Digital Citizenship Unit: Grade 6 Moodle Experience

Prepared by: Shafali Hamir, Grant Naylor

ETEC 565A

Dr. Tatiana Bourlova

**Theme**

Today’s learner is growing up in an age where net etiquette is an extremely important component to conducting oneself in the digital world of 21st century learning.  Deeply ingrained in the culture of today’s youth, technology use and digital citizenship must be of critical pedagogical concern to educators (Pew, 2010).  While students appear to be digital natives (Prensky, 2001), given their abilities to figure out the latest technologies and adapt to their affordances, they are not equally concerned with how they conduct themselves in the virtual world. As such, educators should not assume that students are experts when it comes to communicating appropriately and ethically when interacting with digital tools. Understanding digital footprints and the dangers that they posses when posting information about themselves requires educators to look carefully at developing curriculum that best supports students understanding around the complexities of the digital world and teaching our students to become good digital citizens.  Digital Citizenship is an important topic of conversation, and awareness of the essential elements is critical for students learning in a K­-12 environment.  As suggested by Ribble & Bailey (2007), it is imperative to reinforce ¨the positive aspects of technology so that everyone can work and play (safely within) the digital world¨.  In today’s technologically integrated classrooms, it’s not enough to just be “tech savvy.”  Students need to manage their digital footprints, have a positive online presence, and know how to protect their personal information.  Therefore, we have chosen to focus on students abilities to better understand what makes up their personal information, understand why it’s important to protect it, and be able to determine when it is appropriate to disclose their personal information to others.

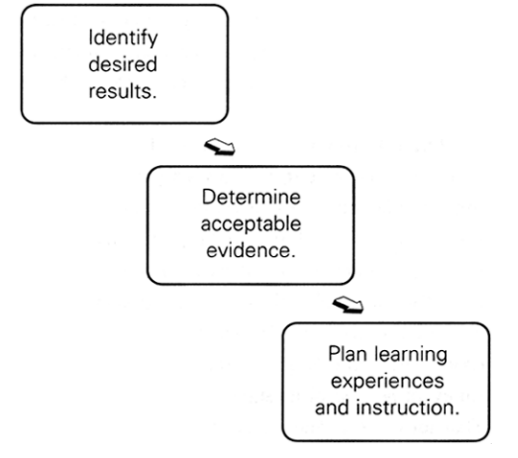
**Rationale**

Developing a course using an LMS platform offers many affordances that help to increase communication and interaction amongst learners (Anderson, 2008a).  A platform like Moodle allows for synchronous and asynchronous forms of communication through wikis, forums, discussions, blogs, and journal tools which help to promote active learning beyond the classroom walls.  As elementary teachers, one of our philosophical goals include creating online learning spaces to facilitate a Constructivist model and 21st century learning pedagogies.  Moodle is 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).  Diligence in assessing the goals of any design for online learning needs to remain paramount in the minds of educators.  It is imperative that 21st century educators examine the affordances produced in terms of the cognitive, social and teacher presence that each design offers (Anderson, 2008a).  In looking to create an online learning platform, the environment of choice for us need work well in a public domain.  Moodle affords this opportunity as learning through many of the LMS domains are not fully controlled by schools and institutions (Wesch, 2007).  Therefore, using Moodle as an ‘open platform’, where both students and teachers can communicate, collaborate and construct knowledge is the best choice for our Digital Citizenship course.  We also recognize that more and more of the higher grades are implementing some form of LMS in their classrooms, be it fully online or through a blended program, so we feel presenting a Moodle course on Digital Citizenship to Grade Six students gives them both the experience to work online while learning about what it means to be a good digital citizen.

**Moodle Course: Grade 6**

**Digital Citizenship**

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).  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 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.  Thinking about the specific learning and evidence to support prior to the actual teaching of the unit in digital citizenship is the goal of our online learning module.  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.

