Digital Citizenship Unit: Grade 6 Moodle Experience

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Assignment #3

ETEC 565A

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**Moodle Course Link**: Grant Naylor - [Link to Digital Citizenship Moodle](http://moodle.met.ubc.ca/course/view.php?id=597)

***Username***: student66b ***Password***: @Student66b

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Development of our ideas using the backward design template and careful consideration of resources, including project timeline and succession of tasks have enabled us to map out our plan for carrying out and developing our digital citizenship unit. Our focus was divided into three central themes integral to promotion of digital citizenship within our target audience of grade six learners. Theme 1 is centered around digital well-being. This theme is subdivided into three lessons; digital security, rights and responsibilities, and health and wellness. Theme 2 will focus on Respect and Protecting Others: Digital Interactions, and Theme 3 will be centered around Respect and Protecting Intellectual Property and other Property: Digital Preparedness. The first theme will be preceded with an introductory lesson that enables the learners to get to know their fellow colleagues and develop a comfort level for successful interactions in an online course through creating a personal bio using Mr. Picasso Head (See Document for Instructions: [Mr. Picasso Head](https://goo.gl/eudCYl)). Students are given directions as to communication methods/tools that will be used when required to contact the teacher. Providing students with both synchronous and asynchronous communication methods enable students to garner support for their peers, receive feedback from the teacher in a timely manner, and explore the possibilities of our collaborative online community. We have completed theme 1 for this assignment and are planning on completing the remaining two themes by the end of the summer (2016 - See Appendix D for Theme/Course Outline).

**Learning Objectives:**

We are presenting a Moodle course on Digital Citizenship to Grade Six students to give them both the experience to work online while learning about what it means to be a digital citizen. Demonstrating strengths as a digital citizen encompasses nine elements to which this course is centered around:

|  |  |  |
| --- | --- | --- |
| **1** | *Digital Security* | Electronic Precautions & Self Protection |
| **2** | *Digital Rights and Responsibilities* | Freedoms Extended to Those in a Digital World  |
| **3** | *Digital Health and Wellness* | Physical and Psychological well-being in a Digital World  |
| **4** | *Digital Communications* | Electronic exchange of information  |
| **5** | *Digital Etiquette* | Standards of conduct or procedures online  |
| **6** | *Digital Access* | Full electronic participation in society |
| **7** | *Digital Law* | Responsibility for actions and deeds using electronics |
| **8** | *Digital Literacy* | Process of teaching and learning about technology and the use of technology  |
| **9** | *Digital Commerce* | Online buying and selling of goods |

According to the [Alberta Program of Studies](https://education.alberta.ca/teachers/program/ict/programs/division/div2/), students are to meet these specific outcomes by the end of grade six:

**Established Goals: (Alberta Program of Studies – Div. 2)**

|  |
| --- |
| **F.3 – Students will demonstrate a moral and ethical approach to the use of technology** |
| **P.6 - Students will use communication technology to interact with others.** |

**Specific Learning Outcomes**

|  |  |
| --- | --- |
| **2.1** | Comply with the acceptable use policy of the school and school authority for internet and networked services, including software licensing agreements |
| **2.2** | Work collaboratively to share limited resources |
| **2.3** | Use appropriate communication language and etiquette |
| **2.4** | Document sources obtained electronically, such as web addresses |
| **2.5** | Document sources obtained electronically, such as web addresses |
| **2.6** | Use electronic networks in an ethical manner |
| **2.7** | Comply with copyright legislation |
|  |  |
| **2.1** | Select and use the technology appropriate to a given communication situation |

**Structure**:

As elementary teachers, one of our philosophical goals include creating online learning spaces to facilitate a Constructivist model through 21st century learning pedagogies. Moodle has been an excellent tool to do this as “learners (and not just teachers) can contribute to the educational experience” in a true collaborative environment (“Moodle”, 2015). Assessing the goals of any design for online learning is essential for all educators to consider, as well as examining the affordances produced in terms of the cognitive, social, and teacher presence that each design offers (Anderson, 2008a). We also see tremendous value in what Moodle has to offer in terms of assessment. Moodle provides both formative and summative means for assessment from self and peer evaluations to quizzes which provide instant feedback and results.

