

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

ENGAGING FAMILIES IN DIGITAL CITIZENSHIP:

A WORKSHOP FOR FAMILIES IN MIDDLE SCHOOL

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By

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Abstract

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With the increasing use of electronic communication by young people, educators are aware of the need to promote internet safety. Internet safety training programs can be developed as school-based programs with a centralized focus on the student. This graduate project provides a scholarly literature review on adolescent development, family involvement in education, professional school counselors, and the usage of the Internet among middle school students, parents of middle school students, and educators. The literature also includes a review of internet safety programs and digital citizenship programs. This graduate project will outline a preventative strategy for school counselors to teach internet safety to middle school students and their families through the facilitation of a family engagement workshop to promote the development of digital citizenship at both home and school.

Chapter 1: Introduction

The evolution of digital technology has dramatically increased the electronic use of online communication. People of all ages utilize online communication with digital technology everywhere – at home, at school, at public locations, and on the go. The majority of current popular electronic communication tools were developed within the last 25 years, with even more advances in technological devices developed and unveiled to the public each year. Currently, electronic devices such as cell phones, smart phones, and various types of computers are widely used for online communication in various ways. Electronic documents and files can be sent via e-mail from a home computer and can then be accessed through any mobile electronic device, such as a computer tablet or laptop. Text messages can be sent through an internet application from a smart cellular phone to a media player, such as an iPod. Photographs may be posted online in a public social media forum as a status update, and then be saved onto any smart phone with that social networking application. Through the click of a button, or a swipe on a screen, anyone with internet access and technological devices can communicate online. Currently, electronic manufacturers are even developing wearable technology, which allows people to access the internet through everyday accessories such as watches or glasses. With these emerging innovations, communication may soon be sent across the world in just a blink of an eye or a flick of a wrist.

With the rapid advancement of electronic technology, people of all ages find it important to utilize online and electronic communication in various aspects of their lives. For many young people, the internet is their primary means of communication with their friends and family both at home and at school. Young people can utilize the internet to send electronic messages to their

peers through social media outlets, to contact their families to let them know their whereabouts, and to submit assignments to their classroom teachers.

Leaders in education promote the use of technology in schools by increasing student access to the internet and digital tools, such as wireless internet access and computer tablets. To offer technological access successfully, it is necessary for educators to provide resources to promote the development of technological literacy among adults and children. Without proper guidance, young people may utilize the internet without the knowledge and skill for positive and safe online behaviors.

Parents and educators share the responsibility of instilling everyday values in children that emphasize becoming dynamic, lifelong learners and competent members of society. Due to the increasing usage of technology among young people, there is a growing need for parents and educators to promote the development of children's values in regards to technology. *Digital citizenship* refer to the standards for appropriate behavior involving the use of technology (Ribble & Bailey, 2007). By promoting the development of digital citizenship, professional educators and families may help children grow into responsible "citizens" who reflect manners and conduct of the real world in their digital behavior.

Statement of Problem

Internet use is pervasive among young people in American school settings. The majority of existing school-based prevention programs regarding technology focus primarily on teaching internet safety skills to young people. Although internet safety is a component of digital citizenship, the problem is that existing internet safety programs are in need of an emphasis on digital citizenship development, and that need to be designed to be facilitated by professional

educators, such as school counselors, that best promote the development of digital citizenship in students and their families.

Purpose of Graduate Project

The purpose of this graduate project is to create a workshop that may be facilitated by a middle school counselor for students and their parents to learn digital citizenship. This graduate project's workshop will be designed for middle school counselors to teach internet safety strategies to students and their families that will promote the development of digital citizenship.

Terminology

Middle school students: generally referring to children 11 to 13 years old, attending secondary school, transitioning from elementary school to high school; the term "middle school students" will be used interchangeably throughout this graduate project with the terms "early adolescents," "preadolescents," and "adolescents."

Digital devices: for the purpose of this project, digital devices will encompass technological gadgets, including but not limited to: cell phones, smart phones, tablet computers, notebook computers, laptop computers, desktop computers, video game consoles, and handheld video game consoles; the term "digital devices" will be used interchangeably with the terms "electronic devices," "electronics," and "technological devices;" the majority of these devices also have the capability of internet access.

