

Hello, and welcome to Digital Citizenship in the Intermediate Classroom. Thanks for taking the time to check out my work and I hope that you will find something of value here.

My name is Kris Sward and I have created this website to contain the work of my Master's degree project in Educational Leadership for Vancouver Island University.

The intent of this project was to help bring digital citizenship skills and practices into the classroom through the development of a series of lesson plans tied directly to the outcomes listed in the B.C. Ministry of Education's Digital Literacy Framework (n.d.). It would see the creation of this website that would become a resource hub containing lesson plans, activity ideas and links to valuable resources where further information on each topic could be found. With a notable increase in technology use in B.C. classrooms and the resulting need for lessons in the safe and responsible use of technology, this collection was meant to support and guide teachers in their own exploration of effective digital citizenship practices.

So let me take you step by step through my website and explain a bit about the process along the way.

The first thing you may notice is that the welcome page is a bit formal and stuffy. I apologize for that, but this is, after all, a submission to receive a master's degree, so a small amount of formality is required. I'll let you take the time to read through it, but generally it summarizes my studies over the last few months and notes that as technology use is increasing in the classroom, so too does the need for effective lessons on how to act safely and appropriately online. It talks briefly about some of the issues that are dealt with in the lesson plans contained within the site, like cyberbullying awareness and digital footprints, and notes that partial responsibility lies with

us, as educators, to make sure that our students develop responsible digital literacy skills in order to find success now and in the future.

Jumping to the next section, the ‘testing phase’ tab outlines my request for a peer review of my work between August 8th and 20th, 2014. I have sent the call out via Facebook, Twitter, emails and various Google + communities and am eagerly awaiting responses on how to improve my site, ideas for lesson plans or additional resources that can provide further support for teachers when using the site.

The ‘project’ tab outlines the plan for how I will go about creating the work for my master’s project and houses .pdf versions of each part of my project as they are developed and finalized. It also has a picture of a very snazzy looking pin. I hope to be receiving one of my very own in the very near future.

The ‘author’ tab gives you a bit of background information on me, the author, and includes a picture of one of my all-time favourite teacher gifts – an amazingly awesome picture of myself turned into a Wordle type image made using www.tagul.com. It’s always fun when your students follow you on your learning journey, and even more fantastic when they go above and beyond your expectations and find cool new tools for you to use. In this partial bio you can find out all about me and what I do, as well as how I now find myself at this point in my life (it’s been an interesting journey, for sure!).

The ‘Digital Literacy Framework’ tab provides information on the basis for this entire project – the Digital Literacy Framework drafted by the British Columbia Ministry of Education. This collection of proposed outcomes formed the foundation of my work and allowed me a curriculum to work from in developing my lesson plans. At this point it is in draft form, however

all of the outcomes are relevant in today's classroom and I see great value in the curriculum as it stands – thus the project I've just completed.

Obviously you've found the presentation tab because, well, you are watching it now, but this is just meant as a quick introduction to the site and a how-to guide to use it and find what you are looking for.

Which brings us to the meat and potatoes of this entire project. The Digital Literacy Framework is divided into 6 subsections, each of which has a tab here. You can see that it is split into 6 topics – Research and Information Literacy; Critical Thinking, Problem Solving, and Decision Making; Creativity and Innovation; Digital Citizenship; Communication and Collaboration; and Technology Operations and Concepts. Within each section, the framework is broken into further sub-sections. For instance, if you click on the Digital Citizenship tab, it is further broken down into ten sub-sub-sections: Internet Safety; Privacy and Security; Relationships and Communication; Cyberbullying; Digital Footprint and Reputation; Self-Image and Identity; Creative Credit and Copyright; Legal and Ethical Aspects; Balanced Attitude Toward Technology and Understanding and Awareness of the Role of Information Communication Technology in Society. Don't worry – not every section has that many topics included, in fact a number of them only have one sub-sub section.

You might notice, too, in these tabs that each outcome is referenced with a series of letters and numbers. This was my doing in order to organize my work and keep track of my progress while writing lesson plans. Basically, I took the first letter or letters of the topic, the letter of each sub-section and then numbered the outcomes in order. In this way I was able to reference the lesson plans back to the specific outcomes covered and generally keep my work in some semblance of

order. At the end of each outcome, there is also a grade range like 3-5 or 6-9 that was identified by the Ministry in the framework.

Included in each section are the proposed lesson plans that I created (all 60 of them) as well as links to additional resources that support lessons for that topic. There are numerous websites and resources to be found for all of the topics in the framework, and the ones collected here are just a start at developing a comprehensive collection. It would take weeks or even months to research and find every resource applicable to each topic, and with new ones created every day, a listing would be hard to maintain, so instead, I've included links that I've either used in the classroom, that I researched as part of this project, or that were sent to me via email, blogs that I read regularly or updates in the Google+ communities that I frequent. The lists are by no means comprehensive at this point, but they are a good start to find what you are looking for.

If you find a lesson plan topic that you are interested in, click on the icon to bring up the file. Each lesson plan follows the same template and includes a listing of the topic and subtopic that the lesson plan pertains to, the applicable grade range it is intended for, the outcome to be covered, the importance or significance of the lesson at hand, the duration of time it should take to implement the lesson, an overview of what will happen during the lesson, the lesson plan itself and any extension activities, adaptations for younger or older students, additional resources required and some cross-curricular objectives that could also be met in the implementation of the lesson plan.

By reading over the lesson plan teachers will be able to quickly gain an understanding of the format, the resources required, any necessary timelines or required accounts and the general knowledge students should get out of completing the lesson. In this way they will be able to quickly find lessons that suit their own needs and subject areas.

I've also included some of my coursework from the Online Learning and Teaching Diploma program that I recently completed through Vancouver Island University. A great example of this is under the Digital Citizenship tab in section A) Internet Safety. I've included my resource package submission which was my final project for OLTD506 and includes permission form samples as well as an e-incident response form drafted for my school district that provides a flowchart of steps to follow in the event of an online incident occurring. These extra resources are simply meant to further support teachers in the realm of digital literacy.

Each of these subsections also contain a subtab that will take readers to a blog area where they can leave comments and suggestions for further lesson plans or resource links. This is where the bulk of the feedback will be collected during the peer review process.

Finally, the References and Attributions tab will provide citations of where I got the pictures used on the site, and another link to the Ministry site that houses the Digital Literacy Framework.

And there you have it – my website that forms the basis of my Master's project work. Please take the time to look around, check into some of the lesson plans and click the links to the additional resources. If you have a resource idea or topic for a lesson plan, please feel to leave a comment on the corresponding blog page.

Upon reflection, I now see this website as simply a starting point on my own journey towards implementing effective digital citizenship practices in my classroom. There is definitely room for further study and development and there will always be new and engaging resources to link to, ideas to share and activities that will excite students and help them to build understanding

in this field. My hope now is that this starting point will engage other educators in the need for this line of instruction and assist them on their own journeys towards digital citizenship.

Again, thank you for taking the time to explore this site and for providing any constructive feedback that you could share. If you do find value in the resources or lesson plans contained here, please share the link with others who could also benefit from using the digital literacy lessons in their classrooms. Feel free to adapt or modify the lessons to suit your own needs and develop further practices that encourage safe and responsible technology uses in the classroom. Use this resource as a guide on your own journey towards digital citizenship.