**Backward Design Template**

***(Adapted from Wiggins & McTighe, 2005)***

**Stage 1 – Desired Results**

**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.** |

|  |  |
| --- | --- |
| **Understandings:**  **Students will understand that…**  Being the best digital citizen includes:   * respecting and protecting oneself: Digital Well-being * respecting and protecting others: Digital Interactions * respecting and protecting intellectual property and other property: Digital Preparedness | **Essential Questions:**   1. What are the basic skills needed for a digital world? 2. What makes a good digital citizen? 3. Where can digital citizenship take you? 4. Why do we practice digital citizenship? |

|  |  |
| --- | --- |
| ***Students will know how to…***  ***(Specific 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 - Respect the privacy and products of others  2.6 - Use electronic networks in an ethical manner  2.7 - Comply with copyright legislation  **P.6**  2.1 - Select and use the technology appropriate to a given communication situation | ***Students will be able to…***  1. Have a better sense of Digital Citizenship and what it means to respect and protect oneself, others, and intellectual property.  2. Recognize safety issues related to technology, technology systems, digital media and information technology including the Internet |

**Stage 2 – Desired Assessment Evidence**

|  |  |
| --- | --- |
| **Performance Tasks:**  1. Quizzes  2. Discussion Forums  3. Self Evaluation Rubric – at end of course | **Other Evidence:**  1. Peer feedback through discussion forums  2. Demonstrating thoughtfulness around discussions about Digital Citizenship  3. Willingness to participate |

**Stage 3 – Learning Plan**

According to Wiggins & McTighe (2004), ¨curriculum design is not only idiosyncratic, but iterative.   Although there is a clear logic embodied in the three stages of backward design, the process is not rigidly linear, or step-by-step.  Successful designers find themselves constantly cycling back to aspects of the design that need to be revised or rethought entirely in light of reflection, feedback with others, and experience with learners¨ (p. 4).   In light of the fluid nature of the backward design, the learning plan stage is seen as more of a working document of ideas that will best support both the desired results and assessment evidence to be collected.  As such, we see the learning activities section as being more of a brainstorm of ideas in relation to results and assessment practice that can change throughout the learning and teaching in a unit around digital citizenship.  Given that analysis would be done and formative information would be collected to lead the way forward, we would work in collaboration to develop the understanding through learning with our students.

|  |
| --- |
| **Possible Learning Activities:**  1.  Students can create a video clip/digital story (i.e. powtoon) as a way to represent their learning in the course at any point in our three themes.  2.  Include brainstorming/assessment activities throughout course to help generate ideas and allow for thoughtful discussions.  Suggested tools: padlet, edpuzzle  3.  Class discussions using forums → after key lessons  4.  Analyze sources/websites for credibility.  Students can explain which one is the safest to share information with. <http://mediasmarts.ca/game/jo-cool-or-jo-fool/teachers> <http://mediasmarts.ca/sites/mediasmarts/files/pdfs/backgrounders/jo_teachers_guide.pdf> Link to guide for analyzing media awareness  4b. To go with above, Deconstructing Web pages - <http://goo.gl/E4HOC2> Taken from Media Smarts  5. Create a superhero digital citizen: <https://goo.gl/P5SXlt> - Create using Marvel Comic Maker: <http://marvel.com/games/play/31/create_your_own_superhero>  6. Ideas from Google Digital Literacy and Citizenship - <http://goo.gl/32m52S>  7. Students could create a digital pledge: <http://www.digitalcitizenship.net/uploads/KidPledge1.pdf>  8. Games around Digital Citizenship:   * <http://media.commonsensemedia.org/games/top-secret.swf> * <http://mediasmarts.ca/game/privacy-playground-first-adventure-three-cyberpigs> * <http://mediasmarts.ca/game/cybersense-and-nonsense-second-adventure-three-cyberpigs> |