Digital citizenship: the norms, or societal standards, of appropriate behavior involving the use of technology; there are nine general behaviors identified with digital citizenship: digital access, digital commerce, digital communication, digital literacy, digital etiquette, digital law, digital rights and responsibilities, digital health and wellness, and digital security (Ribble & Bailey, 2007).

Social media sites: the internet websites and digital programs or applications that allow users to create and share content or to participate in social networking (Lenhart, Madden, Smith, Purcell, Zickuhr, & Rainie, 2011).

Internet risk behavior: a general term encompassing a variety of behaviors on the internet that may pose any type of threat or a chance of danger; examples of online risk behaviors include sending or posting personal information, visiting inappropriate websites, involvement with harassment on the internet, displaying electronic aggression, and contacting or developing a relationship with an unknown person online (Dowell, Burgess, & Cavanaugh, 2009; Dowdell, 2011).

Prosocial behavior: a term describing altruistic actions with the intent of benefiting others or the whole of society (Papalia, Olds, & Feldman, 2007); “prosocial behavior” will be used interchangeably with the term “positive social behavior.”

Family engagement: a term inclusive of the various types of informal and formal interaction between the adults of a family and the professional educators in a school regarding all aspects of the education and development of a child (Ferlazzo & Hammond, 2009); the “adults of a family” refers to parents, guardians, and other adults who play a significant role in a child’s home life, such as stepparents, grandparents, aunts, uncles, and adult siblings; the term “family engagement” will be used interchangeably with the terms “parental involvement” and “family involvement.”

Academic socialization: defined as “communicating parental expectations for education and its value or utility, linking schoolwork to current events, fostering educational and occupational aspirations, discussing learning strategies with children, and making preparations and plans for the future” (Hill & Tyson, 2009, p. 742).

Direction of the Graduate Project

The review of literature in chapter two will introduce the three vital players in this project's digital citizenship workshop – middle school students, middle school families, and school counselors. Chapter two will also touch on the present day use of technology and the internet by middle school students, families, and professional educators, as well as empirical evaluations of internet safety intervention programs and implemented digital citizenship programs. The review of literature will conclude with a synthesis of the literature describing the need for professional school counselors to improve internet safety programs for middle school students by emphasizing family engagement. Chapter three will present the development of the graduate project workshop, the intended audience, and workshop implementation factors. Chapter four will close with a discussion, evaluation and conclusion of the graduate project.

Chapter 2: Review of Literature

Middle School Students

Middle school students in the United States are generally between 11 and 13 years of age, and are in the early adolescent to adolescent stage of development (Papalia, Olds, & Feldman, 2007). Early adolescence is identified as a shift past the childhood stage and the onset of adolescence. Early adolescence may occur between the ages of 10 to 14. The adolescent stage of development is a developmental transition from childhood into adulthood, includes the early adolescent stage, and continues until the late teens or early twenties. During adolescence, there is great growth in the physical, social, and cognitive domains (Papalia, Olds, & Feldman, 2007).

Middle school, or junior high school, is a transitional educational environment from elementary school to high school (Popper, 1967). In the general academic structure of elementary school classes, students are assigned to one teacher per classroom, who teach a wide array of academic subjects. Middle school settings are often larger than that of elementary schools. In middle school, students typically have a different teacher for each subject and go to different classrooms for each teacher. Middle schools were designed to support the transition of students from elementary school into high school with consideration of the significant physical, cognitive, and social characteristics distinctive to early adolescent and adolescent development (Popper, 1967).

Physical Development of Middle School Students

During middle school, the distinct physical changes of early adolescents become visibly apparent (Papalia, Olds, & Feldman, 2007). Early adolescence begins at the onset of puberty, a physical process triggered by hormonal changes, commonly beginning between the ages of 10 to 14. Puberty generally occurs during a four year period, during which sex characteristics develop

to a point of sexual maturity and adolescents become capable of reproduction. Adolescents also grow an average of about two to three inches and gain about five pounds each year. The hormonal changes and significant physical gains are associated to the emotional disposition of adolescents (Buchanan, Eccles, & Becker, 1992). Thus, the physical development of middle school students may have various influences on the cognitive and social development of early adolescents (Papalia, Olds, & Feldman, 2007).

