use to show video, slideshows, and show examples of what students need to be working on.

Methodology for analysis and evaluation. Bloom's Taxonomy (Heick, 2018) is the six-step micro-strategy that will be used for this lesson (see Appendix C). This hierarchical strategy includes knowledge, comprehension, application, analysis, synthesis, and evaluation (Heick, 2018). Knowledge is the first step in which students will recall their prior experience. Each student will have different prior knowledge and accessibility to digital medium, each student will realize that they need to think before they do. Students will comprehend this through watching the video, group discussion, teacher lecture, and participation in classroom activities. Students will apply what they have learned through completion of the assignment and participation and ultimately the mock social networking page in the next lesson.

Deliverables.

- Debating for Day 1. Safe web surfing video. Small group discussion on how to make oneself safer digitally.
- Presenting for Day 1. Teacher lecture on digital safety using Google Slide presentation including terms.
- Creating for Day 1. Students complete digital safety scavenger hunt.
- Assessing for Day 1. Participation in class activities. Scavenger hunt handed in.
- Instructional materials for Day 1. Google Slideshow. Scavenger hunt on Google Classroom.

- Debating for Day 2. Phishing video. Class discussion on what students have seen in their real lives that looks like phishing.
- Presenting for Day 2. Teacher show phishing examples and what to look for on Google Slide presentation.
- Creating for Day 2. Complete phishing handout in pairs.
- Assessing for Day 2. Participation in classroom activities. Phishing handout completed.
- Instructional materials for Day 2. Google slideshow. Phishing handout.

Product 3. Mock social networking lesson.

Goals. The goal of this unit is to introduce students to digital life regarding social media use so they can make responsible decisions and recognize and solve problems within the media landscape.

Objectives. After completing the social networking lesson, students will be able to accomplish the following:

1. Students will identify netiquette and digital safety guidelines that can be used while social networking.
2. Students will apply knowledge from the netiquette and digital safety lessons.
3. Students will practice “mock” social networking on the Google Classroom homepage.

Standards covered. The 2018 AASL Include Standard, Create, “evaluates a variety of perspectives and represents diverse perspectives during learning activities” (p. 2). The 2018 ISTE standard, Global Collaborator, “includes students using digital tools to connect with

learners from a variety of backgrounds and cultures, engaging them in ways that broaden mutual understanding and learning” (para. 7).

Technology used. Students will use Google Classroom to complete the netiquette lesson. Relevant websites will be used that correspond with the lesson. At KMS High School there are Chromebooks that can be checked out for classroom use. Each student will have a Chromebook throughout the digital citizenship unit. Interactive whiteboards are available for teacher use to show video, slideshows, and show examples of what students need to be working on.

Methodology for analysis and evaluation. Following the six-step Bloom’s Taxonomy (Heick, 2018) structure (Appendix C), students will be led through teacher lecture and video for knowledge acquisition. Second, they will show understanding through classroom and small group discussion. Third, students will apply knowledge to actual situations by practicing social networking skills on the Google Classroom homepage. Fourth, students will analyze, synthesize, and evaluate what they have learned based on their response and others’ responses in the mock social networking exercise as well as reflection with the teacher and other students. The main task for the social networking lesson is for students to learn how to act responsibly when using digital media in their academic and personal lives.

Deliverables.

- Debating for Day 1. Social media video and class discussion.
- Presenting for Day 1. Netiquette and digital safety regarding social networking
Google Slide presentation and lecture. Terms discussed.
- Creating for Day 1. Practice social networking skills on Google Classroom homepage.

- Assessing for Day 1. Students will reflect about importance of using netiquette and digital safety guidelines while social networking. Students respond to comments on mock social networking page.
- Instructional materials for Day 1. Google Slideshow. Participation in classroom activities. Completing mock social networking activity.

Institutional Review Board Approval

The Institutional Review Board will not need to approve this project because it does not involve human subjects nor confidential information. No data will be collected for this portfolio.

Application of Products

The digital citizenship unit was first taught during the 2018-2019 school year when the seventh-grade media skills class began. This school year the unit was expanded upon by teaching the digital citizenship skills (see Appendix C) of digital access, communication, etiquette, literacy, health and wellness, commerce, law, security, and rights and responsibilities. Since the topic of digital citizenship and the lessons contained within it are ever changing, this unit will need to be continually updated. This seventh-grade media skills course is one trimester in length. The digital citizenship unit will last two weeks with the netiquette lesson lasting two days, digital safety lesson lasting two days, and the social networking lesson lasting one day.

Timeline

- September 2019

Culminating project committee members agree to participate

Complete Chapter I to III on master's portfolio

➤ December 2019

Culminating project preliminary meeting with committee members

➤ January 2020

Revise portfolio based on committee's feedback

➤ February 2020

Complete portfolio projects

Apply for graduation

➤ March 2020

Final meeting with committee members about culminating project

➤ April 2020

Make revisions based on the committee's feedback

➤ May 2020

Graduation

Summary

In this chapter, an outline of the three components that were created for this portfolio have been presented. These three lessons will be included within the digital citizenship unit in a seventh-grade media skills course.

Chapter IV contains the products to be produced for the digital citizenship unit incorporating theories and best practices around digital citizenship skills. Chapter V is a reflection on the usefulness of the products produced as they relate to others in the field of librarianship and recommendations for additional research, products or changes as needed.

