

Beyond Internet Safety:

teaching kids to be good digital citizens

Frank Gallagher, Executive Director

Cable in the Classroom

February 7, 2013



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classroom**
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DIGITAL CITIZENSHIP

PROGRAMMING & RESOURCES

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A Thin Line from MTV
Check out resources on digital abuse, cyberbullying, sexting, and more.

Top Tweets

Top Resources

- about 3 days ago RT @discoveryed: We have a lot in store for Digital Learning Day! Check out the DEN blogs for details. #DLDay - <http://t.co/FVE95vkq>
- about 3 days ago MT @charactersunite: Today we launch #CharactersUnite Month! Join the movement! Share what you won't stand for. <http://t.co/wKNogRwD>
- about 5 days ago Seven Super Bowl Lesson Plans and Resources for the Classroom <http://t.co/qjUr2Nox> via @edutopia
- about 6 days ago Thanks for sharing - hope you join us! MT @enetco: ISTE Corporate Champion Cable in the Classroom Offers Webinar 2/7/13 <http://t.co/1MMB38L7>

Digital Citizenship

Teaching responsible media use



Teens, Kindness & Cruelty on Social Network Sites
A new research report on digital citizenship from Pew Internet and American Life Project, the Family Online Safety Institute and Cable in the Classroom.

Programming

Cable presents educational content



Disney Friends for Change: Project Green
This site lets kids pledge to make a difference through small projects and see progress other children are making around the world.

Broadband

Powering Education



Coaster Crafter: Build. Ride. Scream!
In this free, online game, students design exciting roller coasters while learning math and science concepts.



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Digital Citizenship is

- Safety & security
 - » Protect yourself & others
- Ethics & responsibility
 - » Respect yourself & others
- Digital media & information literacy
 - » Educate yourself & connect with others
 - » (Critical thinking)



Agenda

- Results of 2012 Parents Poll
 - » Harris Interactive
- Results of 2012 Educators
 - » Cable in the Classroom/ISTE
- Comments & implications
 - » Anne Collier
- Questions & answers



Housekeeping

- Except for presenters, everyone is muted
- Ask a question at any time
- Representative questions answered live
- All questions recorded & answered later
- Recording of webinar and all Q&A posted
 - » www.ciconline.org/2012survey



AHEAD OF WHAT'S NEXT.

Cable in the Classroom

Digital Citizenship Study

Field Dates: November 8 – 15, 2012

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Background and Objectives

- Cable in the Classroom (CIC) promotes the visionary, responsible and effective use of cable's broadband technology, services, and content in teaching and learning. CIC also advocates digital citizenship and supports the complimentary provision, by cable industry companies, of broadband and multichannel video services and educational content to the nation's schools.
- CIC has teamed up with Harris Interactive, a leading market research firm with over 25 years' experience studying issues surrounding youth and parenting, in conducting a survey of U.S. parents in order to better understand their views and knowledge concerning digital citizenship for themselves and their children.
- The study, called *Parent Views on Digital Citizenship*, examines such aspects of digital citizenship as internet safety and security, ethics and responsibility, and critical thinking

Methodology

- The *Parent Views on Digital Citizenship* survey was conducted online between November 8 – 15, 2012, among 999 U.S. parents of children 8 – 18 years old who are in grades 3 – 12.
- Sample was drawn from the Harris Poll Online (HPOL) panel.
- Figures for age, sex, geographic region, income and race were weighted were necessary to bring them into line with their actual proportion in the U.S. population. Propensity score weighting was also used to adjust for respondents' propensity to be online.
- All sample surveys and polls, whether or not they use probability sampling, are subject to multiple sources of error which are most often not possible to quantify or estimate, including sampling error, coverage error, error associated with nonresponse, error associated with question wording and response options, and post-survey weighting and adjustments. Therefore, Harris Interactive avoids the words “margin of error” as they are misleading. All that can be calculated are different possible sampling errors with different probabilities for pure, unweighted, random samples with 100% response rates. These are only theoretical because no published polls come close to this ideal.

Methodology

Notes on Reading the Results

- The percentage of respondents has been included for each question.
- An asterisk (*) or dash (-) represents a value of zero.
- Percentages may not always add up to 100% because of computer rounding or the acceptance of multiple answers for respondents answering that question.
- Data is tested at the 95% confidence level. Throughout this report, capital letters (A, B, C) indicate a statistically significant difference between the subgroups being analyzed, at the 95% confidence level.

Executive Summary

- Teaching their children to be good digital citizens is extremely important to parents – and most parents consider themselves knowledgeable about the three elements of digital citizenship.
 - However, there are considerable gaps between how important internet safety, online ethics and responsibility, and critical thinking are to parents and how knowledgeable they feel they are about them.
- Eight in ten parents would like to have **more information and guidance** about one or more of the elements of digital citizenship.
- Online websites and videos are the most common sources of information about digital citizenship. Government agencies become more common as sources of information, once the child enters grades 6 – 10.
- While a majority of parents believe that schools and law enforcement/government agencies have at least some responsibility for teaching children to be good digital citizens, they are much more likely to say that it is they themselves – the parents – who have the primary responsibility in this area.

Executive Summary

- Parents of elementary and middle school students are most concerned with their child learning the principles of internet safety and security, compared to other aspects of digital citizenship. Getting more information about online ethics and critical thinking becomes more important as the child approaches the middle grades (grades 6 – 10), but levels off as the child becomes a junior or senior in high school.
- The more active the parent is in terms of internet usage, the more important teaching the child to be a good digital citizen becomes.
- Parents who are more active on the internet are also more active when it comes to monitoring their child's online behaviors. Activity in monitoring online behaviors also increases by the number of children that the parent has in grades 3 – 12.
- Parents of elementary and middle school students are more likely than parents of high school students to believe that schools have a responsibility for teaching their children to be good digital citizens.

Nine in ten parents believe that it is important/very important that their child learns about the three elements of digital citizenship.

| Importance | Internet Safety and Security | Ethical and Responsible Online Behavior | Critical Thinking |
|------------------------|------------------------------|---|-------------------|
| Top 2 Box | 93% | 93% | 87% |
| - Very important | 71% | 67% | 59% |
| - Important | 22% | 26% | 28% |
| Bottom 2 Box | 7% | 7% | 13% |
| - Somewhat important | 6% | 6% | 11% |
| - Not at all important | 1% | 2% | 2% |

Base: All Qualified Respondents (N=999)

Q610 How important is it to you that your son/daughter learns about each of the following?

Their child’s learning about Internet safety and security is especially important for parents of children in grades 3 – 8 vs. those with children in grades 11 – 12. Moreover, ethical and responsible behavior is more important for parents of children in grades 9 – 10, compared to those in grades 11 – 12.

| % Saying “Very Important” | Child Grade | | | |
|---|----------------------------|----------------------------|-----------------------------|------------------------------|
| | A. Grades 3 – 5 (N=297) | B. Grades 6 – 8 (N=305) | C. Grades 9 – 10 (N=201) | D. Grades 11 – 12 (N=196) |
| Internet Safety and Security | 74% D | 75% D | 71% | 61% |
| Ethical and Responsible Online Behavior | 68% | 69% | 73%D | 57% |
| Critical Thinking | 59% | 57% | 67% | 54% |

Base: All Qualified Respondents

Q610 How important is it to you that your son/daughter learns about each of the following?

Parents who use the internet more are more likely to emphasize the importance of teaching their children about digital citizenship.

| % Saying "Very Important" | Parent Internet Usage | | |
|---|---|--|---|
| | A. Low (5 hours per week or less) (N=164) | B. Medium (6- 15 hours per week) (N=400) | C. Heavy (16+ hours per week) (N=435) |
| Internet Safety and Security | 60% | 73%A | 73%A |
| Ethical and Responsible Online Behavior | 55% | 68%A | 70%A |
| Critical Thinking | 50% | 56% | 65% A |

Base: All Qualified Respondents

Q610 How important is it to you that your son/daughter learns about each of the following?

Most parents consider themselves knowledgeable about the three elements of digital citizenship.

| Importance | Internet Safety and Security | Ethical and Responsible Online Behavior | Critical Thinking |
|----------------------------|------------------------------|---|-------------------|
| Top 2 Box | 80% | 86% | 81% |
| - Very knowledgeable | 38% | 43% | 36% |
| - Knowledgeable | 43% | 42% | 45% |
| Bottom 2 Box | 20% | 14% | 19% |
| - Somewhat knowledgeable | 18% | 12% | 16% |
| - Not at all knowledgeable | 2% | 2% | 3% |

Parents with high internet usage consider themselves more knowledgeable than those with low usage regarding ethical and responsible online behavior (49% vs. 32%) and critical thinking (41% vs. 25%).

Base: All Qualified Respondents (N=999)

Q620 How knowledgeable do you think you are when it comes to educating your son/daughter about each of the following?

There are noticeable gaps between how important the three elements of digital citizenship are to parents and how knowledgeable parents feel they are about teaching these elements to their children.

| Gap Between “Importance” and “Knowledge” | Internet Safety and Security | Ethical and Responsible Online Behavior | Critical Thinking |
|--|------------------------------|---|-------------------|
| % saying “Very Important” | 71% | 67% | 59% |
| % saying “Very knowledgeable” | 38% | 43% | 36% |
| Difference | +33 | +24 | +23 |

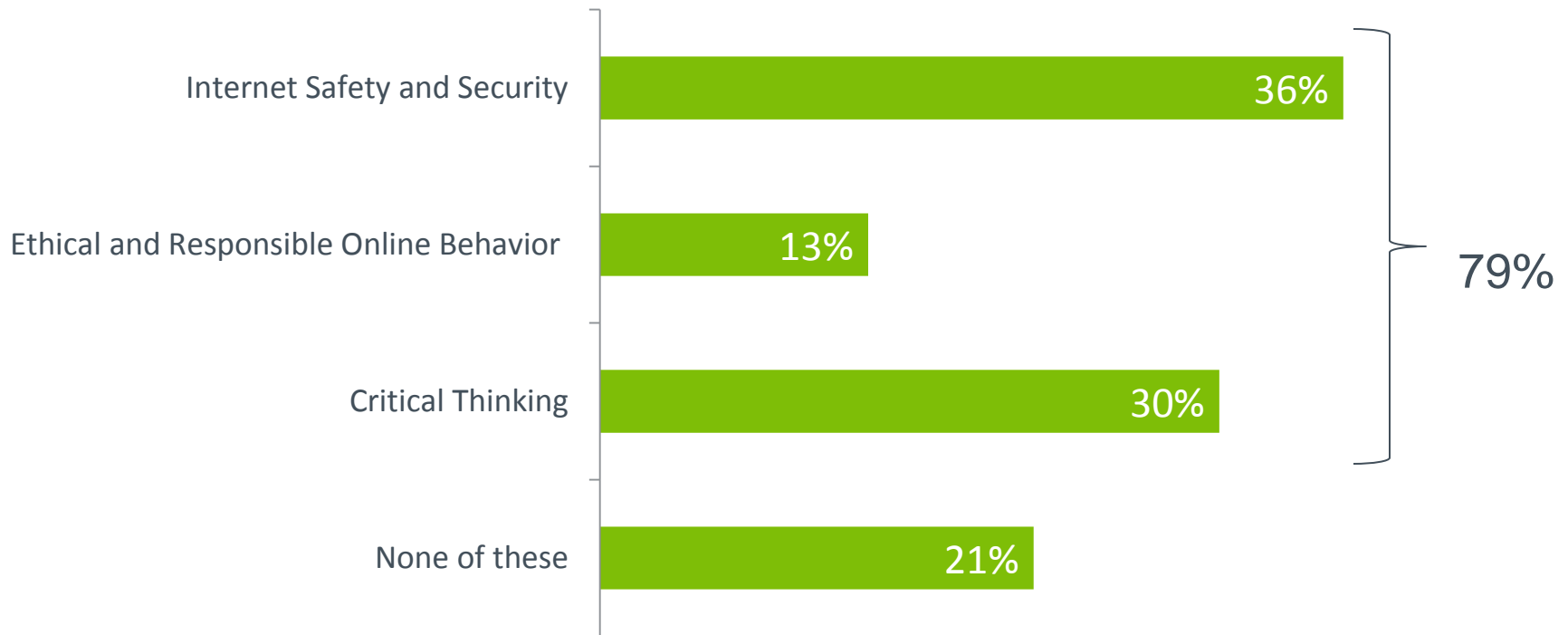
Base: All Qualified Respondents (N=999)

Q610 How important is it to you that you son/daughter learns about each of the following?

Q620 How knowledgeable do you think you are when it comes to educating your son/daughter about each of the following?

Eight in ten parents would like to have more information and guidance about the elements of digital citizenship – especially internet safety and security, and critical thinking.