**Resource Considerations**

After developing our ideas using the backward design template, consideration of resources, including project timeline and succession of tasks enable us to map out our plan for carrying out and developing our digital citizenship unit.  Our focus will be divided into three central themes integral to promotion of digital citizenship within our target audience.  The first theme will be centered around digital well being.  The theme will again be subdivided into three lessons, which will be preceded with an introductory lesson that enables the learners to get to know their fellow colleagues.  Students will also be given directions as to communication methods/tools that will be used when required to contact the teacher.  The introductory lesson will focus on the students creating a personal bio using Mr. Picasso Head (See Document for Instructions: [Mr. Picasso Head](https://goo.gl/xQyLNv)).  From here, students will move into through the lessons in sequential order beginning with theme 1, lesson 1. We are planning to have Theme 1 completed by August 30, 2015.  The breakdown of this theme is as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| ***Lesson*** | ***Instructions*** | ***Assessment*** | ***Timeline*** |
| **Introductory Lesson** | * Students will introduce themselves through the online discussion forum. * Student will create a personal bio using Mr. Picasso Head (See Document for Instructions: [Mr. Picasso Head](https://goo.gl/xQyLNv)). * Once Mr. Picasso Head is complete, students will: * Describe themselves (hobbies, sports played, interests) * What aspects of school do you enjoy * What aspects of school do you find challenging * Why did you include some of the features in your Mr. Picasso Head * Describe the various forms of work that you do online: research, pleasure, social media interactions * What do you know about Digital Citizenship (Provide details in Point Form) * Students will post to the Discussion Forum: **Introduce Yourself: Mr. Picasso Head Discussion Forum**   **=========================**   * Students will view the following poster and discuss what it means to them in the Discussion Forum (**Thoughts on Children’s Bill of Rights**): <http://goo.gl/cTPw66> * Students will contribute to a padlet brainstorming what they already know about Digital Citizenship.  (minimum of two ideas): [Padlet](http://padlet.com/gnaylor/7kqpyt4b37i7) | * Students will not be formally assessed in the introductory lesson, but the teacher will keep track of completed tasks:  1. Mr. Picasso Head personal bio 2. Contributions to Discussion Forum: **Thoughts on Student Bill of Rights** 3. Contributions to Digital Citizenship Padlet | Week 1  (July 5 - 12, 2015) |

**Theme 1: Respect and Protect Yourself: Digital Well-Being**

**Lesson 1 • Digital Security: Electronic precautions for self-protection**

In every digital society there are going to be people who “steal” or “hack” into electronic data and it is often easy to assume there is no need to protect data, including identity.  In this lesson, we want our students to know why it is important to protect electronic data.  Assessment strategies throughout lesson #1 would include participation to discussion forum contributions, formative assessment mark for completion of edpuzzle quiz and formative assessment mark for completion of the quiz: Which teen are you?  For lesson one and all subsequent lessons, students will be given criteria in the form of a rubric which will address requirements for discussion forum participation.  This rubric (Appendix B) will be available for students to access on the Moodle website when they begin enrollment.

|  |  |  |  |
| --- | --- | --- | --- |
| ***Lesson # 1*** | ***Instructions*** | ***Assessment*** | ***Timeline*** |
| **Digital Security:**  **Electronic Precautions**  **& Self Protection** | * Students will watch the short Video: [Stop. Think. Click.](https://youtu.be/zdqVLeg6C9s) Students will take the short Edpuzzle Quiz (Students will have to create a nickname and password (nickname first initial, last name, password, could be four digit number, which could be recorded through a Google form for ease of remembering) while watching the video a second time: <https://edpuzzle.com/assignments/m/5592d53be258277f67a7e520/5592c22ac568b86c1b7340c7>   **Use Code:** eE2Yga   * Students must create a nickname and password, which is a four digit password.  The username and password should be added to the following Google Form to ensure that no one will forget their password. <https://goo.gl/4QEcXk> * Great form of Summative Assessment; Could be used as a Flipped Classroom Model as well.  Results of quizzes are tracked and can be exported into a spreadsheet for ease of assessment. * Students will play the game: The Case of the Cyber Criminal (<http://www.onguardonline.gov/media/game-0013-case-cyber-criminal>) * Students will begin the quest: 6 Clicks: Cyber Safety to Protect your Identity (Introduction)  In this Quest you will view some videos to help you think through how much information can be found out online and privacy. How much information could be found out about you in 6 clicks? Watch these videos closely; have you left any personal identifiers on the net? * Watch the Video: [Internet Safety: Do you Really have a Private Life Online](https://youtu.be/-e98hxHZiTg) * Watch the Video: [6 Degrees of Information](https://youtu.be/cG5SScEdA_Q) * Create Google Form Quiz (<https://goo.gl/9Njcjy>) * around: [Which Teen are You?](http://goo.gl/YbvqFH) * Watch the Video: [Two Kinds of Stupid](https://youtu.be/uuHGBdnoEqU) * Prior to posting their thoughts in this weeks discussion post, students will play the game: [ID Theft Faceoff Game](http://www.onguardonline.gov/media/game-0005-id-theft-faceoff) * **Discussion Topic Contribution** - What are 3 important things you need to do to protect your electronic data? How much information could be found out about you in 6 clicks?  Have you left any personal identifiers on the net in the past week? | * Student Mark /3 will be recorded from Edpuzzle Quiz        * 6 Degrees of Information Quiz results will be collected from Google Form Quiz      * Appendix B: Rubric | Week 2 & 3  (July 13  - 26, 2015) |