Chapter IV: Projects

Introduction

Seventh-Grade Skills is divided into three trimesters. Half of each trimester contains media lessons given by the media specialist and the other half of each trimester contains social and emotional education by the school counselor. Each trimester includes approximate timeframes, student objectives, AASL Library Standards, ISTE Standards for Students 21st Century Standards, lessons, additional resources, technology needed, and assessment options. Live links to Google Slides and Google Docs are included.

The Seventh-Grade Skills syllabus (Walsh, 2019) explained this course in the following way:

Seventh-Grade Skills students will learn and understand the basic skills necessary to find usable and accurate information in the media center as well as from other sources such as other library systems, the internet, and complex texts. Students will be introduced to Google Classroom, library organization, bibliographies, digital citizenship, digital storytelling, social-emotional learning, and executive function. (p. 1)

Complete Description of Products

Digital Citizenship Unit: Ten class periods in length/50-minute class periods

Netiquette Lesson: Two class periods in length

Digital Safety Lesson: Two class periods in length

Social Networking Lesson: One class period in length

Netiquette Lesson	Grade Level: 7	Trimester: 1, 2, 3
Approximate Timeframe: 2 days of 50-minute class periods		
Skills:		
Students will...		
<ul style="list-style-type: none">Identify the ten components of netiquette.Apply knowledge learned in hands on netiquette activities to make proper decisions online.		
AASL Library Content Standard(s):	Lessons:	
Inquire.Think.2	Google Slideshow – Netiquette Presentation	
ISTE Standards for Students 21st Century Standard(s):	Additional Resources:	
1a.	Real-life Scenarios Handout (Day 1) Netiquette Handout (Day 2)	
Technology Needed:		
<ul style="list-style-type: none">Google ClassroomChromebooks for each student checked out from the media centerInteractive whiteboard for instructor presentation		
Assessment Options:		
<ul style="list-style-type: none">Students will be observed discussing netiquette rules in pairs (Day 1)Students will be observed discussing and filling out Real-life Scenarios Handout in small groups (Day 1)Students will hand in Real-life Scenarios Handout via Google Classroom (Day 1)Students will participate in classroom discussion based on netiquette rules video (Day 2)Students will fill out Netiquette Handout and physically turn in (Day 2)		

Digital Safety Lesson	Grade Level: 7	Trimester: 1, 2, 3
Approximate Timeframe: 2 days of 50-minute class periods		
Skills:		
Students will...		
<ul style="list-style-type: none">Students will identify unsafe digital practicesStudents will apply knowledge learned in hands on digital safety activities.		
AASL Library Content Standard(s):	Lessons:	
Engage.Grow.3	Google Slideshow – Digital Safety Slideshow	
ISTE Standards for Students 21 st Century Standard(s):	Additional Resources:	
2b.	Scavenger Hunt (Day 1) Phishing Handout (Day 2)	
Technology Needed:		
<ul style="list-style-type: none">Google ClassroomChromebooks for each student checked out from the media centerInteractive whiteboard for instructor presentation		
Assessment Options:		
<ul style="list-style-type: none">Students will be observed discussing safe web surfing in small groups (Day 1)Students will complete digital safety scavenger hunt and hand in via Google Classroom (Day 1)Students will participate in classroom discussion based on phishing video (Day 2)Students are going to complete Phishing Handout and physically turn in (Day 2)		

Social Networking Lesson	Grade Level: 7	Trimester: 1, 2, 3
Approximate Timeframe: 1 day of 50-minute class period		
Skills:		
Students will... <ul style="list-style-type: none"> Identify netiquette and digital safety guidelines that can be used while social networking Apply knowledge from the netiquette and digital safety lessons Practice “mock” social networking on the Google Classroom homepage 		
AASL Library Content Standard(s):		Lessons:
Include.Create.2		Google Slideshow – Social Networking Slideshow
ISTE Standards for Students 21st Century Standard(s):		Additional Resources:
7a.		Digital Safety Issues on Social Media Handout
Technology Needed:		
<ul style="list-style-type: none"> Google Classroom Chromebooks for each student checked out from the media center Interactive whiteboard for instructor presentation 		
Assessment Options:		
<ul style="list-style-type: none"> Students will participate in classroom discussion based on netiquette and digital safety regarding social networking after viewing the Social Networking Slideshow Students will practice social networking skills on Google Classroom homepage. Students will complete Digital Safety Issues on Social Media Handout and hand in via Google Classroom 		

Chapter V: Reflection

Introduction

Digital citizenship includes 21st Century skills that should be taught within today's classrooms. It is relevant for seventh-grade students to learn about netiquette, digital safety, and social networking in a classroom within the digital citizenship unit taught by a media specialist. Digital media is always changing, and so these lessons will also need to change as new technology becomes available.

Process

In creating the curriculum for this portfolio several documents were used. The National School Library Standards Crosswalk with ISTE Standards for Students and Educators was used for including the AASL and ISTE standards. These lessons were personally written with some creative help from various lesson planning websites such as Common Sense Media and Netsmartz. These documents were fundamental in making sure that the lessons were set up in a consistent way that covered the standards.

This is my third year teaching in the Seventh-Grade Skills classroom with a focus on library organization, bibliography, digital citizenship, and digital storytelling. For seven years prior, I taught a media course and taught similar lessons. I decided to work on improving my digital citizenship unit for the purposes of this portfolio. All these materials will be used within the Seventh-Grade Skills classroom. The ISTE standards were used to help create these lessons so that the proper forms of technology were used within the lessons. The AASL standards of inquire, include, collaborate, curate, explore, and engage were used so lessons to guide my lesson decision and develop digital citizenship competencies.