Would like more information and guidance



Base: All Qualified Respondents (N=999)

Q630 As a parent of a son/daughter, in which of the following areas would you most like to have more information and guidance?

Please select one response **only**.

Getting more information about critical thinking is most desired for parents of children in grades 6 – 10.

| % Saying That They Would Like More Information | Child Grade Level | | | |
|--|----------------------------|----------------------------|-----------------------------|------------------------------|
| | A. Grades 3 – 5 (N=297) | B. Grades 6 – 8 (N=305) | C. Grades 9 – 10 (N=201) | D. Grades 11 – 12 (N=196) |
| Internet Safety and Security | 38% | 36% | 28% | 41% |
| Ethical and Responsible Online Behavior | 14% | 12% | 14% | 14% |
| Critical Thinking | 24% | 33%D | 44%AD | 18% |
| None of these | 24% | 18% | 14% | 28% C |

Base: All Qualified Respondents

Q630 As a parent of a son/daughter, in which of the following areas would you most like to have more information and guidance?

Please select one response **only**.

Parents take a wide range of actions when teaching their child good digital citizenship – including talking to the child, setting rules and expectations and monitoring activities. Compared to other items on the list provided, relatively few ask other parents or their child’s school for advice or information.

| Have done the following in teaching child good digital citizenship | % Yes |
|---|-------|
| Talked to my child about how to use Internet and digital devices | 74% |
| Monitored my child’s online activities | 69% |
| Set rules and expectations about my child’s internet behavior | 69% |
| Set limits on my child used of internet and digital devices | 60% |
| Used or installed software to limit, block or monitor child’s online activities | 30% |
| Asked other parents for advice or information | 11% |
| Asked my child’s school for advice or information | 9% |
| Church leaders/prayer | * |
| Something else | 1% |
| None of these | 8% |

Base: All Qualified Respondents (N=999)

Q640 Which of the following, if any, have you done to ensure your son/daughter learns to be a good digital citizen? In answering this question, please think of the various digital devices your child may use to communicate, such as a mobile phone, computer or video game computer. Please select **all** that apply.

The older the child, the less active the parent in teaching their child to be a good digital citizen.

| Actions Taken | Child Grade Level | | | |
|---|----------------------------|----------------------------|-----------------------------|------------------------------|
| | A. Grades 3 – 5 (N=297) | B. Grades 6 – 8 (N=305) | C. Grades 9 – 10 (N=201) | D. Grades 11 – 12 (N=196) |
| Talked to my child about how to use Internet and digital devices | 72% | 79% | 73% | 69% |
| Monitored my child's online activities | 81% CD | 74% D | 63% | 51% |
| Set rules and expectations about my child's internet behavior | 73% D | 72% D | 69% | 55% |
| Set limits on my child used of internet and digital devices | 80% BCD | 64% D | 54% D | 34% |
| Used or installed software to limit, block or monitor child's online activities | 36% D | 30% | 31% | 20% |
| Asked other parents for advice or information | 12% | 13% | 9% | 8% |
| Asked my child's school for advice or information | 10% | 8% | 12% | 7% |
| Church leader/prayer | - | - | - | 1% |
| Something else | 1% | - | - | 1% |
| None of these | 6% | 5% | 7% | 18% ABC |

Base: All Qualified Respondents

Q640 Which of the following, if any, have you done to ensure your son/daughter learns to be a good digital citizen? In answering this question, please think of the various digital devices your child may use to communicate, such as a mobile phone, computer or video game controller. Please select all that apply.

Parents who are more active on the internet are more active when it comes to guiding their child's online activities.

| Actions Taken | Parent Internet Usage | | |
|---|---|--|---|
| | A. Low (5 hours per week or less) (N=164) | B. Medium (6- 15 hours per week) (N=400) | C. Heavy (16+ hours per week) (N=435) |
| Talked to my child about how to use Internet and digital devices | 58% | 75% A | 78% A |
| Monitored my child's online activities | 62% | 69% | 72% |
| Set rules and expectations about my child's internet behavior | 54% | 74% A | 69% A |
| Set limits on my child used of internet and digital devices | 50% | 57% | 67% AB |
| Used or installed software to limit, block or monitor child's online activities | 22% | 32% | 31% |
| Asked other parents for advice or information | 11% | 10% | 12% |
| Asked my child's school for advice or information | 5% | 7% | 12% |
| Church leader/prayer | - | * | * |
| Something else | 2% | * | 1% |
| None of these | 18% BC | 7% | 6% |

Base: All Qualified Respondents

Q640 Which of the following, if any, have you done to ensure your son/daughter learns to be a good digital citizen? In answering this question, please think of the various digital devices your child may use to communicate, such as a mobile phone, computer or video game controller. Please select **all** that apply.

The more children parents have in school, the more active they are in helping their child learn to be a good digital citizen.

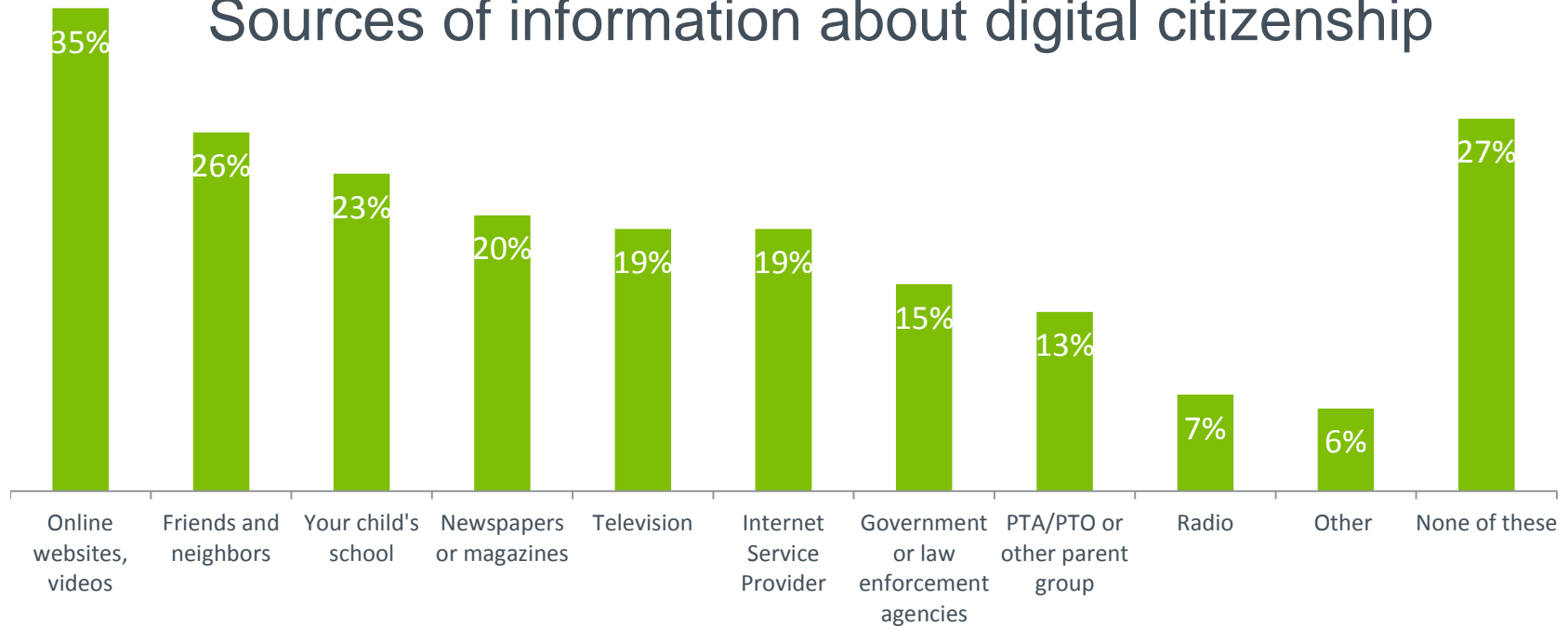
| Actions Taken | Number of Children in Grades 3 -12 | |
|---|------------------------------------|----------------|
| | A. One (N=569) | B. Two (N=430) |
| Talked to my child about how to use Internet and digital devices | 72% | 75% |
| Monitored my child's online activities | 66% | 73% |
| Set rules and expectations about my child's internet behavior | 68% | 70% |
| Set limits on my child used of internet and digital devices | 55% | 67% A |
| Used or installed software to limit, block or monitor child's online activities | 25% | 36% A |
| Asked other parents for advice or information | 8% | 14% A |
| Asked my child's school for advice or information | 6% | 12% A |
| Church leader/pray | * | * |
| Something else | 1% | 1% |
| None of these | 10% | 6% |

Base: All Qualified Respondents

Q640 Which of the following, if any, have you done to ensure your son/daughter learns to be a good digital citizen? In answering this question, please think of the various digital devices your child may use to communicate, such as a mobile phone, computer or video game controller. Please select **all** that apply.

Online websites and videos are the most common sources of information about digital citizenship.

Sources of information about digital citizenship



Base: All Qualified Respondents (N=999)
Q650 Where do you learn about digital citizenship? Please select all that apply.

Government agencies become significantly more common as a source of information about digital citizenship for parents of a child in grades 6 – 10.

| Sources of Information About Digital Citizenship | Child Grade Level | | | |
|--|----------------------------|----------------------------|-----------------------------|------------------------------|
| | A. Grades 3 – 5 (N=297) | B. Grades 6 – 8 (N=305) | C. Grades 9 – 10 (N=201) | D. Grades 11 – 12 (N=196) |
| Online websites, videos, etc. | 32% | 36% | 40% | 33% |
| Friends and Neighbors | 24% | 29% | 24% | 24% |
| Your child's school | 26% | 25% | 21% | 15% |
| Newspapers or magazines | 19% | 17% | 24% | 23% |
| Internet service provider | 22% B | 13% | 27% B | 17% |
| Television | 15% | 23% | 17% | 19% |
| Government or law enforcement agencies | 9% | 18%A | 24% AD | 12% |
| PTA/PTO or other parent group | 16% B | 9% | 15% | 13% |
| Radio | 5% | 10% | 6% | 8% |
| Other: Common Sense, Personal Experience, Workplace, Teacher, Family Members, IT Sources, Church, Library, College | 6% | 6% | 6% | 7% |
| None of these | 29% | 26% | 20% | 36% C |

Base: All Qualified Respondents
 Q650 Where do you learn about digital citizenship? Please select all that apply.

The more a parent uses the internet, the more prevalent online sources of information about digital citizenship become.

| Sources of Information About Digital Citizenship | Parent Internet Usage | | |
|--|---|--|---|
| | A. Low (5 hours per week or less) (N=164) | B. Medium (6- 15 hours per week) (N=400) | C. Heavy (16+ hours per week) (N=435) |
| Online websites, videos, etc. | 33% | 30% | 40% B |
| Friends and Neighbors | 33% B | 21% | 26% |
| Your child's school | 20% | 21% | 24% |
| Newspapers or magazines | 17% | 20% | 22% |
| Internet service provider | 12% | 15% | 25% AB |
| Television | 14% | 17% | 21% |
| Government or law enforcement agencies | 9% | 14% | 18% |
| PTA/PTO or other parent group | 8% | 10% | 17% |
| Radio | 2% | 5% | 11% AB |
| Other: Common sense, personal experience, Workplace, Teacher, Family members, IT Sources, Church, Library, College | 3% | 8% | 4% |
| None of these | 37% C | 28% | 23% |

Base: All Qualified Respondents
Q650 Where do you learn about digital citizenship? Please select **all** that apply.

While a majority of parents believe that schools and law enforcement/government agencies have at least some responsibility for teaching children to be good digital citizens, they are much more likely to believe that parents are the group that has responsibility for this area.

Who Has Responsibility for Teaching Children Digital Citizenship?

| Level of Responsibility | Parents/Guardians | Schools | Law Enforcement/ Other Government Agencies |
|-------------------------|-------------------|---------|--|
| A lot | 90% | 36% | 15% |
| Some | 7% | 53% | 48% |
| Very little | 2% | 7% | 26% |
| None | 1% | 4% | 12% |

Base: All Qualified Respondents (N=999)

Q660 How much responsibility do you think each of the following groups should have for teaching children to be good digital citizens?

Parents of children in elementary and middle school place more responsibility on schools to teach children to be good digital citizens than parents of high school students.

| % Saying "Some/A Lot" | Child Grade Level | | | |
|--|----------------------------|----------------------------|-----------------------------|------------------------------|
| | A. Grades 3 – 5 (N=297) | B. Grades 6 – 8 (N=305) | C. Grades 9 – 10 (N=201) | D. Grades 11 – 12 (N=196) |
| Parent/guardian | 100% CD | 98% | 95% | 94% |
| Schools | 90% D | 96% CD | 84% | 81% |
| Law enforcement agencies and other government agencies | 59% | 70% | 59% | 60% |

Base: All Qualified Respondents

Q660 How much responsibility do you think each of the following groups should have for teaching children to be good digital citizens?