Our choice of using Moodle as the platform of choice in delivering content and a rich, meaningful, and authentic experience was derived from a careful analysis of the platform against Bates & Poole’s (2003) S.E.C.T.I.O.N.S. model. Bates and Poole (2003) suggest that the ever changing landscapes that are technology integration require decision makers to have a ¨framework or set of criteria to guide them¨ (p. 75). Moodle best meets our needs of delivering an online experience around digital citizenship for the following reasons. First, the platform is mobile friendly with an easily readable text format. Secondly, the platform is free to use with no licensing fee, which in the Canadian public school system eliminates challenges faced with costs. Third, teaching and learning is a strength within Moodle as digital tools including videos, assignments and feedback can all be uploaded, and while there is a challenge in student collaboration, that is addressed through the use of embedded Google documents for student use. Lastly, multimedia features can be uploaded and embedded with relative ease, formatting is consistent throughout the site, and content can be added very quickly. In consideration of this, we have chosen Moodle as an ‘open platform’, where both students and teachers can communicate, collaborate and construct knowledge throughout our Digital Citizenship course. Throughout this assignment, we explore the assessment tools we have selected for our course and provide further details outlining the strengths and benefits of them.

According to Covey (1989), ¨to begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are at now so that the steps you take are always in the right direction¨ (p. 98). As discussed in Assignment 2, using the backward design template, addressed by Wiggins & McTighe, (2005), our unit on digital citizenship will ¨emerge through a process of trying out ideas, getting feedback, matching the proposed ideas to the reality of the available space and client wishes¨ (p. 4). As elementary trained educators, our goal will be to generate learning experiences that meet the purpose of creating authentic learning opportunities for our students. Guided by the province of Alberta’s standards around technology and digital citizenship, the framework will enable us to ¨identify teaching and learning priorities and guide our design of curriculum and assessments¨ (Wiggins & McTighe, 2005, p. 14). As such, our focus will be as much about the process as it will be about the product. The sequence will be an integral component of our learning platform as the process is not ¨rigidly linear or step-by-step¨ (Wiggins & McTighe, 2005, p. 4). It is important that we shift away from the traditional teacher centered model of teaching to a learner centered approach, and the backward design template developed by Wiggins & McTighe (2005) affords us with this opportunity. According to Wiggins & McTIghe (2005), ¨only by having specified the desired results can we focus on the content, methods, and activities most likely to achieve those results¨ (p. 15). Therefore, we will follow the stages of the backward design process as outlined by Wiggins & McTighe (2005):



(p. 17)

As means of communication, both synchronous and asynchronous, are integral to the success of an online learning platform, a general discussion forum will be set up as well as a direct link to emailing the teacher. The general discussion forum will be a place for students to post general questions, as the chances are good that more than one student will have a similar question. This will enable them to strengthen their community of learners and develop their abilities around asking and answering critical thinking questions.

**Tools**:

Throughout our Moodle lessons and student based activities, we have aimed to provide students with a variety of digital tools and elements. These digital tools afford students with opportunities to collaborate, develop critical thinking skills, and learn how to conduct themselves in a manner which is supportive of 21st century learning ideals. Opportunities to utilize the elements are included through tools such as Google Apps for Education (GAFE), including Google Docs, Presentations, and Forms, online games, video, and content building through the use of an animated presentation tool (Powtoon).

Further to the development of these tools and their affordances in creating a constructivist classroom model of education, these elements also develop what Anderson (2008a) describes as the four attributes of learning; learner, knowledge, assessment, and community centered. As our Moodle platform for developing digital citizenship evolves, one of the challenges of the online platform is to maintain high levels of assessment, student engagement and interest, whilst not increasing the workload demand of the teacher. Therefore, the formative and summative assessment opportunities here provide for such assessment to occur, ¨without increase teacher participation¨ (Anderson, 2008a, p. 50). Anderson (2008a) suggests such tools and we aim to incorporate them, including:

1. collaborative learning environments where students create, document and actively participate in the assessment of their own and their peers learning.
2. informal social networks (discussion forums) where students are able to ¨post and reflect¨ upon the learning of others in the class.
3. use of computer marked assessments extending beyond your simple quiz which will activate student learning (Anderson, 2008a, p. 50-51).