These modules can be implemented within the two weeklong digital citizenship unit and will be support material for three of the eight lessons within the unit. With the completion of these lessons, students will practice the digital citizenship skills of netiquette, digital safety, and social networking to evaluate and communicate digital information.

Implementation

I began writing the curriculum in the fall of 2017 and have been working as KMS' K-12 media specialist for 12 years. I have taught digital citizenship lessons to seventh-grade students for ten years. These topics have been taught with the Seventh-Grade Skills and Media 7 courses, but not necessarily the lessons that I have created for this course. My goal is to implement these lessons in the digital citizenship unit in Seventh-Grade Skills spring trimester 2020.

Netiquette lesson. Give netiquette Slideshow Presentation Day 1. This includes watching the netiquette video titled "A General Guide to Netiquette". This video gives the definition of netiquette and explains the guidelines for working online politely. Students will participate in a partner discussion about these netiquette rules. Definitions that the students will find necessary for the lesson will be presented. Scenarios will be given for classroom discussion, and the acronym THINK before you post will be talked about in class. Participation in class activities and discussions will be assessed. Give netiquette slideshow presentation Day 2. This includes watching the netiquette video titled "Core Rules of Netiquette" and discussing as a class the importance of each rule. Students will fill out the worksheet that corresponds with the website. The worksheets and discussion will be assessed.

Digital safety lesson. Give digital security slideshow presentation Day 1. This includes watching the cyber safety video titled "Garfield's Cyber Safety Adventures." This video explains

digital security guidelines and why they are important. Definitions that the students will find necessary for the lesson will be discussed and a list of digital safety rules will be listed and presented. Students will then look up definitions of digital security terms by participating in a scavenger hunt by copying and pasting definitions and online addresses as well as corresponding pictures for the term and the online address for each term. This exercise will help students become more familiar with digital safety terms and give students additional practice looking up items online. Scavenger hunt and class discussion will be assessed. Give digital security slideshow presentation Day 2. This includes discussing phishing scams and what to look for, and what to do if a person suspects phishing. Students will go through a phishing handout together in pairs. The handout and class discussion will be assessed.

Social networking lesson. Show social media video “Teen Voices: Oversharing and Your Digital Footprint” in social networking slideshow and discuss as a class. Definitions that the students will find necessary for the lesson will be discussed and social networking rules will be presented. Students will then go to the homepage of the Seventh-Grade Skills Google Classroom to read through made up Facebook postings. Students will respond to five of the postings using netiquette rules they have learned previously. They will also need to find five digital safety issues within the postings and enter them into the Google Classroom assignment entitled Digital Safety Issues on Facebook where they will list what is unsafe about the posting and how it could be changed to not be a threat to digital security. Students will reflect on the importance of using netiquette and digital safety guidelines while social networking. Students comments on the mock social networking site will be assessed.

Technology that is integrated into the Seventh-Grade Skills lessons may change as access to technologies continues to change. Currently we have two mobile labs of Chromebooks on carts with 30 devices each. Many classrooms also have classroom sets of 20 Chromebooks. Although KMS is not a 1:1 device school, the number of Chromebooks has to be close to the number of Chromebooks in the Grades 7-12 building. Most lessons I create for Seventh-Grade Skills will be done using Chromebooks.

These lessons need to be continuously revised as digital media is a constantly evolving medium. Each slideshow, lesson, and handout for this junior high unit is accessible by Google Classroom. The instructor should continue to update the due dates and relevant information each trimester within Google Classroom.

Reflection

These three digital citizenship lessons were written by me, but my St. Cloud State University advisor provided direction. I used Common Sense Media and Netsmartz as guidance when creating these lessons. At KMS, elementary students get technology instruction once per week for 30 minutes and take Seventh-Grade Skills in seventh grade for one trimester. In Grades 9-12, KMS students can choose to take business and technology classes as electives. Therefore it is imperative that Seventh-Grade Skills teaches digital citizenship so these students are sure to be instructed on these important topics.

Even though these digital citizenship lessons were created specifically for KMS' Seventh-Grade Skills class, they could be used in any junior high media course. Lessons and resources are available by live link to my Google Classroom Google Slide or Google Doc so will be continuously revised.

Digital citizenship is a relevant topic in today's society. With dependence on digital media in today's education system, workplace, and personal life, individuals need to learn the basic guidelines for correct use now and in the future. Netiquette, digital safety, and social networking are 21st Century skills that students need to be taught about. Since digital media is ever changing, these lessons will also need to change, but are a valid starting point for the junior high classroom.

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Appendix A: Digital Citizenship



Source: http://digitalcitizenship.net/Nine_Elements.html

Appendix B: National School Library Standards Crosswalk with ISED Standard for Students and Educators