Demographics

| Gender | | Ethnicity | |
|-----------------------------|------|--|-----|
| Male | 44% | White | 63% |
| Female | 56% | Black/African American | 10% |
| Age | | Hispanic | 22% |
| 18 – 29 | 6% | Asian/ Pacific Islander | 1% |
| 30 – 39 | 34% | Native American/ Alaska Native | 1% |
| 40 – 49 | 41% | Some Other Race | 1% |
| 50 – 59 | 15% | Decline to Answer | 1% |
| 60+ | 5% | Type of School Attended | |
| Mean | 42.5 | Public school or public charter school | 92% |
| Children in Grades 3 - 12 | | Private or parochial school | 8% |
| Elementary (Grades 3 – 5) | 30% | School Location | |
| Middle (Grades 6 – 8) | 31% | Urban or City | 28% |
| High School (Grades 9 – 12) | 41% | Suburban | 41% |
| | | Small Town or Rural | 31% |

Demographics

| Number of Children in Household | | Internet Usage | |
|---------------------------------|-----|-------------------------|-----|
| 1 | 48% | Light User (0- 5 Hours) | 16% |
| 2 | 39% | Medium User (6-15Hours) | 40% |
| 3 | 10% | Heavy User (22+ Hours) | 44% |
| 4 | 2% | Marital Status | |
| 5 | 1% | Never Married | 10% |
| 6 | * | Married or Civil Union | 74% |
| 7 | * | Divorced | 7% |
| Mean: | 1.7 | Separated | 2% |
| Region | | Widow/Widower | 2% |
| East | 20% | Living with Partner | 4% |
| Midwest | 23% | Employment | |
| South | 32% | Employed Full Time | 55% |
| West | 25% | Employed Part Time | 8% |
| | | Self-Employed | 7% |

Demographics

| Employment (continued) | | Education | |
|---|-----|--|-----|
| Not Employed, But Looking for Work | 6% | High School or Less (Net) | 29% |
| Not Employed, And Not Looking for Work | 1% | - Less Than High School | 1% |
| Retired | 3% | - Completed Some High School | 5% |
| Not Employed, Unable to Work Due to Disability or Illness | 5% | - Completed High School | 24% |
| Stay-at-home Partner/Spouse/Student | 16% | Job Specific Training Program after High School | 9% |
| Income | | Some College or College Degree (Net) | 50% |
| 0 - \$24,999 | 14% | - Some College, But No Degree | 20% |
| \$25,000 - \$34,999 | 8% | - Associate Degree | 10% |
| \$35,000 - \$49,999 | 14% | - College (such as B.A., B.S.) | 21% |
| \$50,000 - \$74,999 | 18% | Attended Graduate School or Graduate School Degree (Net) | 12% |
| \$75,000 - \$99,999 | 15% | - Some Graduate School, But No Degree | 3% |
| \$100,000 - \$149,999 | 21% | - Graduate Degree (such as MBA, MS, MD, PhD) | 9% |
| \$150,000+ | 5% | | |
| Decline to Answer | 5% | | |

Executive Summary

Cable in the Classroom Educator Survey

- A majority of educators think their schools or districts do not emphasize the elements of digital citizenship enough. Librarians and technology directors are noticeably more apt to believe this. Educators are also more likely to think it is not emphasized enough the higher the grade level (elementary, middle, high) that they teach.
- Responsibility for teaching digital citizenship is shared by many positions.
- Less than 40% feel very well prepared to teach digital citizenship. Librarians and tech directors (45% each) are more likely to feel very well prepared than are teachers (38%) or administrators (33%).

Executive Summary

Cable in the Classroom Educator Survey

- Educators feel they need more help with teaching ethics and responsibility (1.22 on a scale of 0 to 2) and digital literacy (1.17) than with Internet safety and security (1.04).
- Educators learn about media literacy from a wide variety of sources, from professional development (29%), workshops (56%), and ISTE (50%) to learning on their own (81%). We do not know their exact sources, nor do we know if the information and training they receive are accurate and reflect current knowledge and best practice.
- Curricula, lesson plans and teaching materials (3.85 on a scale of 1-5), as well as professional development (3.75) are most helpful to educators. Administrative support (3.34), legal clarity (3.49), and research (3.24) are less useful.



Educator Survey by Job

- June 2012 online survey by CIC
- 2,294 educators including
 - » 1,284 teachers,
 - » 201 library media specialists,
 - » 527 technology directors, and
 - » 225 administrators.



Educator Survey by Grade Level

- Elementary 40.9%
- Middle 32.3%
- High 33.6%



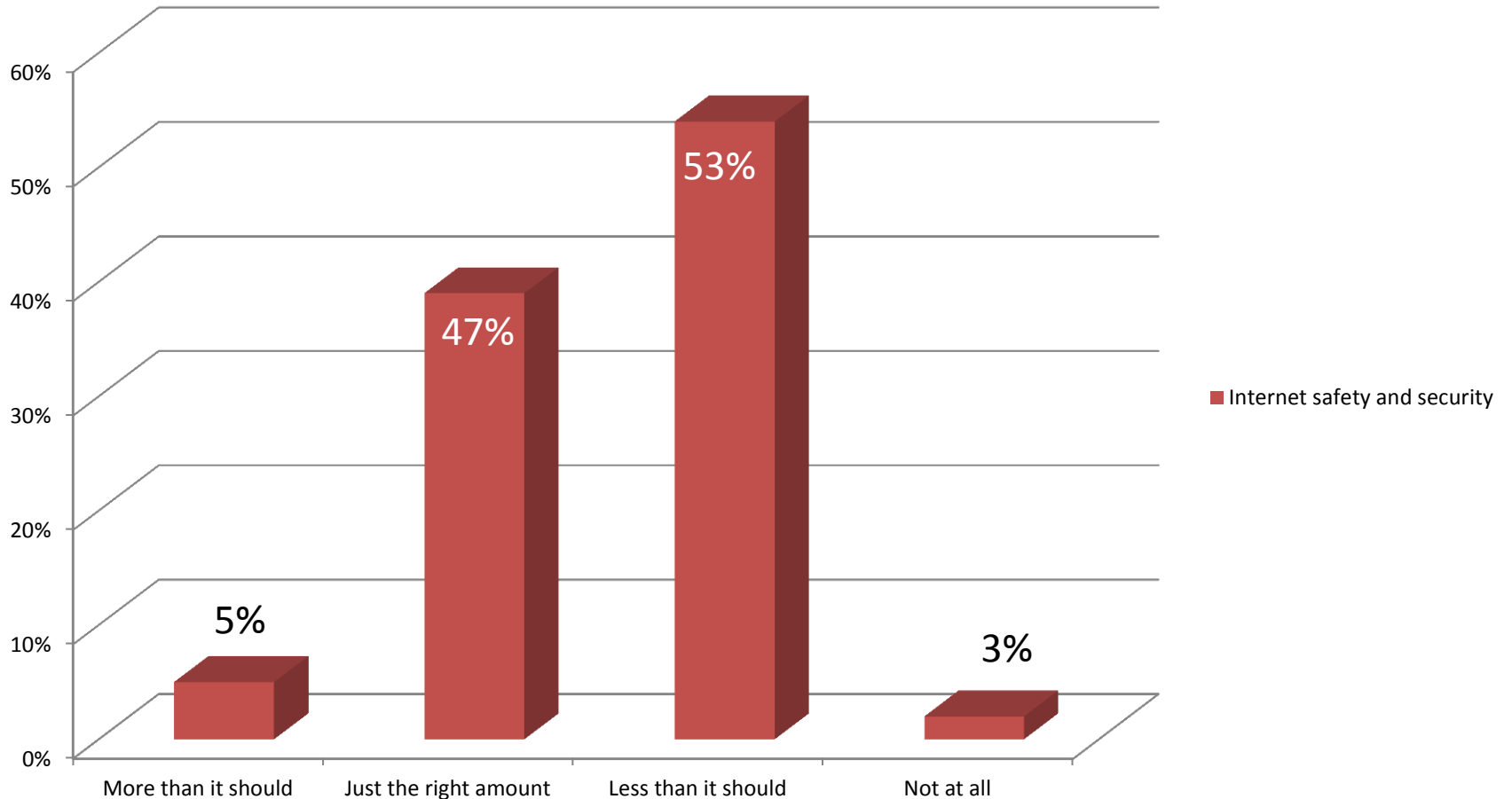
Educator Survey

- Technology using educators overly represented
- Secondary educators overly represented
- Data not weighted
- Snapshot of specific audience



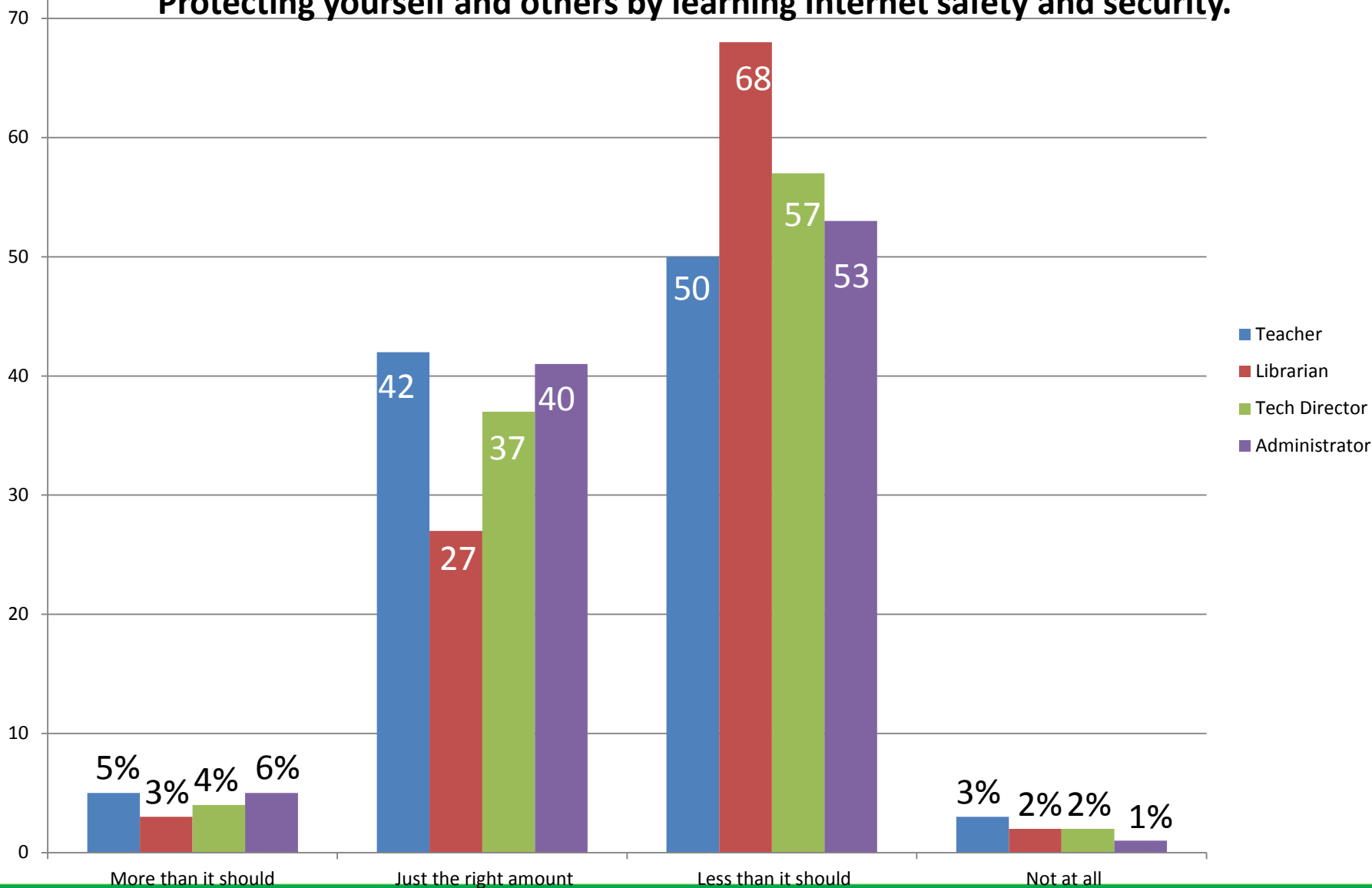
How much does your school/district emphasize teaching students about Digital Citizenship?

Protecting yourself and others by learning Internet safety and security.

