

ETL523 Digital Citizenship in Schools

Session 1, 2012

Faculty of Education

School of Information Studies

Wagga Wagga Campus

Distance Mode

Subject Coordinator Judy O'Connell

Subject overview

This subject explores the concept and practice of digital citizenship. Students are required to examine economic, political, ethical and technological issues concerning digital citizenship, and how information policies in schools can be used to develop the capacity of students and teachers as digital citizens. Students examine policy and practice at local, regional, national and international levels concerning intellectual property and plagiarism; freedom of, and access to, information and technologies; cybersafety and transliteracy; and effective use of technologies to support teaching and learning. Students explore these issues through a series of online conversations using a suite of asynchronous and synchronous tools.

Objectives

Upon successful completion of this subject, students should:

- be able to demonstrate an understanding of key concepts of digital citizenship - in practice, policy statements and curriculum documents;
- be able to articulate the information policy needs of schools based on policy trends in both education, and library and information science contexts;
- be able to discuss the wide range of economic, political, ethical and technological issues affecting the development of a digital citizenry, and informing information policy at the macro- and micro-levels;
- be able to articulate the role of the school's information specialist as an information leader in the development and management of digital citizenship and information policy within a school community;
- be able to independently locate and evaluate a range of print and digital information sources relevant to digital citizenship and information policy discipline areas;
- be able to identify ways in which information specialists/leaders can contribute to the development of digital citizenship and information policy at the local, regional, national and international levels;
- be able to develop transliteracy skills, and engage in professional dialogue, using a range of asynchronous and synchronous online tools;
- be able to evaluate the use of information sources and delivery of information services in schools based on existing digital citizenship practices and information policy statements, legislation, and prevailing political and economic conditions; and
- be able to develop whole school information policy statements in response to local, state, national and international digital citizenship and information policy issues.

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Learning Design

Rationale

This subject has been designed to provide a broad understanding of the educational, informational and leadership roles of a school's information specialist regarding digital citizenship and information policy. The term 'information specialist' is used to define (and be inclusive of) the range of information-based teaching positions within schools, including titles such as 'Teacher Librarian', 'School Librarian', 'Director of Information Services', 'Head of Information', 'Head of E-Learning', 'Information Centre Manager', 'Library & Literacy Coordinator', '21st Century Learning & Innovation Specialist', 'ICT Integrator', just to name a few. No matter the nomenclature used within a school, this subject posits the information specialist position as an 'information leader' – one who provides leadership in strategically developing school-based learning and teaching approaches to programs and policy. In smaller schools without an information specialist position (or with minimal part-time allocation), one may even find the Assistant Principal or Principal is required to adopt this information leadership role.

In this subject, students examine their role in raising school community awareness of information issues and digital citizenship responsibilities, and the need to develop learning and teaching approaches and policy to address these issues. We also explore the development of policy processes in schools, and the organisational implications and contexts that may support or hinder such processes. Students are provided with opportunities to develop their critical reading, thinking and writing skills in exploring and addressing information issues currently faced by school communities, and developing an awareness of a range of ethical, legal, technological and educational aspects of developing students (teachers, parents and the broader school community) as digital citizens.

Students are encouraged to think strategically and creatively when planning for information policy development, implementation and evaluation. Students are also encouraged to adopt a learning team approach to policy process, ie. information policies are not developed in isolation of the community in which they are implemented – a consultative approach facilitated by a working party or committee is recommended. Learning experiences require students to communicate effectively and work collaboratively with others using a range of technology tools, to develop their own capacity as an online learner, professional collaborator and informed presenter. Developing the skills and understandings of a reflective practitioner is also central to the learning objectives, activities and assessment of this subject.

Design and Evaluation

Collaborative learning, problem-based learning and authentic assessment approaches underpin the learning design of this subject. Students (as teachers and information leaders) are required to demonstrate competence in basic operational skills of a range of technologies. Students are required to develop critical evaluation skills in terms of content and age appropriateness of resources and websites addressing digital citizenship and information policy issues, and the potential application and integration of learning technologies to support professional learning of teachers. This subject helps students gain an understanding of how they can fulfil an information leadership role in the school, and encourages students

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to inform policy and practice based on research and professional literature, as well as local, state, national and international policies and trends. The above knowledge and skills are required to successfully complete Assignments 1 and 2.

This subject is designed as a professional online conference program where students adopt the roles of both conference presenter and participant. Students' participation in this online conferencing experience (using asynchronous and synchronous technologies) helps them develop understandings (in terms of online ethics and etiquette), and skills of communicating and learning within a digitally-enhanced world. The philosophy underpinning this subject is that adult learners when confronted with the demands (and sometimes alienation) of an online distance learning environment learn best within a 'communities of practice' (CoP) ecology where they are provided with a set of physical, cognitive and affective scaffolds that encourages them to take responsibility for their own learning as well as contribute to the learning of others. Such an ecology supports adult learners as risk takers, something that adult learners try hard to resist at times(!), especially when confronted with new technology challenges, or being encouraged to share thoughts, ideas and experiences or publishing assessment work for peer review. It is believed that students supported by the above 'communities of practice' model and authentic learning principles, will become better equipped to take charge of their own learning journey, thus gaining greater insights into how they can support their own professional growth through online learning environments and networks in the future, upon completion of their postgraduate studies.