SHARED FOUNDATION I. Inquire			KEY COMMITMENT: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.
DOMAIN	NATIONAL SCHOOL LIBRARY STANDARDS	ISTE STANDARDS	
A. THINK	LEARNER Competencies Learners display curiosity and initiative by: 1. Formulating questions about a personal interest or a curricular topic. 2. Recalling prior and background knowledge as context for new meaning.	1. ISTE for Students: Empowered Learner 1a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. 3. ISTE for Students: Knowledge Constructor 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. 3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. 3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	
	SCHOOL LIBRARIAN Competencies School librarians teach learners to display curiosity and initiative when seeking information by: 1. Encouraging learners to formulate questions about a personal interest or a curricular topic. 2. Activating learners' prior and background knowledge as context for constructing new meaning.	6. ISTE for Educators: Facilitator 6a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings. 6c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems. 6d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.	
	SCHOOL LIBRARY Alignments The school library enables curiosity and initiative by: 1. Embedding the inquiry process within grade bands and within disciplines. 2. Using a systematic instructional-development and information-search process in working with other educators to improve integration of the process into curriculum.		
B. CREATE	LEARNER Competencies Learners engage with new knowledge by following a process that includes: 1. Using evidence to investigate questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Generating products that illustrate learning.	4. ISTE for Students: Innovative Designer 4a. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.	
	SCHOOL LIBRARIAN Competencies School librarians promote new knowledge generation by: 1. Ensuring that learners probe possible answers to questions. 2. Devising and implementing a plan to fill knowledge gaps. 3. Facilitating the development of products that illustrate learning.	6. ISTE for Educators: Facilitator 6a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings. 6c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems. 7. ISTE for Educators: Analyst 7a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology. 7c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.	
	SCHOOL LIBRARY Alignments The school library enables generation of new knowledge by: 1. Providing experiences with and access to resources, information, ideas, and technology for all learners in the school community. 2. Supporting flexible scheduling to provide learner and educator access to staff and resources at the point of need.	6. ISTE for Educators: Facilitator 6c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.	
C. SHARE	LEARNER Competencies Learners adapt, communicate, and exchange learning products with others in a cycle that includes: 1. Interacting with content presented by others. 2. Providing constructive feedback. 3. Acting on feedback to improve. 4. Sharing products with an authentic audience.	1. ISTE for Students: Empowered Learner 1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	
	SCHOOL LIBRARIAN Competencies School librarians guide learners to maintain focus throughout the inquiry process by: 1. Assisting in assessing the inquiry-based research process. 2. Providing opportunities for learners to share learning products and reflect on the learning process with others.	7. ISTE for Educators: Analyst 7a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology. 7c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.	
	SCHOOL LIBRARY Alignments The school library provides learners opportunities to maintain focus throughout the inquiry process by: 1. Creating and maintaining a teaching and learning environment that is inviting, safe, adaptable, and conducive to learning. 2. Enabling equitable physical and intellectual access by providing barrier-free, universally designed environments. 3. Engaging with measurable learner outcomes and with data sources to improve resources, instruction, and services.		
D. GROW	LEARNER Competencies Learners participate in an ongoing inquiry-based process by: 1. Continually seeking knowledge. 2. Engaging in sustained inquiry. 3. Enriching new understanding through real-world connections. 4. Using reflection to guide informed decisions.	3. ISTE for Students: Knowledge Constructor 3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	
	SCHOOL LIBRARIAN Competencies School librarians implement and model an inquiry-based process by: 1. Leading learners and staff through the research process. 2. Constructing tasks focused on learners' individual areas of interest. 3. Enabling learners to seek knowledge, create new knowledge, and make real-world connections for lifelong learning.	6. ISTE for Educators: Facilitator 6a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings. 6c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems. 3. ISTE for Educators: Citizen 3a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community. 3b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency. 7. ISTE for Educators: Analyst 7c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.	
	SCHOOL LIBRARY Alignments The school library ensures an inquiry-based process for learners by: 1. Establishing and supporting a learning environment that builds critical-thinking and inquiry dispositions for all learners. 2. Reinforcing the role of the school library, information, and technology resources in maximizing learning and institutional effectiveness.	7. ISTE for Educators: Analyst 7a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.	

National School Library Standards *crosswalk with* ISTE Standards for Students and Educators