**Theme 1: Respect and Protect Yourself: Digital Well-Being**

**Lesson 2 • Digital Rights and Responsibilities: Freedoms Extended to Those in a Digital World**

Being a member in a digital society means following acceptable use policies of this society.  For example, if a student is going to post information to a site, other users should not abuse the policies by taking credit for it, vandalizing it, or using it to threaten or harass others.  Within this regard, students need to develop a contextual understanding around cyber-bullying and as such, a mini-lesson will be incorporated into this lesson.  Another example would be students using online material ethically by requesting permission to use content or ensuring information is cited appropriately.  In this lesson, students will be given a clear understanding of what is expected of them in order to be members of the digital society.  Students will be assessed in a variety of ways though lesson 2.  Reflection through contributions to the Google document around the cyber-bullying video will be based on validity and strength in contributions.  A Google Form on copyright will be a formative assessment and the marks will be recorded.  Citations for images, quotes, and poems will be formally assessed in terms of their completeness and accuracy.  Discussion topic contributions will be formally assessed as to strength of contribution and replies to a minimum of 2 other forum post.

|  |  |  |  |
| --- | --- | --- | --- |
| ***Lesson # 2*** | ***Instructions*** | ***Assessment*** | ***Timeline*** |
| **Digital Rights and Responsibilities:**  **Freedoms Extended to Those in a Digital World** | * Students will play the following game as an introduction to cyber-bullying: <http://www.digizen.org/resources/cyberbullying/interactive/> * Students will be introduced to the term cyber-bully through viewing the video: [Stacey’s Story](https://youtu.be/hWdjwl9rgcE) * Students will be asked to reflect on the video through the addition in point form of their thoughts to the following Google Document: [Cyberbullying: Crossing the Line Discussion Questions](https://goo.gl/gKYFbh) * Students will be given the opportunity to create a [powtoon](http://www.powtoon.com/) video around their ideas of cyber-bullying and how best ensure that they are never someone who experiences or is someone who is a cyber-bully * Students will need to access the [teacher’s powtoon account](https://www.powtoon.com/edu/join-group/) and use the code:  **w2gP** * **Think about the following questions when developing your Powtoon:** * What does Cyber-Bullying mean to you? * How does cyber-bullying affect those involved? * What are some of the ways that you can help prevent cyber-bullying?   **=========================**   * Visit <http://www.copyrightkids.org/> and <http://www.cyberbee.com/cb_copyright.htm> to read about copyright laws and take short quiz using Google Form Quiz <https://docs.google.com/forms/d/1S5gZ37AACy-Wsd3G4OAmo4iepxlyBC5-9lPrbiVL_HQ/viewform?c=0&w=1> * Students have already created a nickname and password, which is a four digit password.  The username and password should be added to the following Google Form to ensure that no one will forget their password. --<https://docs.google.com/forms/d/1S5gZ37AACy-Wsd3G4OAmo4iepxlyBC5-9lPrbiVL_HQ/viewform?c=0&w=1> * Watch video “Cite Your Sources!” <https://www.youtube.com/watch?v=FXEBlzk-0zk> * Read: What I Learned About Being a Copy-Cat <http://www.gpb.org/georgiastories/studyguide/plagiarism> * Activity: Select a poem, a phrase or a quotation from a favourite book, song lyrics or any other text that interests you.  Keep in mind the author, title, website it was taken from, etc. as you will need this information to cite your work.  Next, select one or two images to go along with your selected text from any of the following sites: (remember where you find your photos and who the photographer is). * <http://www.freefoto.com/index.jsp> * <http://www.pics4learning.com/> * <http://www.pdphoto.org/> * <http://www.public-domain-photos.com/> * <https://www.flickr.com/groups/freeuse> * Use the following resources to help you cite your work. * <http://www.kenton.k12.ny.us/domain/1352> * <http://blue.sdp.sirsi.net/client/en_US/kidbib/> * <https://www.eduplace.com/parents/resources/homework/reference/bibliography.html> * **Post your work** in the discussion forum “Citations” and comment on 2 other classmates work.  Let them know if they have done this activity correctly or if they need to make changes to the way they have cited their work. * **Discussion Forum for the Week**: Do you agree or disagree with the rights and responsibilities expected in our digital society? Why (or why not) is this important? | * Student reflections and additions to Google Document assessed based on strength in comments and validity * Powtoon around Cyber-bullying will be formally assessed using the following marking rubric: Will Be Added for Assignment #3      * Copyright Laws Quiz marks to be recorded once students have completed the quiz      * Images and citations for poem, phrases, or book quotations will be assessed as to their correct format      * Will be graded by “Complete” or “Incomplete” (if ¨Incomplete¨, students will have the opportunity to correct and resubmit) * Appendix B: Rubric | Week 3 - 6  (July 27 - August 16, 2015) |