Cognitive Development of Middle School Students

In addition to the physical body developments, the early adolescent brain also experiences significant developmental changes (Papalia, Olds, & Feldman, 2007). The brain of an early adolescent undergoes the process of continuing myelination and pruning of excess nerve cells, which increases the speed at which the brain transmits information and allows the brain to process new complex functions. Early adolescents tend to use the amygdala, which is the part of the brain involved with emotional and impulsive reactions, more than mature adolescents. Early adolescents also have an underdeveloped frontal cortical system, the part of the brain associated with motivation, impulsivity, and addiction (Papalia, Olds, & Feldman, 2007). The immature brain development of early adolescents may explain the common occurrence of impulsive, thrill-seeking behaviors and lack of motivation in middle school students (Bjork et al., 2004).

Piaget's theory of cognitive development. Physical changes of the brain are associated with cognitive maturation and the development of specific cognitive skills. According to the Piagetian theory of cognitive development, early adolescence is the period in which children shift from the concrete operational stage to the formal operational stage of cognitive development (Ginsburg & Opper, 1987). Children who are approximately between the ages of 7 to 11 are in the concrete operational stage of cognitive development. During the concrete

operational stage, children develop logical thinking, the ability to reason and solve concrete problems in the present moment. Early adolescents develop their understanding of spatial thinking, cause and effect, categorization, inductive and deductive reasoning, conservation, and numerical math (Ginsburg & Opper, 1987).

Piaget's final phase of cognitive development, the stage of formal operations, generally develops between the ages of 11 to 14 (Piaget, 1972). During this stage, one develops the capacity for abstract thinking, which entails the ability to think past the current moment by incorporating the past, present, and future in reasonable thought. Abstract thinking utilizes creative logic with the understanding of symbols and the correlation of symbols to the real world. Abstract thinking also allows one to invent assumptions based on known facts that can be tested in theory, known as hypothetical-deductive reasoning (Piaget, 1972).

In Piaget's theory of cognitive development, the level of formal operations is highly dependent on the accumulation of knowledge and does not take into account metacognition, which is the awareness and understanding of one's own thought process (Fox & Riconscente, 2008). During an adolescent's vulnerable stage of growth, their ability to mature into the stage of formal operations varies greatly upon each individual's ability to understand their own thinking. Many children remain in the cognitive stage of concrete operational thinking until later in their adolescence (Fox & Riconscente, 2008).

Elkind's adolescent cognitive characteristics. Following Piaget's work, psychologist David Elkind (1967) elaborated on the process of adolescents progressing into formal operational thought. According to Elkind, adolescents transition into cognitive maturity through six different characteristics. Adolescents tend to form an ideal world in their mind, become critical of adult figures, and utilize their reasoning skills and logic of the world to argue their beliefs and

opinions. Due to a lack of effective decision-making skills, adolescents tend to be indecisive. Additionally, adolescents have difficulty recognizing the dissonance in their beliefs and actions, resulting in behaving hypocritically. Adolescents may project their own self-critiques and thoughts about themselves onto others and develop an imaginary audience that feeds onto this self-consciousness. Finally, adolescents are susceptible to believing in personal fables of specialness and an invulnerability, which may bring about risky adolescent behavior. Elkind's adolescent cognitive characteristics convey a detailed portrait of the cognitive challenges early adolescents often face in middle school (Elkind, 1967).

Social Development of Middle School Students

Erikson's psychosocial development. In addition to the physical and cognitive growth, adolescents also undergo social development. Erik Erikson's (1982) theory of psychosocial development describes eight stages of an individual from birth to late adulthood, with each stage describing the conflicting tendencies of an individual depending on whether they align with the one positive inclination or the one negative inclination. During each stage of psychosocial development, a virtue matures from the conflicting themes. According to Erickson's (1982) psychosocial developmental theory, early adolescents are typically in either the *industry versus inferiority stage* or the *identity versus role confusion stage*.