SHARED FOUNDATION II. Include			KEY COMMITMENT: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.
DOMAIN	NATIONAL SCHOOL LIBRARY STANDARDS	ISTE STANDARDS	
A. THINK 	LEARNER Competencies Learners contribute a balanced perspective when participating in a learning community by: 1. Articulating an awareness of the contributions of a range of learners. 2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. 3. Describing their understanding of cultural relevancy and placement within the global learning community.		
	SCHOOL LIBRARIAN Competencies School librarians direct learners to contribute a balanced perspective when participating in a learning community by: 1. Engaging learners to articulate an awareness of the contributions of a range of learners. 2. Guiding learners as they adopt a discerning stance toward points of view and opinions expressed in information resources and learning products. 3. Differentiating instruction to support learners' understanding of cultural relevancy and placement within the global learning community.		
	SCHOOL LIBRARY Alignments The school library supports balanced perspectives through resources and learning opportunities by: 1. Providing challenging and authentic opportunities that address the needs of the broad range of learners. 2. Offering diverse learning experiences that allow for individual differences in learners. 3. Providing a comprehensive variety of resources.	5. ISTE for Educators: Designer 5a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.	
B. CREATE 	LEARNER Competencies Learners adjust their awareness of the global learning community by: 1. Interacting with learners who reflect a range of perspectives. 2. Evaluating a variety of perspectives during learning activities. 3. Representing diverse perspectives during learning activities.	1. ISTE for Students: Empowered Learner 1b. Students build networks and customize their learning environments in ways that support the learning process. 7. ISTE for Students: Global Collaborator 7a. Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging them in ways that broaden mutual understanding and learning. 7d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.	
	SCHOOL LIBRARIAN Competencies School librarians establish opportunities for learners to adjust their awareness of the global learning community by: 1. Providing opportunities for learners to interact with others who reflect a range of perspectives. 2. Devising learning activities that require learners to evaluate a variety of perspectives. 3. Designing opportunities that help learners to illustrate diverse viewpoints.		
	SCHOOL LIBRARY Alignments The school library represents all members and their place in a global learning community by: 1. Establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities. 2. Organizing facilities to enhance the use of and ensure equitable access to information resources and services for all learners. 3. Featuring learning opportunities that include diverse viewpoints.		
C. SHARE 	LEARNER Competencies Learners exhibit empathy with and tolerance for diverse ideas by: 1. Engaging in informed conversation and active debate. 2. Contributing to discussions in which multiple viewpoints on a topic are expressed.	4. ISTE for Students: Innovative Designer 4d. Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.	
	SCHOOL LIBRARIAN Competencies School librarians facilitate experiences in which learners exhibit empathy and tolerance for diverse ideas by: 1. Giving learners opportunities to engage in informed conversation and active debate. 2. Guiding learners to contribute to discussions in which multiple viewpoints on a topic are expressed.	3. ISTE for Educators: Citizen 3a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.	
	SCHOOL LIBRARY Alignments The school library facilitates opportunities to experience diverse ideas by: 1. Implementing solutions that address physical, social, cultural, linguistic, and intellectual barriers to equitable access to resources and services. 2. Promoting the use of high-quality and high-interest literature in formats that reflect the diverse developmental, cultural, social, and linguistic needs of all learners and their communities. 3. Constructing a learning environment that fosters the sharing of a wide range of viewpoints and ideas.		
D. GROW 	LEARNER Competencies Learners demonstrate empathy and equity in knowledge building within the global learning community by: 1. Seeking interactions with a range of learners. 2. Demonstrating interest in other perspectives during learning activities. 3. Reflecting on their own place within the global learning community.	1. ISTE for Students: Empowered Learner 1b. Students build networks and customize their learning environments in ways that support the learning process.	
	SCHOOL LIBRARIAN Competencies School librarians explicitly lead learners to demonstrate empathy and equity in knowledge building within the global learning community by: 1. Creating an atmosphere in which learners feel empowered and interactions are learner-initiated. 2. Initiating opportunities that allow learners to demonstrate interest in other perspectives. 3. Showcasing learners' reflections on their place within the global learning community.		
	SCHOOL LIBRARY Alignments The school library builds empathy and equity within the global learning community by: 1. Ensuring that all learning needs are met through access to information and ideas located in a diverse collection of sufficient size for the learner population and supported by reliable hardware and software. 2. Enabling equitable access to learning opportunities, academic and social support, and other resources necessary for learners' success. 3. Clearly and frequently articulating the school library's impact when communicating with administration, faculty, staff, learners, parents, and the community.		

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National School Library Standards *crosswalk with* ISTE Standards for Students and Educators



SHARED FOUNDATION III. Collaborate			KEY COMMITMENT: Work effectively with others to broaden perspectives and work toward common goals.
DOMAIN	NATIONAL SCHOOL LIBRARY STANDARDS	ISTE STANDARDS	
A. THINK 	LEARNER Competencies Learners identify collaborative opportunities by: 1. Demonstrating their desire to broaden and deepen understandings. 2. Developing new understandings through engagement in a learning group. 3. Deciding to solve problems informed by group interaction.	7. ISTE for Students: Global Collaborator 7a. Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning. 7b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints. 7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. 7d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.	
	SCHOOL LIBRARIAN Competencies School librarians facilitate collaborative opportunities by: 1. Challenging learners to work with others to broaden and deepen understandings. 2. Scaffolding enactment of learning-group roles to enable the development of new understandings within a group. 3. Organizing learner groups for decision making and problem solving.	4. ISTE for Educators: Collaborator 4a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.	
	SCHOOL LIBRARY Alignments The school library facilitates opportunities to integrate collaborative and shared learning by: 1. Partnering with other educators to scaffold learning and organize learner groups to broaden and deepen understanding. 2. Leading inquiry-based learning opportunities that enhance the information, media, visual, and technical literacies of all members of the school community.	4. ISTE for Educators: Collaborator 4c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.	
B. CREATE 	LEARNER Competencies Learners participate in personal, social, and intellectual networks by: 1. Using a variety of communication tools and resources. 2. Establishing connections with other learners to build on their own prior knowledge and create new knowledge.	1. ISTE for Students: Empowered Learner 1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. 6. ISTE for Students: Creative Communicator 6a. Students chose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. 7. ISTE for Students: Global Collaborator 7b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.	
	SCHOOL LIBRARIAN Competencies School librarians demonstrate the importance of personal, social, and intellectual networks by: 1. Modeling the use of a variety of communication tools and resources. 2. Cultivating networks that allow learners to build on their own prior knowledge and create new knowledge.	4. ISTE for Educators: Collaborator 4b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues. 4c. Use collaborative tools to expand students' authentic, real-world learning experiences by engage in virtually with experts, teams and students, locally and globally.	
	SCHOOL LIBRARY Alignments The school library policies ensure that school librarians are active participants in development, evaluation, and improvement of instructional and program resources with the school librarian by: 1. Consistently engaging with the school community to ensure that the school library resources, services, and standards align with the school's mission. 2. Participating in district, building, and department or grade-level curriculum development and assessment on a regular basis. 3. Including the school community in the development of school library policies and procedures.	7. ISTE for Educators: Facilitator 7a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology. 7b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction. 7c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.	
C. SHARE 	LEARNER Competencies Learners work productively with others to solve problems by: 1. Soliciting and responding to feedback from others. 2. Involving diverse perspectives in their own inquiry processes.	1. ISTE for Students: Empowered Learner 1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. 7. ISTE for Students: Global Collaborator 7a. Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning. 7b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints. 7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. 7d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.	
	SCHOOL LIBRARIAN Competencies School librarians promote working productively with others to solve problems by: 1. Demonstrating how to solicit and respond to feedback from others. 2. Advocating and modeling respect for diverse perspectives to guide the inquiry process.		
	SCHOOL LIBRARY Alignments The school library provides opportunities for school librarians to connect and work with the learning community by: 1. Facilitating diverse social and intellectual learner networks. 2. Designing and leading professional development opportunities that reinforce the impact of the school library's resources, services, and programming on learners' academic learning and educators' effectiveness. 3. Promoting and modeling the importance of information-use skills by publicizing to learners, staff and the community available services and resources; serving on school and district-wide committees; and engaging in community and professional activities.		
D. GROW 	LEARNER Competencies Learners actively participate with others in learning situations by: 1. Actively contributing to group discussions. 2. Recognizing learning as a social responsibility.	1. ISTE for Students: Empowered Learner 1b. Students build networks and customize their learning environments in ways that support the learning process. 7. ISTE for Students: Global Collaborator 7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.	
	SCHOOL LIBRARIAN Competencies School librarians foster active participation in learning situations by: 1. Stimulating learners to actively contribute to group discussions. 2. Creating a learning environment in which learners understand that learning is a social responsibility.	4. ISTE for Educators: Collaborator 4d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.	
	SCHOOL LIBRARY Alignments The school library supports active learner participation by: 1. Creating and maintaining a learning environment that supports and stimulates discussion from all members of the school community. 2. Demonstrating and reinforcing the idea that information is a shared resource.		