While we worked to maintain an assessment centered approach, one of the major components of 21st century classrooms is that learners are provided with authentic opportunities to collaborate with one another in a constructivist manner. As classrooms evolve and work to develop 21st century education goals of creating constructivist communities of learning, a variety of open source platforms have emerged to support student learning. GAFE is one of these platforms, providing opportunities for elaborate and detailed collaboration between today’s students and teachers, both synchronously and asynchronously. In the context of the development of our Moodle platform and activities to support learning, GAFE facilitates the opportunity to support many of the tools that we have selected while continuing to create constructivist learning opportunities. Gilakjani, Leong, & Ismail (2013) give context to the constructivist classroom as a position that knowledge can be constructed by the learner, and technology generates the desired effect of increased ability to be collaborative (p.51). Palloff (2001) believes deeper levels of knowledge creation are obtained through student interaction with one another (p.3). Further, Barab & Duffy (2000) postulate that while working in communities of practice, ¨students are usually working collaboratively.., actively engaging in negotiating meanings through practice¨ (p. 40). GAFE affordances and applications are demonstrating their capabilities, providing a choice of technology that enables students to connect with one another.

GAFE is a free hybrid technology that can be run on any platform that supports internet connection. Google apps uses cloud computing as the basis for affordance use, through applications such as Google Drive and Gmail. Included in these applications are the highly popular tools within Google drive, including Google docs, form, and presentations (which are further elaborated on in our next section). The collaborative nature of GAFE provides possibilities for educators to challenge synchronous feedback, current assessment models, assignment collection, and portability of work. Rowe, Bozalek, & Frantz (2013) suggest enhanced communication through GAFE, supporting more meaningful, authentic platforms with which the construction of knowledge can be developed. Key to Rowe, Bozalek, & Frantz’s (2013) research are 10 characteristics of authentic tasks, four of which include: that authentic activities require collaboration, provide opportunities to reflect on learning, create polished products, and allow for multiple solutions (p. 597-599). After conducting their research, they formulate three conclusions. The first suggests students underwent a transformation surrounding their idea about learning, including their role. Second, that the power relationship between student and teacher suggested a movement away from authority led to personal student empowerment. Third, critical thinking was developed which prompted students to take a critical stance in their learning. As such, GAFE provides educators and students alike with the opportunity to improve and restructure current classroom practice.

With the wide range of digital tools that we have chosen to implement into our planned Moodle site around digital citizenship, we also look to address the third and fourth attributes as suggested by Anderson (2008a): knowledge and community centered learning environments. Our tools hope to leverage students with the opportunity to develop their knowledge around digital citizenship through the connections with ¨ideas, facts, people and communities¨ (Anderson, 2008a, p. 49). Further, many of our tools afford students with reflective opportunities as ¨automacy is a useful and necessary skill for expert thinking¨ (Anderson, 2008a, p. 49).

Critical and central to the success of our Moodle platform is that it fosters a community centered approach to learning. Given the inherent social nature that 21st century learning provides, we believe that these tools generate this community-centered approach to learning as the online learning community generates a ¨shared sense of belonging, trust, expectation of learning, and commitment to participate in and contribute to the community¨ (Anderson, 2008a, p. 51). With the unique and powerful attributes as described by Anderson (2008a), what follows is a list of the tools that we have utilized throughout theme 1 and how they best meet the needs of our learners within the digital citizenship course.