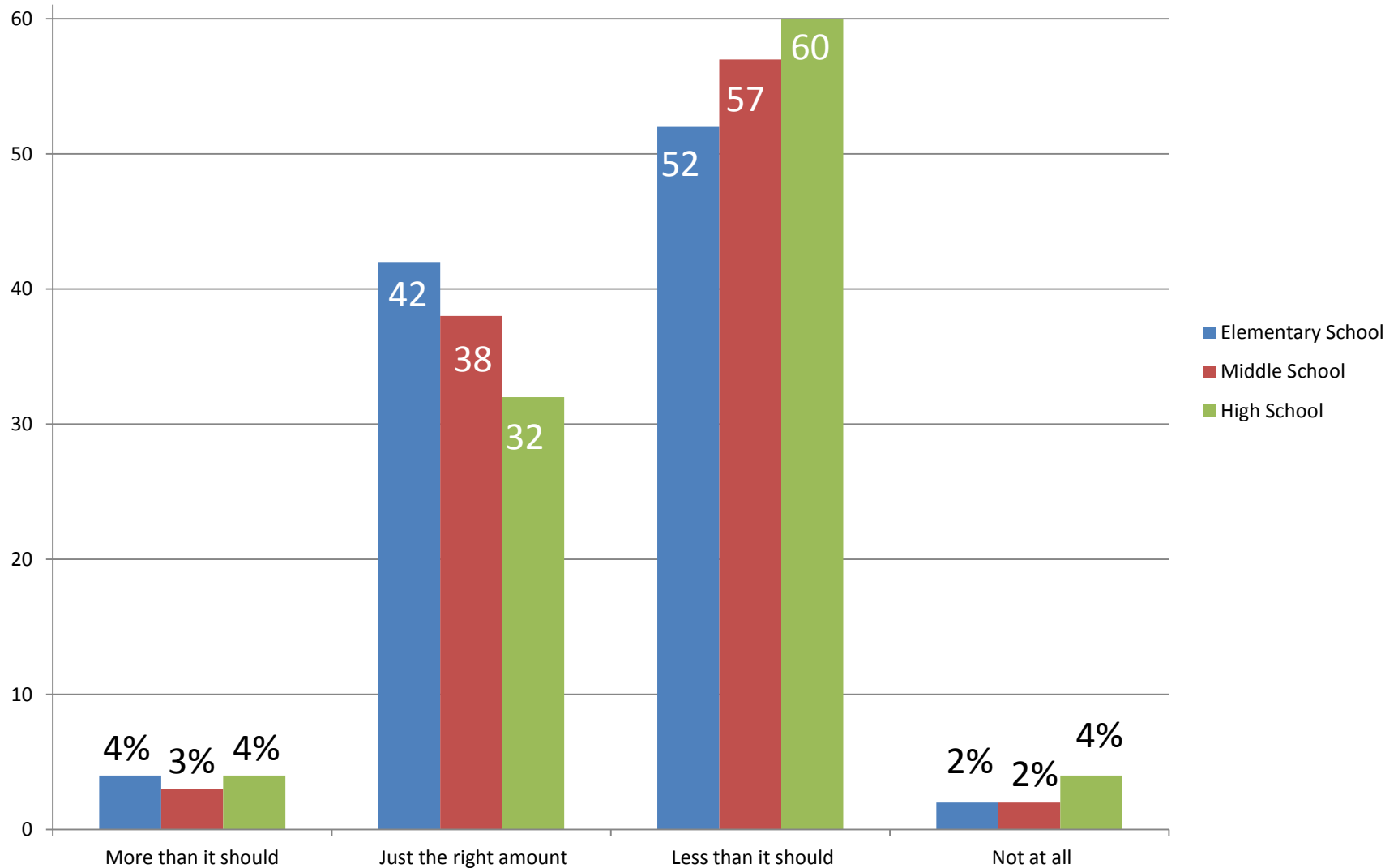


How much does your school/district emphasize teaching students about Digital Citizenship?

Protecting yourself and others by learning Internet safety and security.

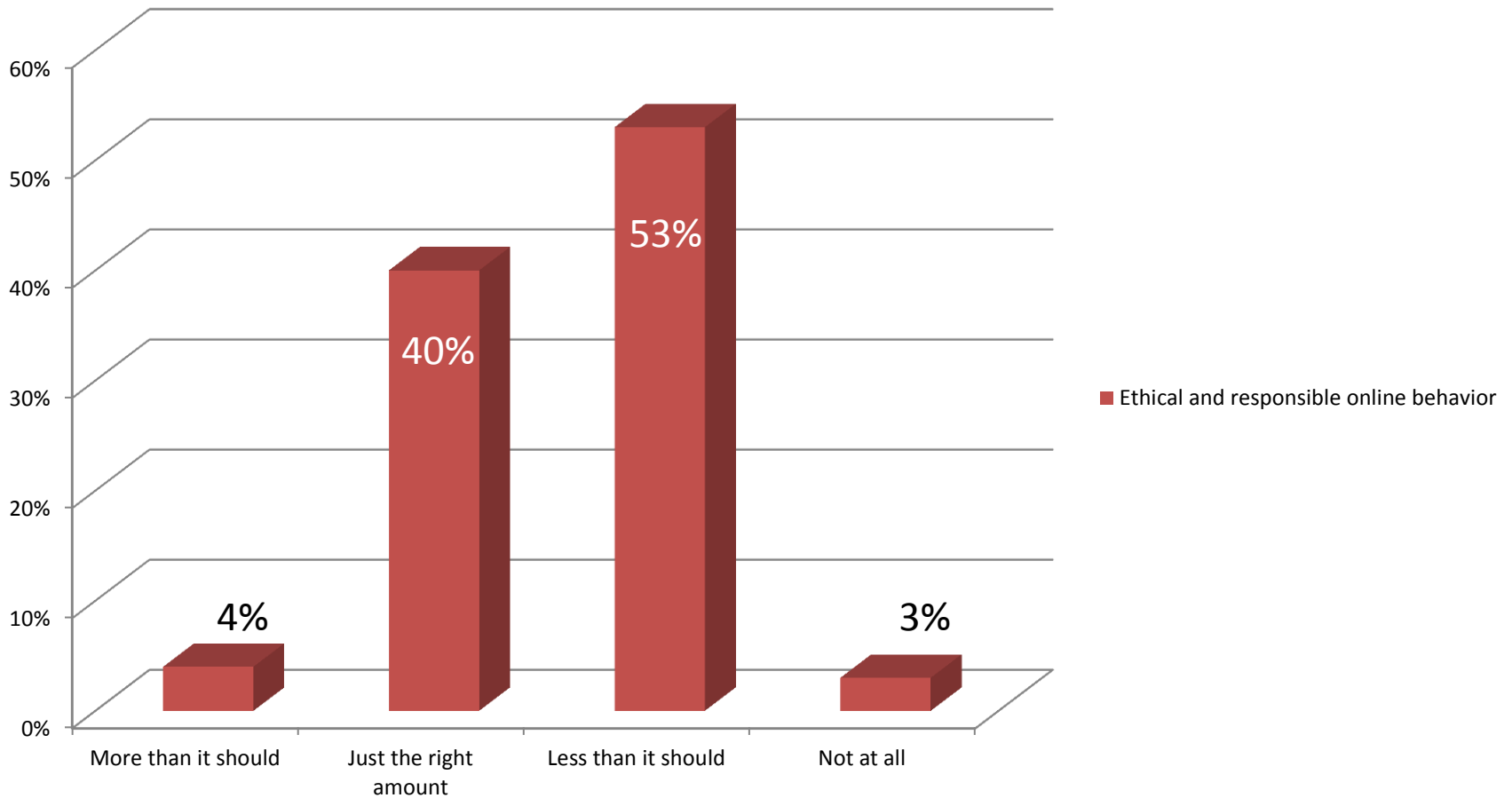


How much does your school/district emphasize teaching students about Digital Citizenship? Protecting yourself and others by learning Internet safety and security.



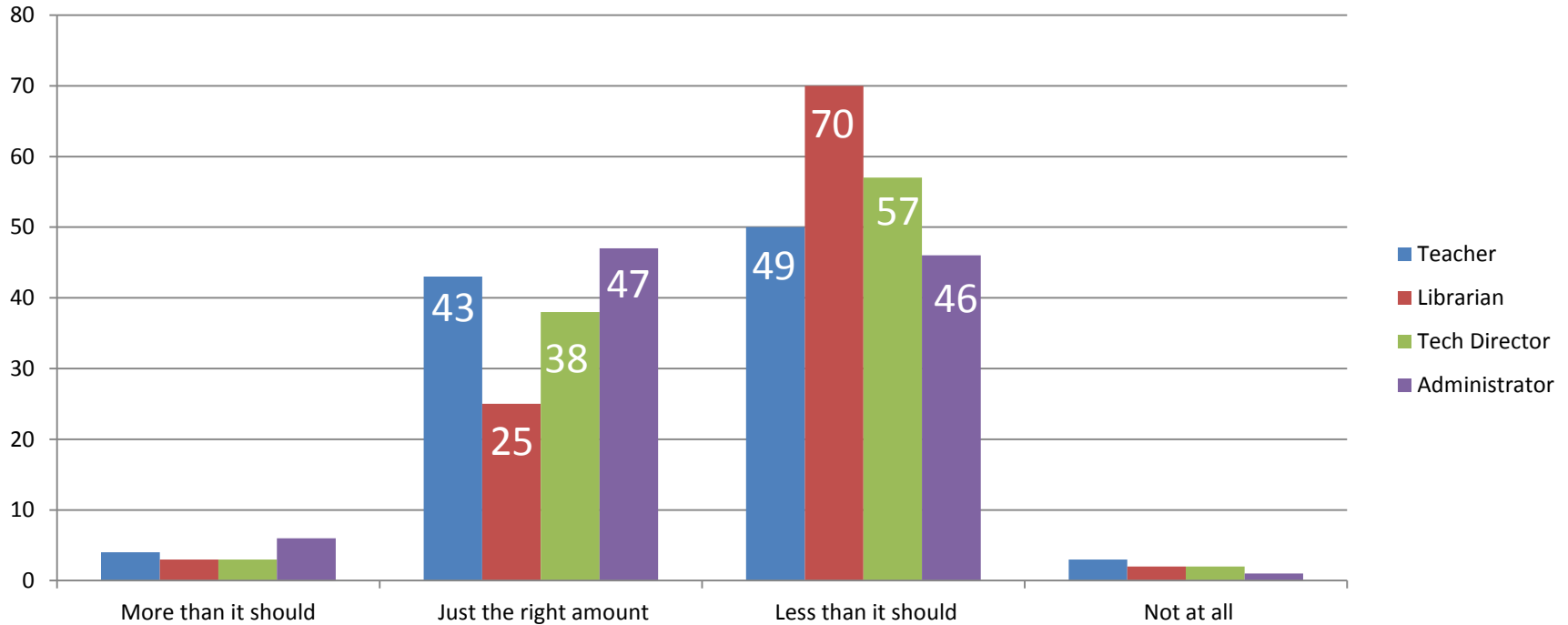
How much does your school/district emphasize teaching students about Digital Citizenship?