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National School Library Standards *crosswalk with* ISTE Standards for Students and Educators



SHARED FOUNDATION IV. Curate			KEY COMMITMENT: Make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.
DOMAIN	NATIONAL SCHOOL LIBRARY STANDARDS	ISTE STANDARDS	
A. THINK	LEARNER Competencies Learners act on an information need by: 1. Determining the need to gather information. 2. Identifying possible sources of information. 3. Making critical choices about information sources to use.	3. ISTE for Students: Knowledge Constructor 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	
	SCHOOL LIBRARIAN Competencies School librarians challenge learners to act on an information need by: 1. Modeling the response to a need to gather and organize information. 2. Designing opportunities for learners to explore possible information sources. 3. Guiding learners to make critical choices about information sources to use.		
	SCHOOL LIBRARY Alignments The school library provides problem-based learning experiences and environments by: 1. Using resources and technology to foster inquiry and scaffold mastery of skills necessary for learning to progress. 2. Adopting a dynamic collection-development plan to ensure that adequate resources reflect current and in-depth knowledge. 3. Focusing on the effective use of a wide range of resources to foster information skills appropriate to content areas.		
B. CREATE	LEARNER Competencies Learners gather information appropriate to the task by: 1. Seeking a variety of sources. 2. Collecting information representing diverse perspectives. 3. Systematically questioning and assessing the validity and accuracy of information. 4. Organizing information by priority, topic, or other systematic scheme.	6. ISTE for Students: Creative Communicator 6a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. 6b. Students create original works or responsibly repurpose or remix digital resources into new creations. 6c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. 6d. Students publish or present content that customizes the message and medium for their intended audiences.	
	SCHOOL LIBRARIAN Competencies School librarians promote information gathering appropriate to the task by: 1. Sharing a variety of sources. 2. Encouraging the use of information representing diverse perspectives. 3. Fostering the questioning and assessing of validity and accuracy of information. 4. Providing tools and strategies to organize information by priority, topic, or other systematic scheme.		
	SCHOOL LIBRARY Alignments The school library promotes selection of appropriate resources and tools for information use by: 1. Demonstrating and documenting how resources and technology are used to address information needs. 2. Providing opportunities for all members of the school community to develop information and technology skills needed to promote the transfer of information-related problem-solving strategies across all disciplines. 3. Employing a dynamic collection policy that includes selection and retention criteria for all materials within the collection. 4. Implementing an administratively approved and endorsed policy that clearly addresses procedures for handling material challenges. 5. Designing and providing adequate, appropriate space for library resources, services and activities.		
C. SHARE	LEARNER Competencies Learners exchange information resources within and beyond their learning community by: 1. Accessing and evaluating collaboratively constructed information sites. 2. Contributing to collaboratively constructed information sites by ethically using and reproducing others' work. 3. Joining with others to compare and contrast information derived from collaboratively constructed information sites.	2. ISTE for Students: Digital Citizen 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. 6. ISTE for Students: Creative Communicator 6a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. 6b. Students create original works or responsibly repurpose or remix digital resources into new creations. 6c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. 6d. Students publish or present content that customizes the message and medium for their intended audiences.	
	SCHOOL LIBRARIAN Competencies School librarians contribute to and guide information resource exchange within and beyond the school learning community by: 1. Facilitating opportunities to access and evaluate collaboratively constructed information sites. 2. Devising pathways for learners to contribute to collaboratively constructed information sites by ethically using and reproducing others' work. 3. Directing learners to join others to compare and contrast information derived from collaboratively constructed information sites.		
	SCHOOL LIBRARY Alignments The school library facilitates the contribution and exchange of information within and among learning communities by: 1. Providing an environment in which resources that support the school's curriculum and learning goals can be collaboratively selected and developed. 2. Including and tracking collection materials in a system that uses standardized approaches to description and location. 3. Establishing policies that promote effective acquisition, description, circulation, sharing, and access to resources within and beyond the school day. 4. Maintaining procedures that ensure user confidentiality and promote unimpeded access to materials by staff members and learners.		
D. GROW	LEARNER Competencies Learners select and organize information for a variety of audiences by: 1. Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. 2. Integrating and depicting in a conceptual knowledge network their understanding gained from resources. 3. Openly communicating curation processes for others to use, interpret, and validate.	4. ISTE for Students: Innovative Designer 4c. Students develop, test and refine prototypes as part of a cyclical design process. 5. ISTE for Students: Computational Thinker 5b. Students collect or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.	
	SCHOOL LIBRARIAN Competencies School librarians show learners how to select and organize information for a variety of audiences by: 1. Engaging learners in ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. 2. Formulating tasks that help learners to integrate and depict in a conceptual knowledge network learners' understanding gained from resources. 3. Making opportunities for learners to openly communicate curation processes for others to use, interpret, and validate.		
	SCHOOL LIBRARY Alignments The school library engages the learning community in exploring resources by: 1. Describing, organizing, and promoting the collection for maximum and effective uses for multiple learning applications. 2. Maintaining a collection of sufficient breadth and currency to be pertinent to the school's program of studies. 3. Supporting access through a schedule that allows use by learners and staff at time of need. 4. Using local and external data to inform ongoing adjustments to the scope of the resource collection, and its audiences, formats, and applications.		