**Discussion Forums**

In our course, we offer students the opportunity to collaborate, discuss and challenge each other using Moodle’s discussion forums which allow for thoughtful and meaningful discussion around the topic of digital citizenship. These forums encourage the learner-centered attribute to which Anderson (2008a) suggests. Activities such as the Mr. Picasso Head introductory activity provide for the opportunity to generate this learner-centered approach, allowing for the teacher to ¨gain an understanding of students’ prerequisite knowledge, including any misconceptions that the learner starts with in the construction of new knowledge¨ (p. 47). Discussion forums also foster a community-centered approach as students participate asynchronously in these forums which aid in building community. With opportunities for students to engage in forums, “student interactions and development with intellectual, social, and emotional foci further support the existence of a learning community within the class (cited in Khoo, E., & Cowie, B., 2011, p. 55). Further, Beuchot & Bullen (2005) agree that critical thinking, collaboration and knowledge building can be directly attributed to the interactivity that occurs when students partake in discussion forums and that this interaction increases the quality and nature of the online learning experience.

**Assessment**

Although there are a wide array of assessment tools teachers are accessing and using, it is important to consider that the right online tools can lead to meaningful assessment which can foster a personalized learning approach. As Palloff & Pratt (1999) suggest, the online learning community affords students with assessment opportunities which challenge critical thinking and communication pathways, while opening the opportunity to negotiate differences of opinion between peers and teachers. Keeping this in mind, we have thoughtfully selected specific assessment methods, both formative and summative, to allow for reflection, feedback, and opportunity for improvement.

**Self-Evaluation Rubrics**

We have provided students with a rubric for class discussions as well as for project work within the course. We felt this was important as rubrics serve many purposes. First, rubrics provide a roadmap for students and lets them know exactly what is expected of them. Second, rubrics help teachers to coordinate instruction and assessment, providing consistency in evaluating work. Lastly, rubrics help teachers to monitor student learning for a more personalized learning approach. Including peer assessment in this process allows for further reflection from students to think critically about the work they are assessing. In turn, they are able to look at their own work for a more advanced and deeper understanding of the subject matter. A rubric allows for careful and successful evaluation of both academic and social skills in a myriad of settings. According to Callison (2000), for self-assessment and evaluation rubrics to be successful, explicit criteria, structured feedback, and front-end information need be present. Given their presence, Callison (2000) suggests advantages for rubric use including assessment being more reasonably objective and consistent, students garner a clearer visual of their individual progress and what is required of them to achieve higher levels of success, and feedback becomes fluent between teacher, student, and parent. Examples of such rubrics are found in Appendix A - C).

**Quizzes**

In our first theme, we have included an Edpuzzle quiz as well as two quizzes using Google Forms. Including quizzes provides students with immediate feedback and opportunity to relearn material, ask questions, or modify instruction if necessary. Given the medium of using videos embedded with quiz questions (Edpuzzle) affords us with the opportunity to address concepts with students in one of two ways, as an instructional video to be utilized in the process of a lesson or use as a flipped video opportunity. Over the past decade, educators such as Salman Khan ([Khan Academy](https://www.khanacademy.org/)) and Aaron Sams/Jonathan Bergmann ([The Flipped Classroom](http://flippedlearning.org/FLN)) have made strong cases for the use of online video as a tool for delivering content. Khan (2012) shares how his viewers feel like he is sitting next to them as he works through problems in “real-time” and students can see the process of his work. Video clips are a major resource for teaching the Net Generation and tapping into kids with different learning needs. Using video draws on multiple intelligences and learning styles to increase the success of every student as there is a match between the media and the students’ intelligences (Gardner, 2000; Veenema & Gardner, 1996).

**Google Docs**

We have chosen to include a collaborative working space for students to collectively build knowledge. The emphasis of the knowledge-building construct is on the class as a collective engaged in the processes of scientific community (Scardamalia & Bereiter, 1994). Whereas, “learning” or “constructing knowledge” is where individuals engage in the learning process and construct new understanding as a combination of prior learning, new information, and readiness to learn. As mentioned previously, there are many affordances in using GAFE in the classroom, and Google Docs is one where the construction of knowledge can be developed.