Ethical and responsible online behavior



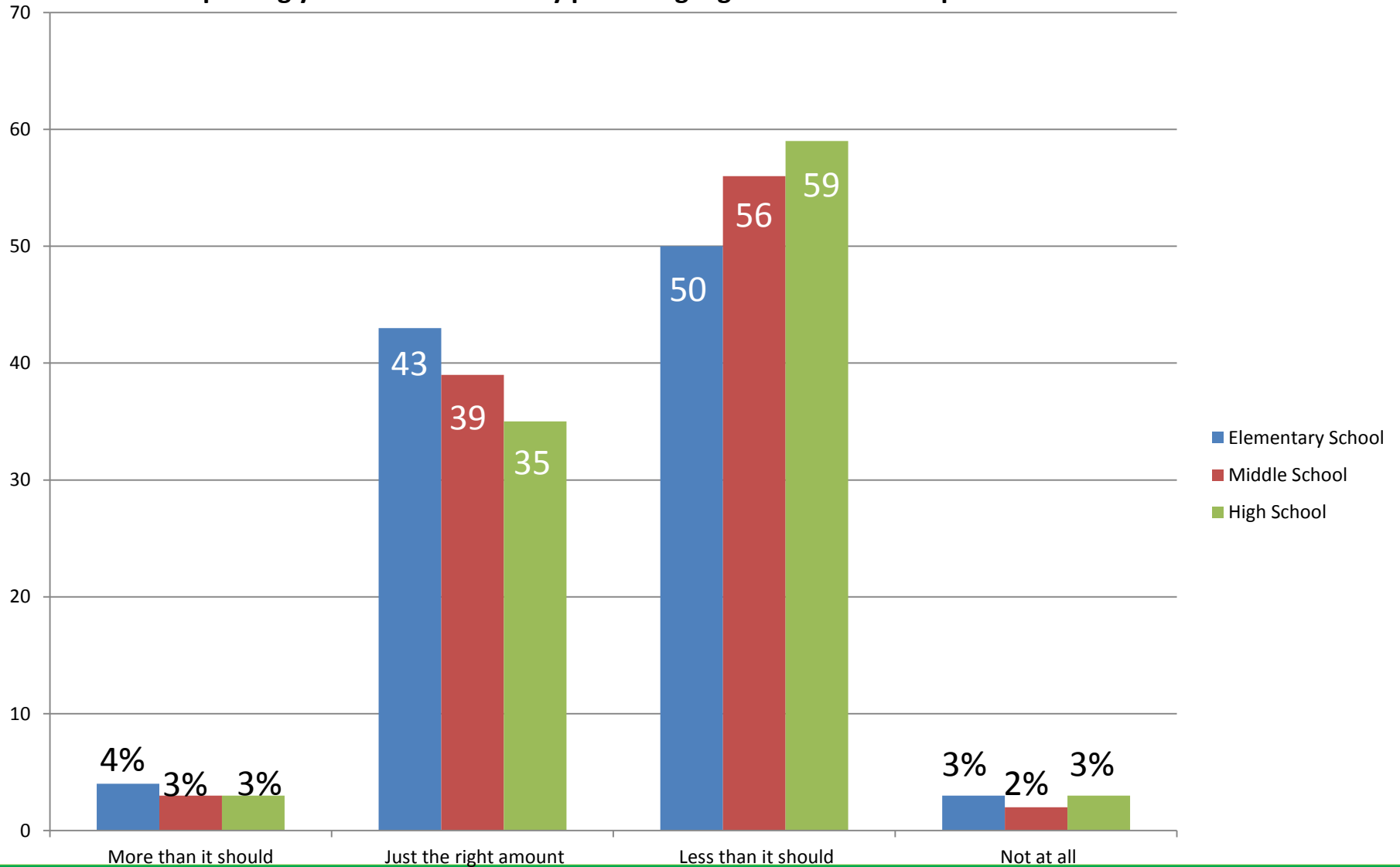
How much does your school/district emphasize teaching students about Digital Citizenship?

Respecting yourself and others by practicing digital ethics and responsible online behavior.



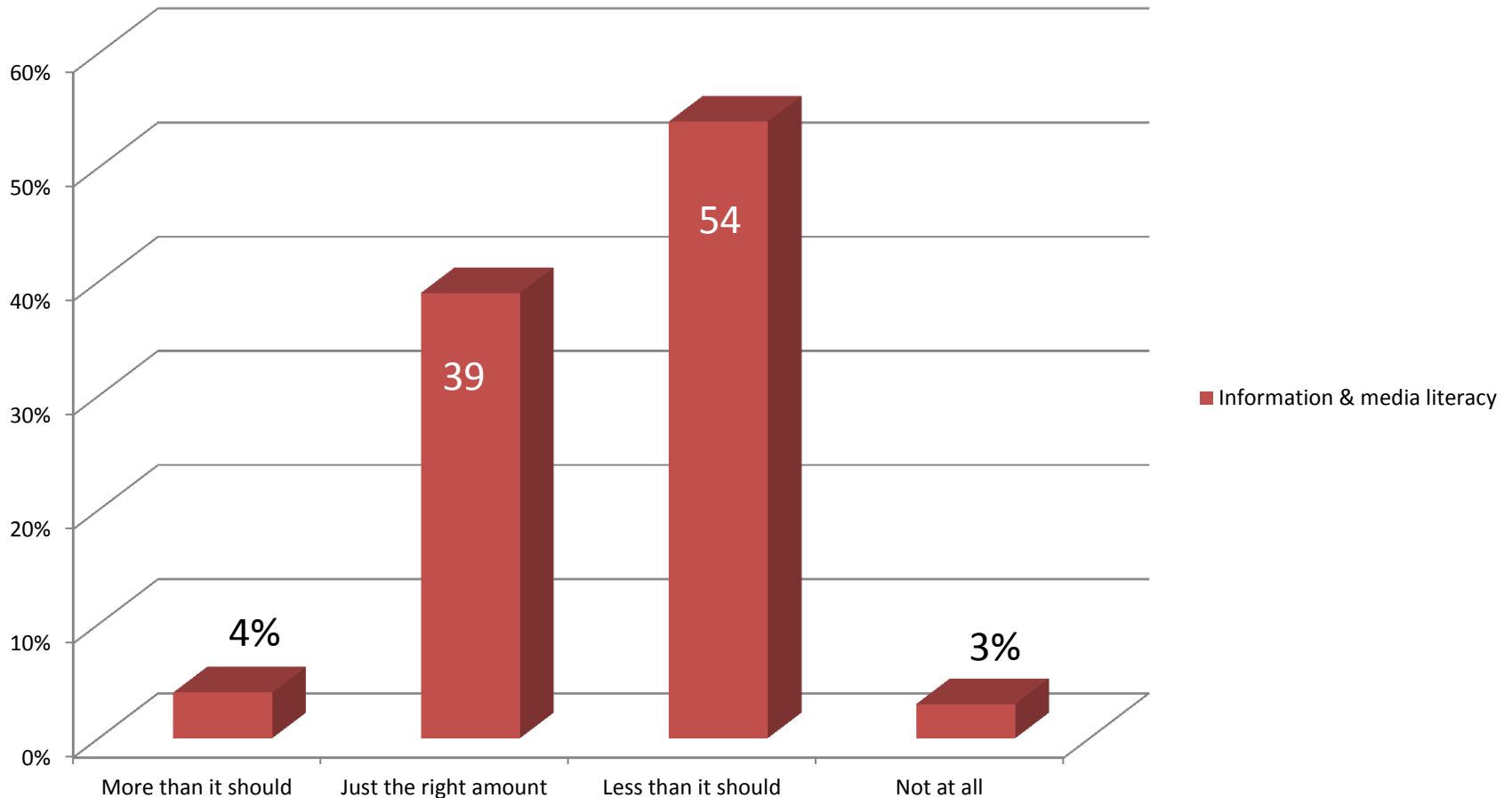
How much does your school/district emphasize teaching students about Digital Citizenship?

Respecting yourself and others by practicing digital ethics and responsible online behavior.



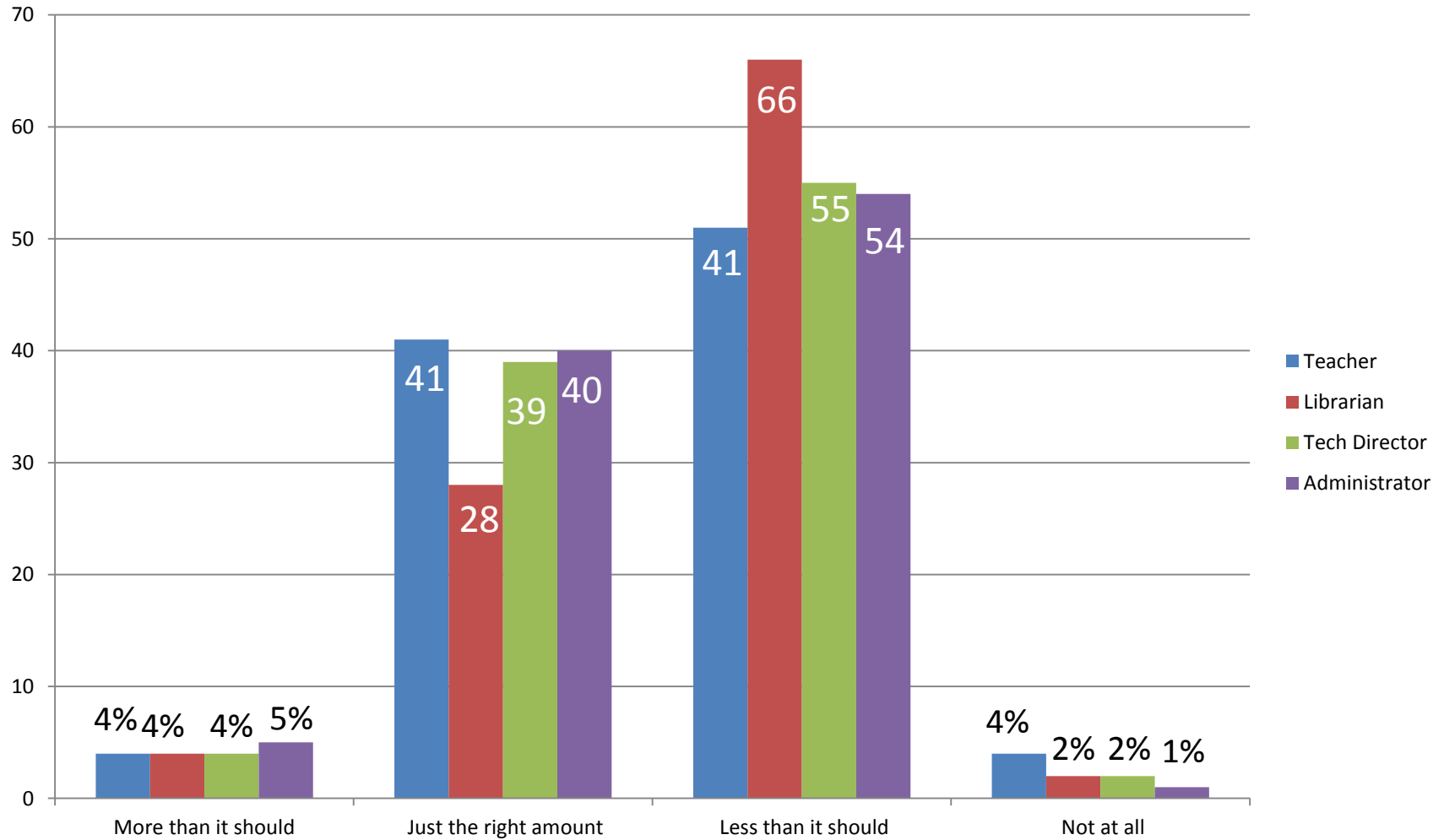
How much does your school/district emphasize teaching students about Digital Citizenship?

Information & media literacy



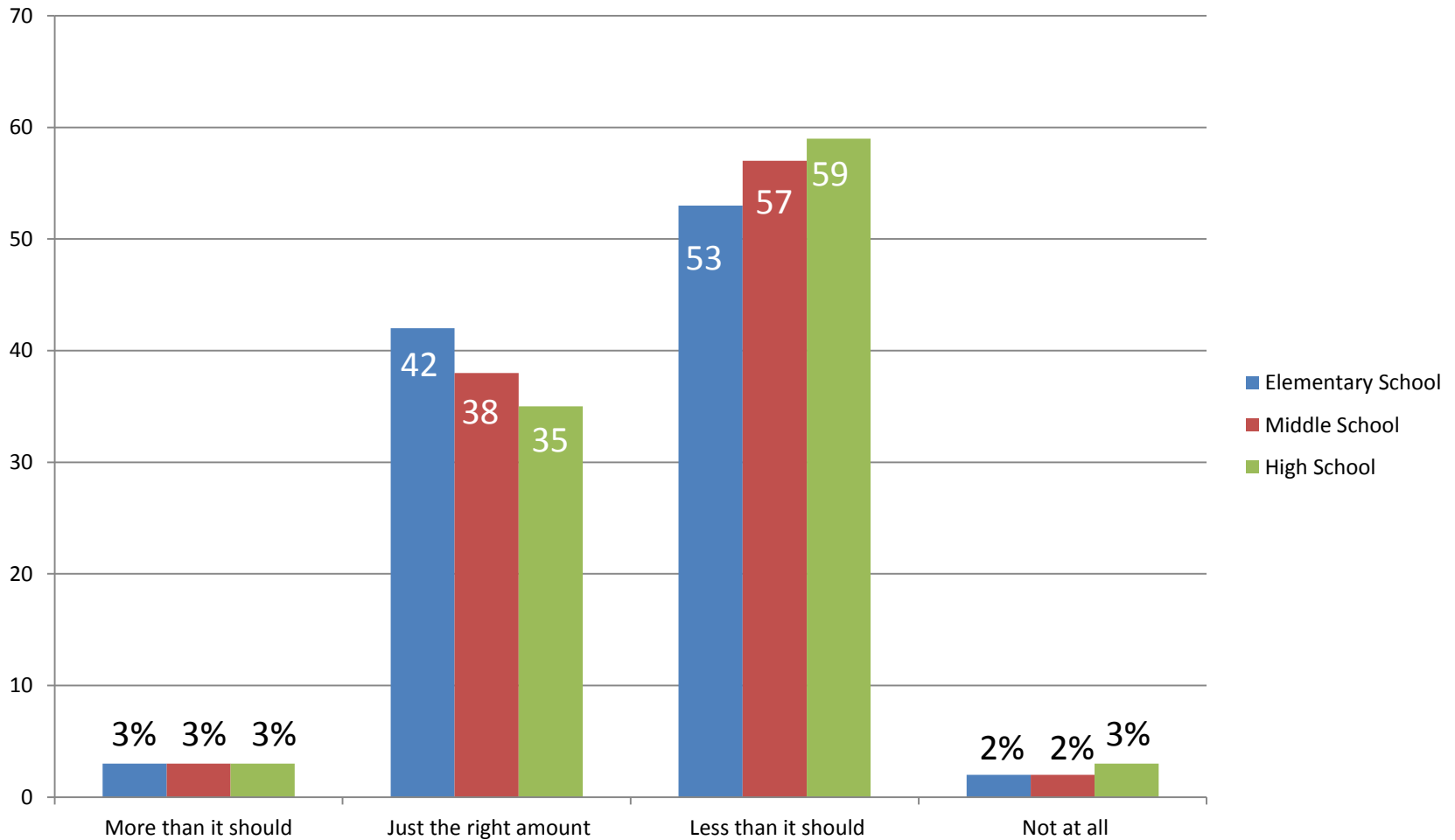
How much does your school/district emphasize teaching students about Digital Citizenship?