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National School Library Standards *crosswalk with* ISTE Standards for Students and Educators



SHARED FOUNDATION V. Explore			KEY COMMITMENT: Discover and innovate in a growth mindset developed through experience and reflection.	
DOMAIN	NATIONAL SCHOOL LIBRARY STANDARDS		ISTE STANDARDS	
A. THINK 	LEARNER Competencies	Learners develop and satisfy personal curiosity by: 1. Reading widely and deeply in multiple formats and write and create for a variety of purposes. 2. Reflecting and questioning assumptions and possible misconceptions. 3. Engaging in inquiry-based processes for personal growth.	3. ISTE for Students: Knowledge Constructor 3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	
	SCHOOL LIBRARIAN Competencies	School librarians foster learners' personal curiosity by: 1. Encouraging learners to read widely and deeply in multiple formats and write and create for a variety of purposes. 2. Challenging learners to reflect and question assumptions and possible misconceptions. 3. Enabling learners by helping them develop inquiry-based processes for personal growth.	6. ISTE for Students: Creative Communicator 6c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.	
	SCHOOL LIBRARY Alignments	The school library supports learners' personal curiosity by: 1. Providing resources and strategies for inquiry-based processes. 2. Fostering opportunities for learners to demonstrate personal curiosity and creation of knowledge through engaging with a wide variety of resources and technology.		
B. CREATE 	LEARNER Competencies	Learners construct new knowledge by: 1. Problem solving through cycles of design, implementation, and reflection. 2. Persisting through self-directed pursuits by tinkering and making.	4. ISTE for Students: Innovative Designer 4b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. 5. ISTE for Students: Computational Thinker 5c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem solving.	
	SCHOOL LIBRARIAN Competencies	School librarians stimulate learners to construct new knowledge by: 1. Teaching problem solving through cycles of design, implementation, and reflection. 2. Ensuring that multiple learning activities can occur in both physical and virtual spaces. 3. Modeling persistence through self-directed tinkering and making.	6. ISTE for Educators: Facilitator 6c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.	
	SCHOOL LIBRARY Alignments	The school library facilitates construction of new knowledge by: 1. Implementing technology as a tool or resource for learning. 2. Ensuring that multiple learning activities can occur in both physical and virtual spaces. 3. Establishing and maintaining a learning environment conducive to independent and collaborative exploration and problem solving.	2. ISTE for Educators: Leader 2b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.	
C. SHARE 	LEARNER Competencies	Learners engage with the learning community by: 1. Expressing curiosity about a topic of personal interest or curricular relevance. 2. Co-constructing innovative means of investigation. 3. Collaboratively identifying innovative solutions to a challenge or problem.	7. ISTE for Students: Global Collaborator 7b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints. 7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. 7d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.	
	SCHOOL LIBRARIAN Competencies	School librarians prepare learners to engage with the learning community by: 1. Providing strategies for acting on curiosity about a topic of personal interest or curricular relevance. 2. Assisting learners to co-construct innovative means of investigation. 3. Structuring activities for learners to collaboratively identify innovative solutions to a challenge or problem.		
	SCHOOL LIBRARY Alignments	The school library prepares learners to engage with a larger learning community by: 1. Modeling and promoting the use of personal and professional learning networks. 2. Encouraging families and other members of the community to participate in school library activities. 3. Building and advocating for strong relationships with stakeholders who recognize and support an effective school library.	2. ISTE for Educators: Leader 2c. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.	
D. GROW 	LEARNER Competencies	Learners develop through experience and reflection by: 1. Iteratively responding to challenges. 2. Recognizing capabilities and skills that can be developed, improved, and expanded. 3. Open-mindedly accepting feedback for positive and constructive growth.	1. ISTE for Students: Empowered Learner 1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. 7. ISTE for Students: Global Collaborator 7b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints. 7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. 7d. Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.	
	SCHOOL LIBRARIAN Competencies	School librarians help learners develop through experiences and reflection by: 1. Scaffolding iterative challenge-response processes. 2. Helping learners to recognize capabilities and skills that can be developed, improved, and expanded. 3. Fostering an atmosphere in which constructive feedback is openly accepted for positive growth.		
	SCHOOL LIBRARY Alignments	The school library assists in the growth and development of learners by: 1. Leading other educators and learners to embrace a growth mindset through lifelong learning. 2. Anticipating learners' needs and adapting the learning environment in accordance with evidence-based practices. 3. Embracing new skills, knowledge, and standards in the profession as they relate to teaching, learning, technology, and innovation.		