**Media**

Media in the 21st century digital age consists of a wide range and variety of learning tools including but not limited to text, audio, video, social media, and games. When considering appropriate media for teaching, Mackenzie (2002) has suggested selecting technology around Howard Gardner’s multiple intelligences theory (cited in Bates, 2014). Howard Gardner (2004) identified intelligence as a set of skills that make it possible for a person to solve problems in life; however, these sets of skills vary between individuals. The value of using video has a strong effect on the mind and senses as it taps into core intelligences of verbal/linguistic, visual/spatial, musical/rhythmic, and emotional (interpersonal/intrapersonal). The richness of the media in question has exponential advantages to the single medium of communication in pedagogical means as this richness enables educators to remain innovative and creative around the content and delivery of their course (Bates, 2014). Advantageous here is as Bates (2014) suggests; ¨many activities that previously required learners to be present at a particular time and place to observe processes and procedures.., can now be recorded and made available to learners to view at any time¨ (p. 215). Further is the understanding that media affords learners with the abilities to view and access materials at any time, working towards a stronger cognitive mastery (Bates, 2014). We recognize that there can be the tendency for educators to tackle or challenge themselves to using the richest form of media as it affords the most ¨bells and whistles¨, however, we follow the criteria that Bates (2014) suggests must be taken into consideration including cost and ease of use, distractions from the essential points of the teaching, and appropriateness to the learning task.

Bates( 2014) suggests some very important points surrounding the consideration of media, which we aim to utilize when supporting our pedagogical goals and outcomes. These include:

* the overall teaching philosophy behind the teaching
* the presentational and structural requirements of the subject matter or content
* the skills that need to be developed in learners
* and not least by the imagination of the teacher or instructor (and increasingly learners themselves) in identifying possible roles for different media (Bates, 2014, p. 221).

It is within these affordances that media provides the greatest opportunity to differentiate the learning environment, providing a rich, meaningful, and authentic opportunity for students. Given that we aim to match best practice with best media practice to support our learning outcomes, attention will also be given to three core elements as described by Bates (2014): content, content structure, and skills (p. 223).

In consideration of this research, the largest component of media in our course consists of YouTube videos. Videos are one of the richest mediums available to educators to enhance and develop lessons that are authentic to the learner. As suggested by Bates (2014), video has the unique ability to be stopped, rewound, and replayed is critical for skill development. It also bridges the gap and creates links between concrete examples and abstract principles. Video provides differentiated opportunities for learning. In particular, it will support those who are having challenges with concept development, and given the digital age that learners are in, videos provide opportunities for students to develop skills necessary for success in the 21st century.

**Online Games**

Students today are growing up in a pervasive, media-saturated society and educational systems are being faced with responding to the growth of digital technologies and their implications for learning in the 21st century. Video games and gamification offer students a sense of “being there” and current research is suggesting that gaming offer students an enhanced learning experience and can inspire them to do better (McGonigal, 2014). Gaming is popular among children, teens, and adults and game-based learning is one pathway to educational reform as it offers a unique and engaging context for learning. Research also suggests that when kids play video games and persevere with achievable challenges and ongoing feedback, it reinforces the action by seeking more successful experiences (Willis, 2011). In our first theme, we have chosen to include the following games for students to interact with for a heightened learning experience:

* [The Case of the Cyber Criminal](http://www.onguardonline.gov/media/game-0013-case-cyber-criminal)
* [ID Theft Faceoff Game](http://www.onguardonline.gov/media/game-0005-id-theft-faceoff)
* [Are you a responsible digital citizen?](http://www.digizen.org/resources/cyberbullying/interactive/)

The influence of gaming in education is increasing and is providing great opportunities to expand the minds of learners. Video games afford opportunities for critical activity and creativity development as well as provide many benefits of using video games in the classroom. For example, games:

* Provide a unique opportunity for students to bring their own “cultural capital” into the classroom ([Partington, 2010](http://etec532gamingineducation.weebly.com/references.html)).
* Motivate students in learning.
* Can be used as tools for critical reflection and a deeper level of critical thinking skills.
* Have the potential to make students more aware of social issues and more empathetic towards others ([Crocco, 2011)](http://etec532gamingineducation.weebly.com/references.html).

There is much potential for gaming in education and it certainly can be used as a powerful tool for intellectual exploration for today’s learners.