At the end of the session, students will be asked to evaluate the content, design and teaching of this subject. Students are requested to consider the aims of the course as a whole as they evaluate the contribution of this subject to their professional development and growth as teachers and information leaders. Feedback from students will assist staff to revise and improve the subject, the course, and their teaching. Of course, it will also enable new cohorts to experience the subject based on students' evaluation.

Subject Content

The subject will cover the following topics:

1. What is digital citizenship?
2. Information leadership and information policy in schools
3. Legislative and regulatory issues
4. Macroeconomic issues
5. Social issues
6. Organisational issues and policy development processes
7. Influencing the digital citizenship agenda: Locally and globally

Prescribed text(s)

There is no prescribed text for this subject

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Required reading / resources

In studying this subject you are to read the commentary, links and readings supplied via the ETL523 Modules in CSU Interact.

Recommended reading / resources

A list of recommended readings is available via the Resources link in the ETL523 Interact site. While the list is by no means exhaustive, it does provide students with a selection of book titles and journal titles that you may find useful in supporting your learning and preparation for assessment tasks in ETL523. You will also find relevant websites listed in the ETL523 Delicious website at <http://delicious.com/etl523> and 2011 Diigo Group collection at <http://groups.diigo.com/group/digital-citizenship-in-schools>. Students are encouraged to share useful websites they find about digital citizenship and information policy issues by adding these to the 2011 Digital Citizenship in Schools Diigo Group collection.

Assessment information

Introduction to assessment

You are required to submit three items for this subject. Students are advised to read through each assessment item at the **beginning** of the session and to subsequently work out a realistic plan of attack. Early determination of a topic for investigation in Assignments 1 and 2 is strongly advised as this allows for maximum collection of information from every trip to a library or other information source. This gradual collection of information throughout the session makes each task more manageable. You should make requests for material from all external sources including the University's library as early as possible.

Please note that it is compulsory for students to submit an electronic version of their Powerpoint slideshow for Assignment 1 <http://www.slideshare.net/> to and complete a 15 minute oral presentation to the class based on their slides using the web conferencing facility <http://www.tokbox.com/> on a date to be determined, in the first two weeks of May. Instructions will be provided on the ETL523 Interact site.

Pass Requirements

In order to achieve a passing grade in this subject, a student must (1) attain a minimum passing standard in the overall total mark; and (2) demonstrate achievement of other approved conditions or requirements. A minimum passing standard means 50 per cent of the available marks for the assessment item(s), unless otherwise stipulated.

Grades

Grading scale

HD High Distinction (85-100%): an outstanding level of achievement in relation to the assessment process

DI Distinction (75-84%): a high level of achievement in relation to the assessment process

CR Credit (65-74%): a better than satisfactory level of achievement in relation to the assessment process

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PS Pass (50-64%): a satisfactory level of achievement in relation to the assessment process

FL Fail (0-49%): an unsatisfactory level of achievement in relation to the summative assessment process providing at least one summative assessment task has been assessed

Percentage ranges

The percentage ranges for the above grades relate to the final scaled aggregate mark for the subject. The scaled aggregate mark for a student may be different from the total marks initially awarded for individual assessable items in the subject as per 'Section 2: Standards' in CSU Academic Manual, G1.2 - Principles of Assessment at: http://www.csu.edu.au/acad_sec/academic-manual/docs/g1-2.rtf , which states: "the number of students who pass the subjects will normally decrease from PS through to HD" (section 2.1 a).

This means there will **usually** be more passes than credits, more credits than distinctions, more distinctions than high distinctions.

Assessment Requirements

Students will be assessed in subjects on the basis of a combination of norm and criterion referencing with marks and grades being awarded by a combination of predetermined standards and the performance of other students in the subject. Subjects that have a satisfactory/unsatisfactory grading scale will be clearly spelt out in this Subject Outline.

For further information please consult the Academic Regulations of the Academic Manual:
http://www.csu.edu.au/acad_sec/academic-manual/gcontm.htm

Presentation

Information on the presentation of your assignments is available on the Student Services Learning Skills website where you will find advice on presenting essays, reports, referencing and so on:
<http://www.csu.edu.au/division/studserv/learning/index.html>

If there are specific requirements for individual assessment items they will be set out alongside the assessment task in this Course Outline.

Plagiarism

Charles Sturt University expects that the work of its students and staff will uphold the values of academic honesty and integrity. The Guide to Avoiding Plagiarism is an important resource that will help you understand these values and apply them in practice:
<http://www.csu.edu.au/division/studserv/learning/plagiarism/>

Extensions

The subject coordinator may determine an allowance for extensions to complete and submit summative assessment items.

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Online submission

Assessment tasks can be submitted electronically to the CSU Assignment Section via EASTS (Electronic Assignment Submission Tracking System).

Assessment Items

Item	Title	Type	Value	Due date*
1	Topic proposal for Assignment 1	Assignment	0%	Week 5
2	Assignment 1: Issues - Oral/Slideshow Presentation	Assignment	50%	Week 9
3	Assignment 2: Information Policy/Process	Assignment	50%	Week 14