Early adolescents enduring the conclusion of the *industry versus inferiority stage* are solidifying the virtue of *competence*, or one's capability to skillfully achieve or accomplish (Erikson, 1982). During early adolescence, healthy psychosocial development requires the establishment of foundational skills for cognitive and social development. Many adolescents tend to compare their skills to their peers and begin to form opinions about their abilities to succeed, known as *self-competence* (Jacobs, Lanza, Osgood, Eccles, & Wigfield, 2002). Self-

competence influences decisions to take risks which can either facilitate or hinder their development of competence. Thus, early adolescents progress from this stage with either an inclination to feel a sense of pride in their abilities or an inclination to feel a sense of inadequacy of their abilities (Papalia, Olds, & Feldman, 2007).

Next, early adolescents advance from the *industry versus inferiority stage* to the *identity versus role confusion stage*, in which they form their sense of self (Erickson, 1968). Based on Erikson's (1982) theory of psychosocial development, early adolescents are significantly vulnerable during this stage as they form their self-identity and enhance their self-competence. In middle school, early adolescents identify the various roles and responsibilities they encounter in their everyday life (Erikson, 1950). For example, early adolescents may begin to distinguish their experiences in the role of a daughter or son, an older or younger sibling, a student in an advanced class or a special education class, a player on an athletic or academic team, and a member of a social club or a social clique. Early adolescents compare these different roles and experiences and form a more complete idea of who they are and what they can become. The challenge during this early adolescent period is learning how to balance the expectations of multiple roles while developing a sense of social belonging and identifying their individual values (Erikson, 1982). Middle school students who lack self-competence, or understanding of what they can do well, may find it difficult to develop positive self-concepts of who they are and what they can do in the future (Papalia, Olds, & Feldman, 2007).

Kohlberg's theory of moral development. Lawrence Kohlberg's (1973) three-level theory of moral reasoning illustrates the development of adolescent decision-making. Pre-adolescents mature from Kohlberg's first level of morality, in which one's decisions are driven from self interest, to the second level of morality, characterized by the identification of social

norms and internalization of societal standards. Early adolescents at the second level of morality exhibit pleasant behavior to maintain order and also to gain approval from authority and acceptance by peers. Although a desire to maintain order is typical for people after the age of 10, middle school is a period in which many early adolescents struggle to surpass the second level of morality. At Kohlberg's third level of morality, people begin to exhibit an increasing awareness of equity and cooperative rule-making, which supports positive social behaviors (Kohlberg, 1973). Positive social behavior, or prosocial behavior, is defined as an altruistic action with the intent of benefiting others (Papalia, Olds, & Feldman, 2007). Middle school students who develop a healthy awareness of moral values and responsibilities in society tend to exhibit more prosocial behavior than students who lack the development of moral understanding (Papalia, Olds, & Feldman, 2007).

To summarize, middle school students have distinctive developmental characteristics. Physically, middle school students experience significant growth spurts and hormonal changes resulting in puberty. Cognitively, middle school students develop further in their logical thinking skills and abstract thinking skills, while also learning to reflect on their own process of thinking. Socially, middle school students build their self-competence and self-identity by maturing in their decision-making skills. The physical, cognitive, and social development of an individual is affected by a variety of interrelated characteristics and occurrences of that individual's life. Urie Bronfenbrenner's ecological systems theory describes the interacting process that influences an individual's development within the context of his or her ecological systems (1979). For early adolescents, contextual layers of interrelated developmental and environmental influences significantly shape their development. Since technology and the internet have become indispensable in modern American society, it is important to understand

the growing influence that technology and internet use has on middle school students. Keeping in mind the developmental characteristics of early adolescents, a discussion of research on how middle school students use the internet will be discussed in the next section.