**Theme 1: Respect and Protect Yourself: Digital Well-Being**

**Lesson 3 • Digital Health and Wellness: Physical and Psychological well-being in a Digital World**

Technology addiction, technology and good health, and computer ergonomics are the buzzwords in this lesson.  According to Ribble (2013), students need to be aware of the physical dangers that may have an impact on their health and wellness when using digital technology.  In our media saturated world, it can be easy to withdraw from society by becoming addicted to video games, smartphones, and the Internet.  This can also lead to physical issues such as carpal tunnel syndrome, eye strain and poor posture.  Ensuring proper ergonomics and avoiding repetitive motion injuries are some of the steps to be taken to prevent these injuries from happening.  Within lesson three, assessment will be divided into two areas: the Google Slides presentation will be assessed formally using the digital health and well-being presentation rubric.  Students will be afforded the opportunity to both peer and self-assess this assignment.  The second area of assessment will be in the strength of contribution to the week’s discussion forum.

|  |  |  |  |
| --- | --- | --- | --- |
| ***Lesson # 3*** | ***Instructions*** | ***Assessment*** | ***Timeline*** |
| **Digital Health and Wellness:**  **Physical and Psychological well-being in a Digital World** | * Students will watch this video: Growing up Social: Raising Relational Kids in a Screen-Driven World <https://www.youtube.com/watch?v=A-ANoYvKA1k> * Ergonomics video: <https://www.youtube.com/watch?v=uSBakWOsYdA> * **Assignment:** 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. * **Discussion Topic Contribution:** Share about a time when someone you know was not a part of a social gathering because of a technology distraction.  Did it bother you? How do you feel when this happens? When do you draw the line between the real world and the virtual world? | * Appendix A: Rubric        * Appendix B: Rubric | Week 6 & 7  (August 17 - August 30, 2015) |

**Themes 2 & 3:  The planning and developing of these two themes will begin after Theme 1 is completed.  We have included both themes below as well as our timeline to complete these themes.**

Theme 2: Respect and Protect Others: Digital Interactions

**We are planning to have Theme 2 done by September 30, 2015.  The breakdown of the theme is as follows:**

Lesson 4 • Digital Communications: Electronic exchange of information

Lesson 5 • Digital Etiquette: Standards of conduct or procedures online

Lesson 6 • Digital Access: Full electronic participation in society

Theme 3: Respect and Protect Intellectual Property and other Property: Digital Preparedness

**We are planning to have Theme 3 done by October 31, 2015.  The breakdown of the theme is as follows:**

Lesson 7 • Digital Law: Responsibility for actions and deeds using electronics

Lesson 8 • Digital Literacy: Process of teaching and learning about technology and the use of technology

Lesson 9 • Digital Commerce: Online buying and selling of goods

In moving forward with our Moodle unit on Digital Citizenship, we will look to complete Themes 2 & 3.  Our goal would be to utilize this unit throughout the beginning half of the school year with our Grade 6 class.  Once complete, the unit on Digital Citizenship will afford students with a learning opportunity which addresses the backward design model theory of learning, provides students with an asynchronous and synchronous opportunity for learning through our chosen Learning Management System, will create a collaborative community of learners, and enable students to develop their skills in becoming exemplary digital citizens.  These affordances are in alignment with the development of a 21st century constructivist learning environment.

**References**

Anderson, T. (2008a). "Towards a Theory of Online Learning." In Anderson, T. & Elloumi, F. Theory of Practice of Online Learning. Athabasca University.