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National School Library Standards *crosswalk with* ISTE Standards for Students and Educators



SHARED FOUNDATION VI. Engage			KEY COMMITMENT: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.
DOMAIN	NATIONAL SCHOOL LIBRARY STANDARDS	ISTE STANDARDS	
A. THINK 	LEARNER Competencies Learners follow ethical and legal guidelines for gathering and using information by: 1. Responsibly applying information, technology, and media to learning. 2. Understanding the ethical use of information, technology, and media. 3. Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.	2. ISTE for Students: Digital Citizen 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	
	SCHOOL LIBRARIAN Competencies School librarians promote ethical and legal guidelines for gathering and using information by: 1. Directing learners to responsibly use information, technology, and media for learning, and modeling this responsible use. 2. Modeling the understanding of ethical use of information, technology, and media. 3. Teaching learners how and why to evaluate information for accuracy, validity, social and cultural context, and appropriateness for need.	3. ISTE for Educators: Citizen 3b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.	
	SCHOOL LIBRARY Alignments The school library serves as a context in which the school librarian ensures that the school community is aware of the guidelines for safe, ethical, and legal use of information by: 1. Educating the school community on the ethical use of information and the intellectual property of others. 2. Designing instruction and delivery of services that support equitable access to information in an efficient and ethical manner by all members of the school community. 3. Embedding legal-, ethical-, and social-responsibility concepts into the inquiry and information-seeking processes.		
B. CREATE 	LEARNER Competencies Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: 1. Ethically using and reproducing others' work. 2. Acknowledging authorship and demonstrating respect for the intellectual property of others. 3. Including elements in personal-knowledge products that allow others to credit content appropriately.	2. ISTE for Students: Digital Citizen 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	
	SCHOOL LIBRARIAN Competencies School librarians act as a resource for using valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by: 1. Showing a variety of strategies to ethically use and reproduce others' work and modeling this ethical use. 2. Requiring complete attribution to acknowledge authorship and demonstrate respect for the intellectual property of others. 3. Promoting the inclusion of elements in personal-knowledge products that allow others to credit content appropriately.	3. ISTE for Educators: Citizen 3a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.	
	SCHOOL LIBRARY Alignments The school library supports ethical processes for information seeking and use by: 1. Providing an environment in which all members of the school community can work together to develop, approve, and engage in clearly stated use policies to guide acceptable and ethical use of information, technology, and media. 2. Promoting the responsible use of ideas, information, media, and technology through compliance with copyright and intellectual-property policies developed by the school librarian in collaboration with all members of the school community.	3. ISTE for Educators: Citizen 3b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.	
C. SHARE 	LEARNER Competencies Learners responsibly, ethically, and legally share new information with a global community by: 1. Sharing information resources in accordance with modification, reuse, and remix policies. 2. Disseminating new knowledge through means appropriate for the intended audience.	2. ISTE for Students: Digital Citizen 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. 4. ISTE for Students: Creative Communicator 4d. Students publish or present content that customizes the message and medium for their intended audience.	
	SCHOOL LIBRARIAN Competencies School librarians promote the responsible, ethical, and legal sharing of new information with a global community by: 1. Imparting strategies for sharing information resources in accordance with modification, reuse, and remix policies. 2. Guiding the dissemination of new knowledge through means appropriate for the intended audience.	3. ISTE for Educators: Citizen 3c. Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.	
	SCHOOL LIBRARY Alignments The school library encourages participation in a diverse learning community to create and share information by: 1. Providing both online and physical spaces for the sharing and dissemination of ideas and information. 2. Providing a context in which the school librarian can model for learners, other educators, and administrators multiple strategies to locate, evaluate, and ethically use information for specific purposes.	5. ISTE for Educators: Designer 5c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.	
D. GROW 	LEARNER Competencies Learners engage with information to extend personal learning by: 1. Personalizing their use of information and information technologies. 2. Reflecting on the process of ethical generation of knowledge. 3. Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.	2. ISTE for Students: Digital Citizen 2a. Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. 2b. Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. 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.	
	SCHOOL LIBRARIAN Competencies School librarians support learners' engagement with information to extend personal learning by: 1. Structuring a learning environment for innovative use of information and information technologies. 2. Designing experiences that help learners communicate the value of the ethical creation of new knowledge and reflect on their process. 3. Championing and modeling safe, responsible, ethical, and legal information behaviors.	3. ISTE for Educators: Citizen 3c. Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property. 3d. Model and promote management of personal data and digital identity and protect student data privacy.	
	SCHOOL LIBRARY Alignments The school library supports individual responsibility for information use by: 1. Providing an environment in which the school librarian can effectively develop, direct, and promote resources, services, policies, procedures, and programming aligned with current standards, ethical codes, and principles of the education and information professions. 2. Providing an engaging learning environment that supports innovative and ethical use of information and information technologies.		

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Appendix C

Bloom's Taxonomy