Middle School Students Internet Use

Attewell, Suazo-Garcia, and Battle (2003) found that technological access and computer usage plays a significant role in early adolescent life. The authors studied time-diary data collected from 1,680 children ages 4 to 13 years old. After training on the time-diary data collection, the parents recorded children's activities at home and teachers recorded children's activities at school. The time-diary included a record of data on the amount of time children spent on activities such as reading, using the computer, watching television, participating in sports, and playing outdoors. Data was collected on age-appropriate cognitive performance assessments, such as letter-word recognition (participants age 4 and older), reading comprehension (participants age 6 and older), applied mathematical problems (participants age 4 and older), and mathematical calculation problems (participants age 6 and older). Additional measured variables included: short term memory measured with a Memory Digital Span assessment with participants age 4 and older; self-esteem measured with a global self-concept questionnaire with participants age 8 and older; and body mass index of all the children participating in the study. The researchers found that children with a home computer who used the computers for less than 8 hours a week had significantly higher cognitive performance scores on reading comprehension and mathematical calculation problems, and higher measures of self-esteem compared to children without a home computer. The study also found that children with a home computer who used the computer for more than 8 hours per week were about 12 pounds heavier than children of equivalent height and age who did not use home computers. The

findings of this study suggests that moderate use of a home computer for children and early adolescents is associated with higher cognitive performance, such as reading comprehension and math calculation, while heavy use of home computers for children and early adolescents is associated with less physical and outdoor activity, and a heavier body mass (Attewell, Suazo-Garcia, & Battle, 2003).

Although moderate use of technology may be associated with cognitive gains for early adolescents, the increasing use of the internet and technology may influence the way in which middle school students utilize online technology. Dowell, Burgess, and Cavanaugh (2009) studied early adolescents' behaviors on the internet utilizing self-reported data from 404 middle school students from both a public and a private school located in the suburban Northeast of the United States. Internet behaviors of early adolescents were identified using a pencil-and-paper adaptation of the Youth Internet Safety Survey (YISS; Finklehor, Mitchel, & Wolack, 2000) with questions probing internet habits, such as how often students used the internet, what students used the internet for, and if students have "been in trouble at home due to the internet" (Dowell, Burgess, & Cavanaugh, 2009, p. 549). The researchers created three categories of internet risk behaviors: publicly displaying or revealing personal information, accessing inappropriate websites or online programs, and involvement with harassment of others through online communication. The results of the study showed that 96.3% of the participants of the survey reported using the computer at home. The study's findings indicated that students who reported frequently "posting personal information online" were more likely to engage in other online risk behaviors such as, online harassment of others and accessing inappropriate websites (Dowell, Burgess, & Cavanaugh, 2009, p. 549). The researchers of this study suggested that early adolescents who display photographs of themselves on the internet were more likely to engage in

additional internet risk behaviors, which may increase their vulnerability to more severe online risks, such as online bullying, stalking, or sexual solicitation (Dowell, Burgess, & Cavanaugh, 2009).

Another source of abundant information and research on internet usage is the *Internet and American Life Project*, which provides statistical data on the growth of the internet, America's internet use, and the influences the internet has on daily life (PEW Research Center, 2014). The *Internet and American Life Project* sponsored the 2011 Teens and Digital Citizenship Survey, which included a telephone survey conducted throughout the United States, measuring the internet use of 799 teenage participants, ages 12 to 17, as well as their parents (Lenhart, Madden, Smith, Purcell, Zickuhr, & Rainie, 2011). According to the researchers' results, approximately 95% of the adolescent participants connect to the internet, with 80% of those adolescent participants being active on *social media websites*. *Social media websites* are internet websites and online applications which allow users to create and share content with one another and also allow users to participate in social networking. Lenhart et al. (2011) found that younger teens (ages 12 and 13) reported similar usage of social media websites compared to older teens (ages 14 to 17), via sending instant messages, private messages, and chatting with friends. Of the teenagers that participated in the study, however, more of the younger teenagers than the older teenagers reported lying about their age when using the internet. The younger teenagers that utilize social media networking sites were more likely to lie about their age on the internet than the younger teens that did not utilize social media networking sites, which suggests that teenagers may lie about their age on the internet to gain age-restricted access to these social media networking sites. Compared to 71% of those older teenagers who reported feeling good about themselves due to an experience they have had on a social networking site, only 50% of

younger teens reported those same feelings. Younger teens were more likely than the older teens to report feeling nervous about going to school the next day because of a social networking site experience and were also more likely to report an in-person bullying experience at school. Although more negative experiences using the internet were reported by the younger teens participating in the survey than the older teens, more of the younger teens also reported receiving internet safety advice from adult family members and educators than the older teens (Lenhart et al., 2011).