**Presentations**

Presentations are a way of documenting knowledge and celebrating learning. It is an opportunity for students’ thinking to become visible through pedagogical documentation, as well as opening up the possibility for shared reflection on the learning process. Using various digital tools for storytelling creates spaces for students to further explore topics of interest, engages them to inquire more around assigned topics, and showcases their learning for peers, teachers, parents, and the outside community beyond the four walls of the classroom, allowing for interaction and connection with the storyteller (Dillon, B., 2014). In Theme 1, we have selected Powtoon and Google Slides as tools for assignments involving presentations. Providing students with options to learn and explore various presentation tools will give them experience in using a diverse range of tools so that they are able to eventually choose what works best for them. Powtoon lets students create individual fun and unique animated presentations and also affords students with the opportunity to collaborate in a community-centered fashion learning together how to create a media rich presentation.Google Slides opens the door to collaborative and synchronous learning.

**Conclusion**

As one of our philosophical goals included creating an online learning space to facilitate a Constructivist model and 21st century learning pedagogies, we feel the design of our course successfully meets our objectives and aligns well with the choice of Moodle as a LMS. The process of creating our course involved strong communication and collaborative skills and the front-end planning was essential in facilitating further development of our course. Using a backward design model allowed us to consider essential questions and objectives for our course, reflect on best assessment designs to measure student learning, and implement assignments and activities to support learning. Through the implementation of a backward design model in creating our digital citizenship unit on our Moodle platform, we have utilized a variety of digital tools which bring with them the affordances of creating an authentic, media rich learning experience for our students. The tools by their very nature are collaborative, engaging, and enable both students and teachers to engage in meaningful communities of learning where both formative and summative assessment opportunities guide the community. Throughout our first theme around our digital citizenship unit, students are afforded with the opportunity to be creative, while immersing themselves in a plethora of digital tools that promote the ideals of the 21st century learner.

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**Appendix A: Rubric**

**Digital Health and Wellness Presentation**

Working with a partner, create a slideshow using Google Slides about technology and good health. Some questions to think about are: Why is this important? What does this look like? Can there be balance? You will need to do your own research about technology and good health and ensure you have cited your work appropriately.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | **4** | **3** | **2** | **1** |
| **Message Delivery** | Included relevant evidence from a variety of sources (5+) and chose appropriate evidence to support presentation. | Included some evidence from a few sources (3-5) and chose adequate evidence to support presentation. | Included minimal evidence from a couple of sources (1-3) and chose sufficient evidence to support presentation. | Did not include evidence from any sources and did not choose any evidence to support presentation. |
| **Solution** | Strong knowledge and experiencegained to creatively solve thisproblem. | Competent knowledge and experiencegained to creatively solve thisproblem. | Developing knowledge and experiencegained to creatively solve thisproblem. | Emerging knowledge and experiencegained to creatively solve thisproblem. |
| **Citations** | All citations are accurately written. | Most citations are accurately written. | Some citations are accurately written. | No citations are accurately written. |
| **Overall Appearance** | Selects and uses well-crafted media (e.g., use of sophisticated editing – sound, juxtapositions or uniqueness of images) to communicate desired information to enhance and deepen audience understanding. | Selects and uses appropriate media to communicate desired information to enhance audience understanding. (OC-10-2.6) | Selects and uses media appropriately; however, media use detracts somewhat from the audience understanding (e.g., lack of clarity of images or text; requires further editing; lacks organization consistent with topic). | Selects and uses mediainappropriate to audience,context, or purpose |

**Appendix B: Rubric**

**Discussion Post Marking Rubric**

**(Adapted from: Instructional Design Team: *Online Discussion Rubric*. Center for Distributed Learning, UCF. Retrieved July 4, 2015 from:** [**https://topr.online.ucf.edu/index.php/Discussion\_Rubrics**](https://topr.online.ucf.edu/index.php/Discussion_Rubrics)

All discussion posts will be formally assessed using the following criteria. Please remember to refer to this rubric and carefully examine how your discussion posts will be marked.