Educating yourself and connecting with others by understanding media & information literacy.

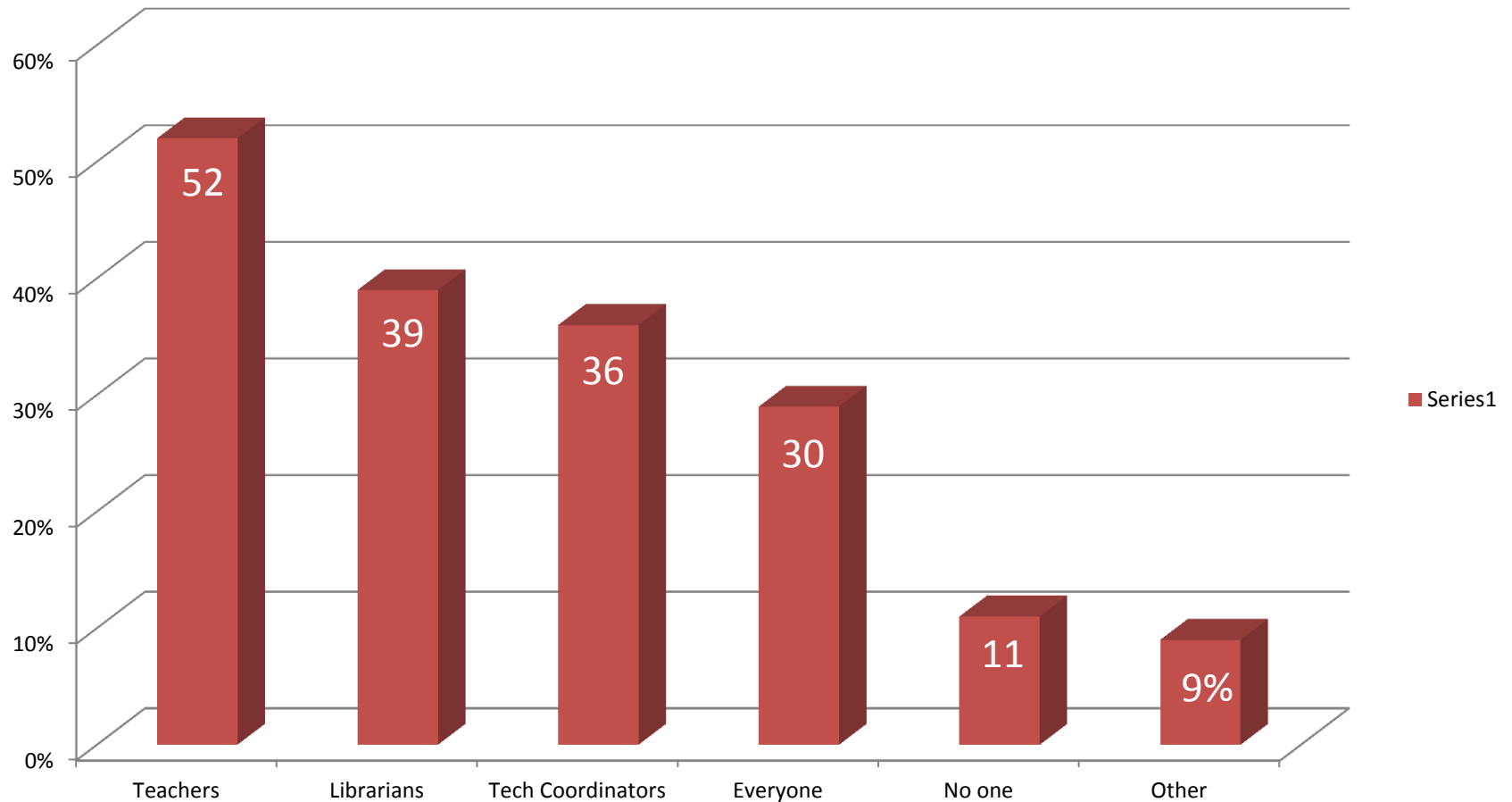


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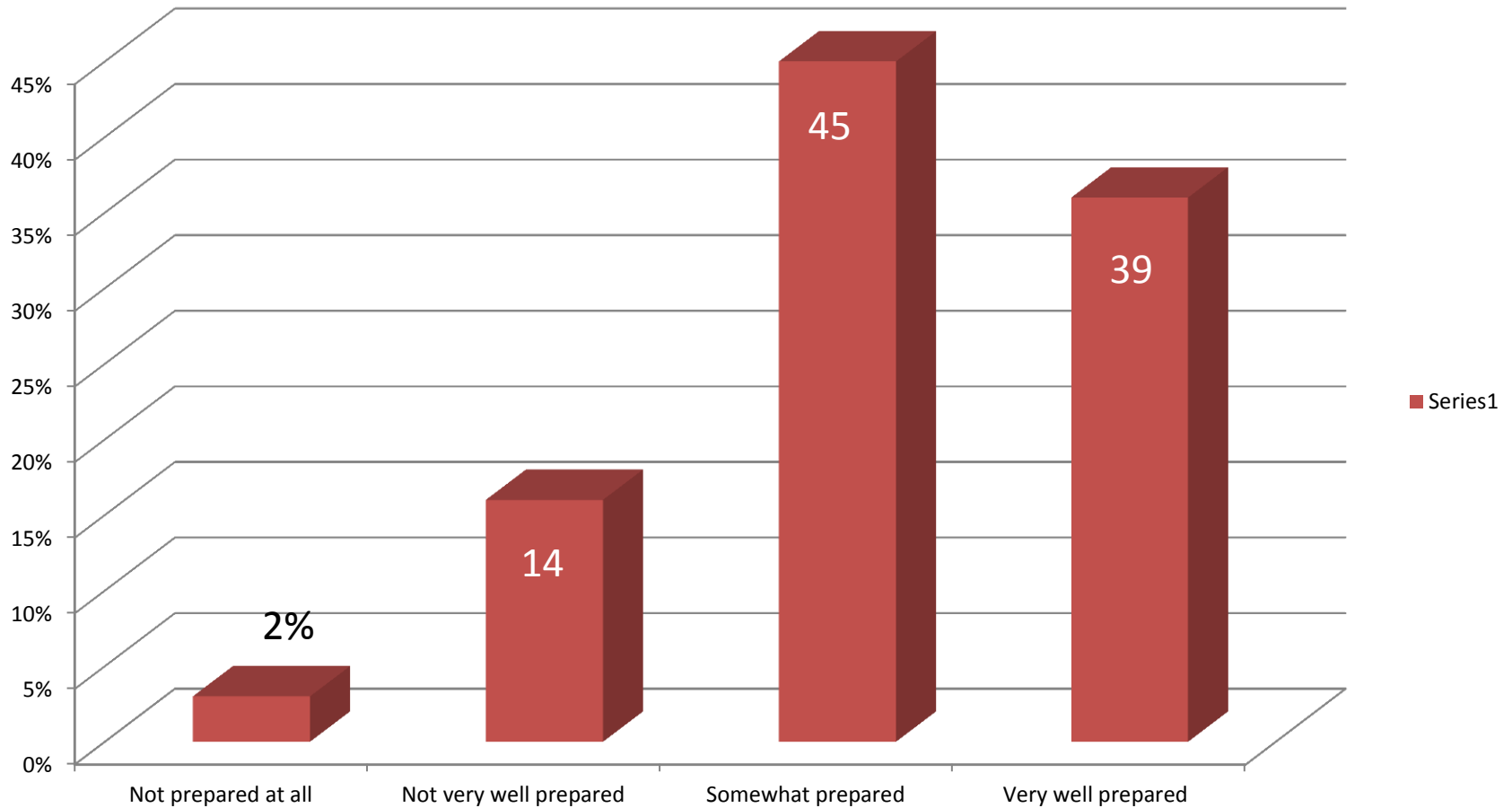
Educating yourself and connecting with others by understanding media & information literacy.



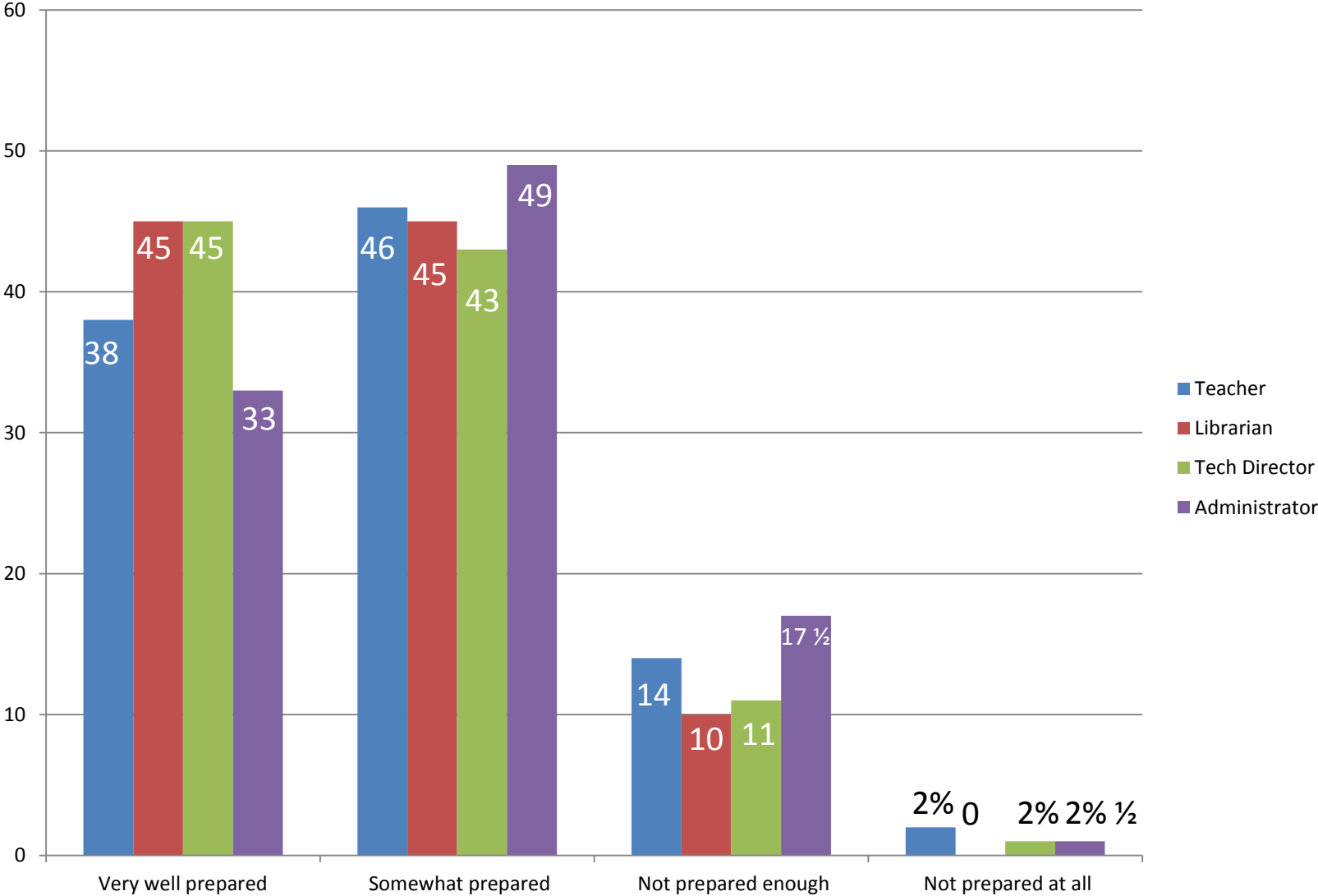
Who at your school/district is responsible for teaching digital citizenship? (Choose as many as applicable.)