Are you a responsible citizen? (2010). Retrieved July 4, 2015, from <http://www.digizen.org/resources/cyberbullying/interactive/>

Chapman, Gary. (2014). Growing Up Social: Raising Relational Kids in a Screen Driven World. [Video File]. Retrieved July   4, 2015, from<http://www.youtube.com/watch?v=A-ANoYvKA1k>.

Common Sense Media. (2014). Stacey's Story - When Rumors Escalate [Video File]. Retrieved July 3, 2015, from<http://www.youtube.com/watch?v=hWdjwl9rgcE>.

Copyright with CyberBee. (2002). Retrieved July 4, 2015, from <http://www.cyberbee.com/cb_copyright.htm>

Covey, S. R. (2004). *The 7 habits of highly effective people: Restoring the character ethic*. New York: Free Press

Digital Citizenship in Schools, Mike Ribble - ISTE." 2013. 1 Jul. 2015 <<http://www.iste.org/docs/excerpts/DIGCI2-excerpt.pdf>>

Federal Trade Commission. (2010). Heads Up: Stop. Think. Click. [Video File]. Retrieved July 3, 2015, from<http://www.youtube.com/watch?v=zdqVLeg6C9s>.

Friendly Screens. (2011). Do you really have a private life online? [Video File]. Retrieved July 3, 2015, from<http://www.youtube.com/watch?v=-e98hxHZiTg>.

Health Problems by using computer. (2012). [Video File]. Retrieved July 5, 2015 from <https://www.youtube.com/watch?v=uSBakWOsYdA>

ICRA. (2002). *Children's Bill Of Rights For The Internet.* Retrieved from <http://areyouadigitalcitizen.weebly.com/uploads/6/8/9/9/6899478/childrens_bill_of_rights_for_the_intermet.pdf>

ID Theft FaceOff | OnGuard Online. (2012). Retrieved July 5, 2015.

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>

Kerr, Andrew. (2015). What I learned About Being a Copy - Cat: A True Story (A Resource About Plagiarism). Retreived July 3, 2015, from <http://www.gpb.org/georgiastories/studyguide/plagiarism>

The Case of the Cyber Criminal | OnGuard Online. (2011). Retrieved July 5, 2015.

Media Smarts. (n.d). *Canada’s Centre For Digital and Media Literacy.* Retrieved from <http://mediasmarts.ca/game/jo-cool-or-jo-fool/teachers>

Moffitt, WIlliam. (2012)  2 Kinds of Stupid [Video File]. Retrieved July 3, 2015, from<http://www.youtube.com/watch?v=uuHGBdnoEqU>.

PEW Research Center. (2010). MILLENNIALS A Portrait of Generation Next. Confident. Connected. Open to Change. Washington, DC: PEW Research Center. Retrieved from <http://www.pewsocialtrends.org/files/2010/10/millennials-confident-connected-open-to-change.pdf>

Prensky, M. (2001). [Digital natives, Digital Immigrants](http://www.hfmboces.org/HFMDistrictServices/TechYES/PrenskyDigitalNatives.pdf). *On The Horizon*, 9 (5), 1-6.

Rafferty, Patrick. (2014). 6 Degrees of Information. [Video File]. Retrieved July 3, 2015, from<http://www.youtube.com/watch?v=cG5SScEdA_Q>.

Ribble, M., & Bailey, G. (2007). *Digital citizenship in schools*. Washington, DC

Sandler, Cynthia. (2011). Cite Your Sources! [Video File]. Retreived July 3, 2015, from <https://www.youtube.com/watch?v=FXEBlzk-0zk>

Wesch, M. (2007). A vision of students today (& What teachers must do). Retrieved from<http://www.britannica.com/blogs/2008/10/a-vision-of-students-today-what-teachers-must-do/>

Wiggins, G., & McTighe, J. (2004). [Introduction: The logic of backward design](http://www.ascd.org/ASCD/pdf/books/mctighe2004_intro.pdf). Understanding by Design: Professional Development Workbook.Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G., & McTighe, J. (2005). Understanding by Design (Expanded Second Edition). Alexandria, VA, USA: Association for Supervision & Curriculum Development (ASCD). Retrieved from <http://www.ebrary.com>

**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 experience  gained to creatively solve this  problem. | Competent knowledge and experience  gained to creatively solve this  problem. | Developing knowledge and experience  gained to creatively solve this  problem. | Emerging knowledge and experience  gained to creatively solve this  problem. |
| **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 media  inappropriate 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 |