**REMEMBER:** For each discussion post opportunity, you need to provide one thoughtful response **AND** reply to a minimum of two other posts, sharing your thoughts and insights.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Value** | **6** | **4** | **2** | **0** |
| **Quality of Post** | Comments are appropriate: Thoughtful, Reflective, Respectful | Comments are appropriate: Respectful | Minimal effort displayed in responding to discussion post | No post for this weeks discussion forum |
| **Relevance of Post** | Posts are directly related to discussion topic; further discussion is promoted | Posts are relatively related to discussion topic | Minimal effort is displayed in relating comments to discussion topic | No post for this weeks discussion forum |
| **Contributions to our Learning Community** | Ideas for the week prompt others to join the conversation; is thoughtful and creative in approach to topic; Student has contributed thoughtfully to a minimum of 2 other discussion posts with feedback | Ideas for the week prompt conversation that affords thoughtful interaction with peers; Student has contributed to a minimum of 2 other discussion posts with feedback | Minimal effort is made to contribute to the learning community; Student has contributed minimally to 1 other post with feedback | There is no feedback provided to others in the course through the discussion post |

**Appendix C: Rubric**

**PowToon Presentation Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Creativity** | Several of the graphics or objects used in the PowToon reflect an exceptional degree of student creativity. | One or two of the graphics or objects used in the PowToon reflect student creativity. | One or two graphics or objects were made or customized by the student, but the ideas were typical rather than creative. | The student did not make or customize any of the items on the topic. |
| **Attention to Detail** | It is clear how different elements included (animations, pictures, entries, exits in the PowToon) are related to the topic. | The student gives a reasonable explanation of how most elements in the PowToon are related to the topic.  | The student gives a fairly reasonable explanation of how most elements in the PowToon are related to the topic. | The student's explanations are weak and illustrate difficulty understanding how to relate items to the topic. |
| **Understanding of Media** | The student was able to complete the process of saving and uploading pictures, adding animations, adding transitions with minimal help. | The student was able to complete the process of saving and uploading pictures, adding animations, adding transitions with a moderate amount of help. | The student was able to complete the process of saving and uploading pictures, adding animations, adding transitions with a significant amount of help. | The student was unable to complete the process of saving and uploading pictures, adding animations, adding transitions at all without assistance. |
| **Content Covered** | Student has exceeded the information required to be covered on their chosen topic. Information is correct and clearly explained. | Student has given all the information asked for on the topic. All information is correct. | Student has adequately covered the information required on the topic. Information is mostly correct. | Student did not include all the information to be covered on the topic/and or contains many errors. |

**Appendix D**

**Theme/Course Outline**

**Our course and time together will be developed around three themes that will help you develop your Digital Citizenship Skills. Each theme will be explored in three different lessons. Below, you will find an overview of the course topics.**

|  |  |
| --- | --- |
| **Theme / Lesson** |  |
| **Theme 1** | **Respect and Protect Yourself: Digital Well-Being** |
|  |  |
| **Lesson 1** | ***Digital Security*:** Electronic Precautions for Self-Protection |
| **Lesson 2** | ***Digital Rights and Responsibilities*:** Freedoms Extend to Those in a Digital World |
| **Lesson 3** | ***Digital Health & Wellness*:** Physical & Psychological Well-Being in a Digital World |
|  |  |
| **Theme 2** | **Respect and Protect Others: Digital Interactions** |
|  |  |
| **Lesson 1** | ***Digital Communications*:** Electronic Exchange of Information |
| **Lesson 2** | ***Digital Etiquette*:** Standards of Conduct or Procedures Online |
| **Lesson 3** | ***Digital Access*:** Full Electronic Participation in Society |
|  |  |
| **Theme 3** | **Respect and Protect Intellectual Property and Other Property: Digital Preparedness** |
|  |  |
| **Lesson 1** | ***Digital Law*:** Responsibility for Actions and Deeds Using Electronics |
| **Lesson 2** | ***Digital Literacy*:** Process of Teaching and Learning About Technology and the use of Technology |
| **Lesson 3** | ***Digital Commerce*:** Online Buying and Selling of Goods |