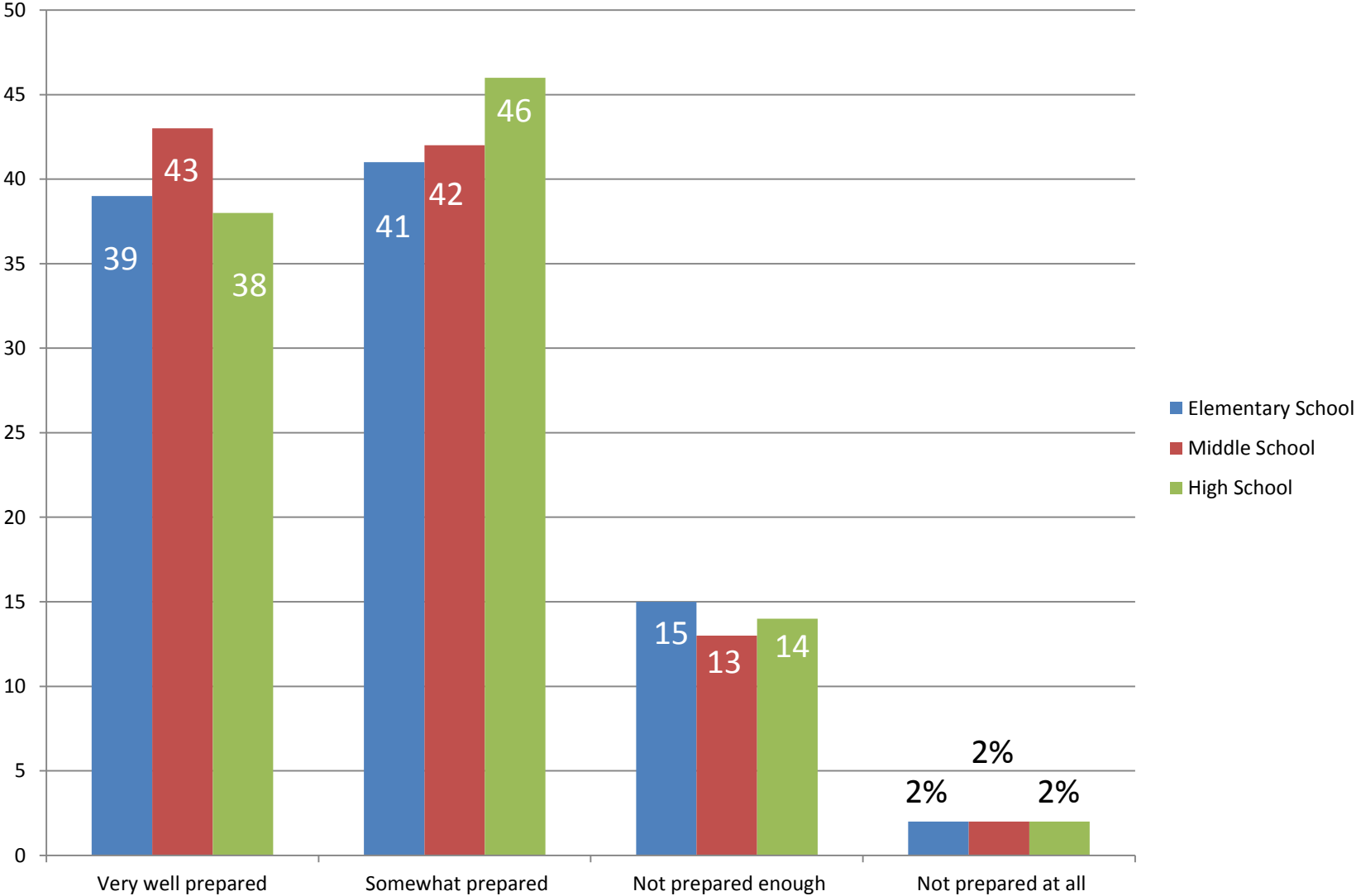
How well prepared to teach digital citizenship do you feel you are?



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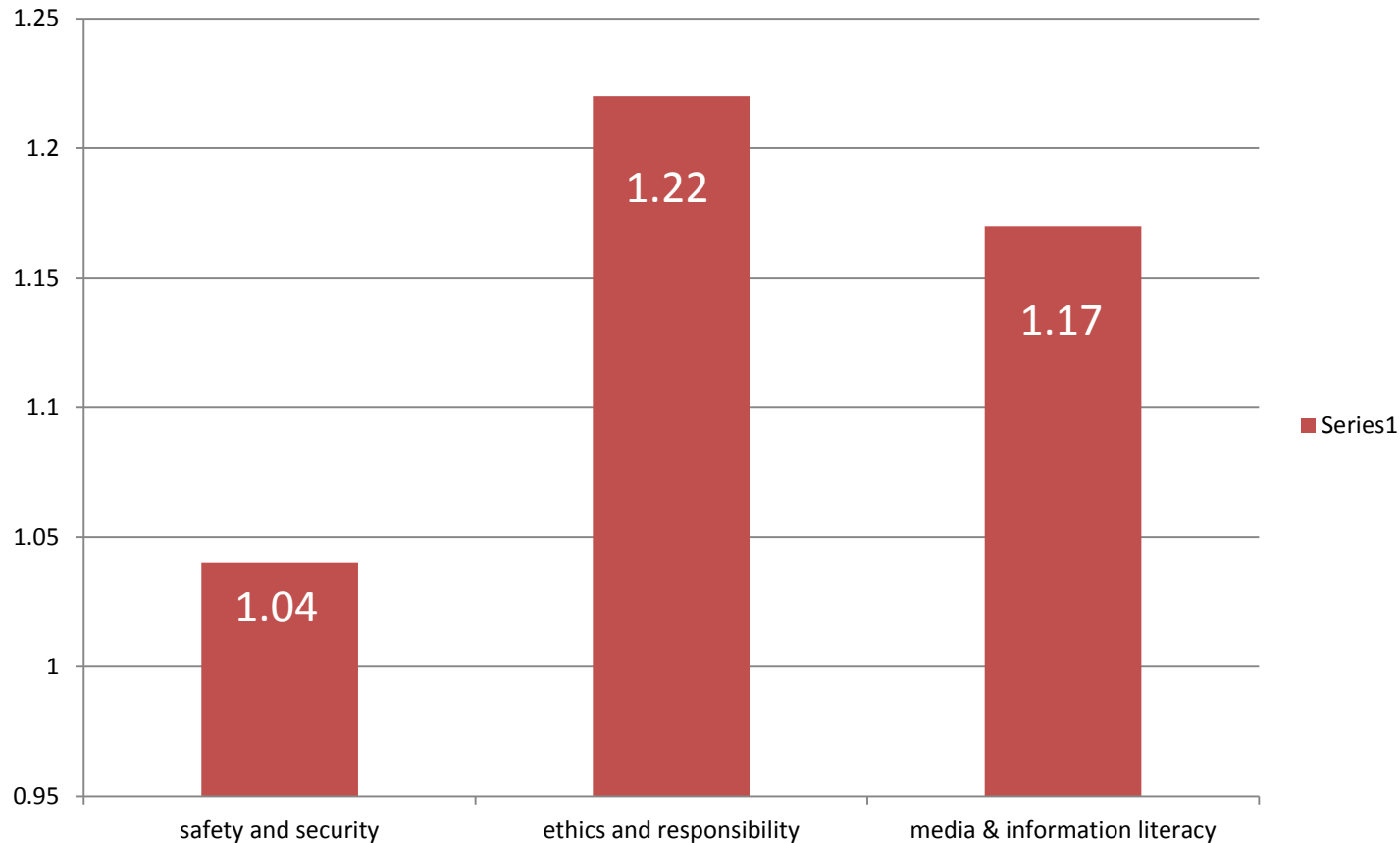


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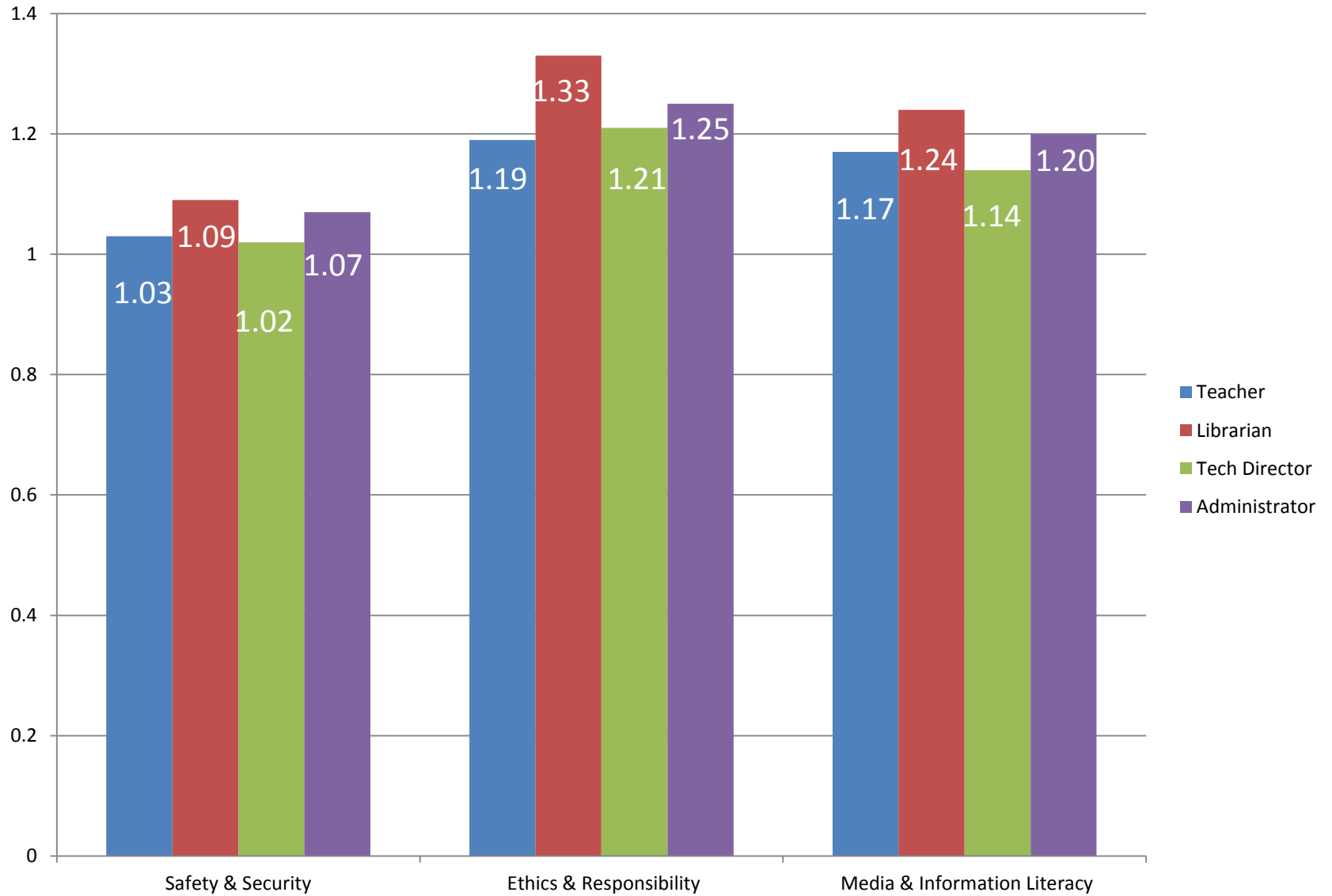
In which area do you need the most help?

0 = least help; 2 = most help

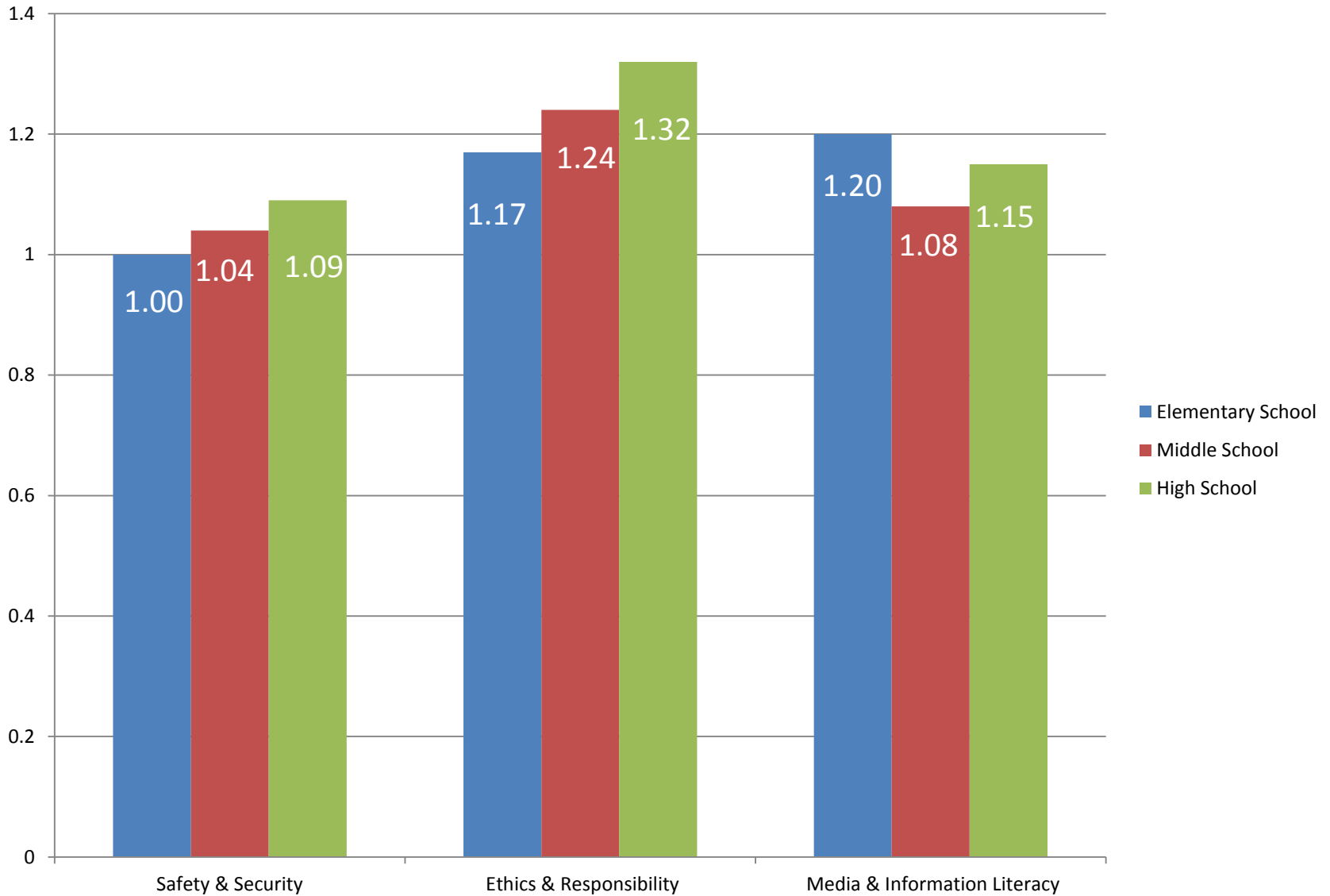


In which area of digital citizenship do you/does your school need the most help?

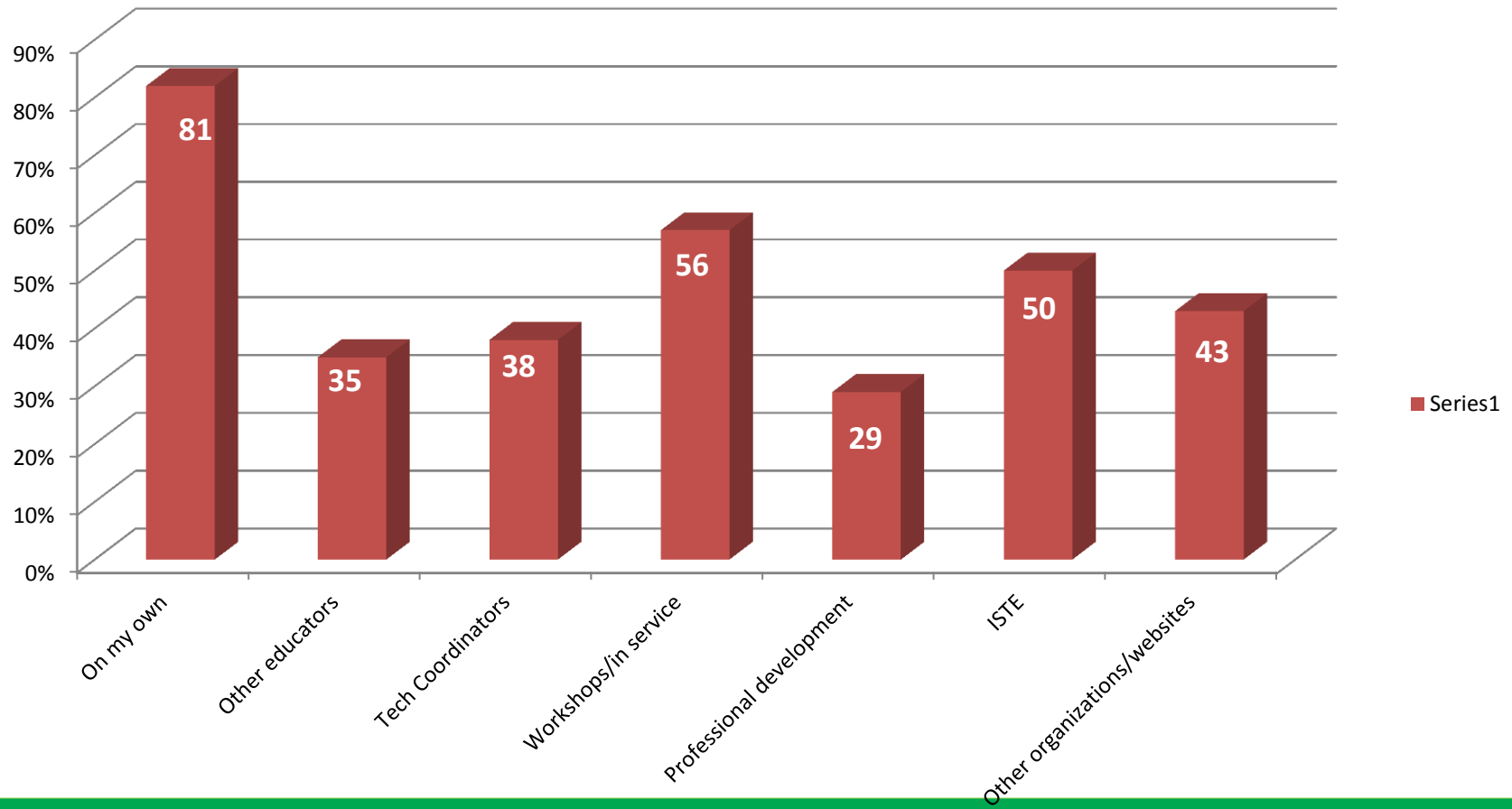
In which area of digital citizenship do you/does your school need the most help?



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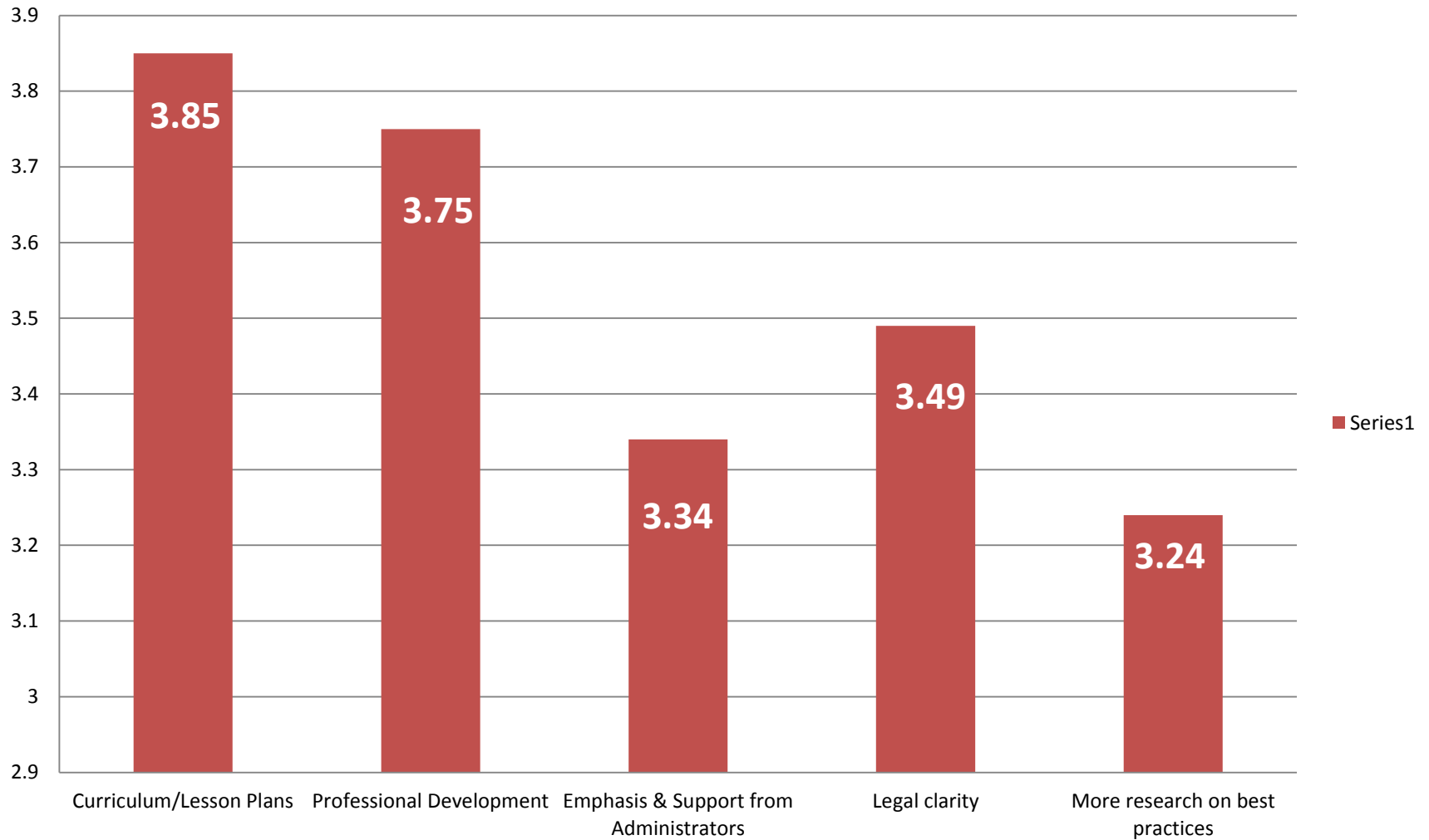


Where do you learn about digital citizenship?



What would be most helpful?

5 = most helpful; 1 = least helpful



Which of these options would be most helpful in getting digital citizenship taught in your school/district?



**cable in the
classroom**
Kids. Cable. Learning.

Respondents by Subject Area



Responses by Region

- Northeast 29.8%
- Midwest 21.1
- South 27.8
- West 21.3

Responses by District type and size

| | |
|--------------------|-------|
| • Urban | 32.3% |
| • Rural | 26.2 |
| • Suburban | 41.5 |
| • <1000 students | 17.4% |
| • 1,000 – 5,000 | 28.6 |
| • 5,000 – 25,000 | 25.9 |
| • 25,000 – 100,000 | 18.3 |
| • >100,000 | 9.8 |



Anne Collier

- Editor, Net Family News
- Co-director, Connect Safely
- Co-chair Online Safety and Technology Working Group 2009-2011
- Advisory board member, Facebook & FOSI
- anne@netfamilynews.org



Six elements of digital citizenship

Anne Collier

- Access
- Participation or “civic engagement”
- Literacies: digital, media, social
- Rights and responsibilities
- Norms of behavior (“good citizenship”)
- A sense of membership, belonging



The most basic definition

“The central task of citizenship is learning how to be good to one another.”

– A.J. Patrick Liskiewicz



Expanded definition (draft)

Citizenship: the rights & responsibilities of full, positive engagement in a participatory world

- **Rights** – access & participation, free speech, community, privacy, physical & psychological safety, safety of identity and of material and intellectual property
- **Responsibilities** – respect & civility -> self & others; protecting own/others' rights & property; respectful interaction; demonstrating the blended literacy of a networked world: digital, media, social



Questions?

- The webinar is being recorded and will be archived at www.ciconline.org/2012survey.