To further observe the methods in which adolescents seek advice regarding privacy on the internet, researchers Lenhart, Madden, Cortesi, Gasser, & Smith, (2013) examined the results of the subsequent Teens and Privacy Management Survey of 2012 sponsored by the PEW Research Center's *Internet and American Life Project*. The survey was conducted by telephone across the nation with participation from 802 teenagers and their parents in regards to internet privacy practices. Of the teenage participants in the survey, 70% answered yes to seeking advice on how to manage online privacy, soliciting advice from friends, parents, older siblings or older cousins, websites, and school teachers. Younger teens (ages 12 and 13) were more likely than older teens (ages 14 to 17) to turn to their parents or teachers for online privacy advice. One key finding of the 2012 Teens and Privacy Management Survey is the increasing mobile usage of the internet through cell phones, smart phones, computer tablets, or other mobile devices. Seventy-one percent of younger teens report having mobile access to the internet, which is comparable to the 76% of older teens that report having mobile access to the internet (Lenhart et al., 2013).

To summarize the studies reviewed in the Middle School Student's Internet Use section, there are implications that early adolescent's use of the technology may be associated to physical, cognitive, and social development. The usage of computers at home may be correlated

to cognitive performances and physical development of children and early adolescents (Attewell, Suazo-Garcia, & Battle, 2003), however, increasing use of the internet may be changing from home computer use to mobile internet connectivity through electronic devices (Lenhart, Madden, Cortesi, Gasser, & Smith, 2013). While early adolescents often communicate using the internet (Lenhart et al., 2011), they also tend to engage in internet behaviors that make them vulnerable to online risks (Dowell, Burgess, & Cavanaugh, 2009). Early adolescents may often receive guidance on internet safety skills and practices from adults, such as parents and educators (Lenhart et al., 2011); however, their parents seem to be the most prominent source of guidance when early adolescents choose to seek advice in regards to the internet (Lenhart et al., 2013). With important implications of parental influence, let us turn our attention to the contextual influences of families in middle school, as well as their use of the internet.

Middle School Families

A variety of social factors such as cultural diversity, socioeconomics, and government policies influence the structure of families of middle school students. Many families experience divorce, remarriage, or a loss of a parent or guardian, resulting in single parents, extended families, foster care families, or an exchange of legal guardianship. Increasing interracial marriages, and advocacy and legalization of gay marriages creates a new look for modern families. Scientific technology in the field of genetic awareness and fertilization has changed the process of growing families (Wiseman, 2008). Families of middle school students significantly influence the development of early adolescents. Due to the significant development of self-competence, identity, and moral reasoning during early adolescent development, it is important for educators to consider the influences of various parenting styles and parental modeling behaviors in the home, and to be aware of the differing levels of family involvement that these

familial influences can have on the physical, cognitive, and social development of middle school students (Kohlberg, 1973; Erikson, 1982; Jacobs et al., 2002).

Parenting Styles

Diana Baumrind (1991) created a theoretical model of parenting styles associated with specific behaviors of a child. Four categories of parenting styles were determined based on the level of control and warmth expressed by the parent, which include: authoritarian parenting, permissive parenting, authoritative parenting, and neglectful parenting. Authoritarian parents, who express high levels of controlling behaviors and low levels of warmth towards their children, expect complete obedience and tend to have children who display discontent and withdrawn behaviors. In contrast, permissive parents express low levels of controlling behaviors and high levels of warmth with their children, who often show lack of self-control and lack of maturity. Authoritative parents express both high levels of warmth and control, and often have children that display more self-reliant, exploratory, and content behaviors than children of other parenting styles. The neglectful parenting style describes parents who express low levels of warmth and control, and tend to focus on their own needs rather than their child's needs (Maccoby & Martin, 1983). Neglected children tend to experience a variety of challenges in development and often display behavioral disorders (Papalia, Olds, & Feldman, 2007).

Daniels, Lee, and Kissinger (2006) conducted a study examining parental influences on adolescent adjustment to middle school. Participating in the study were 7,866 parents and their children throughout the United States. A questionnaire from the National Educational Longitudinal Survey (NELS) was used to assess the degree of parental behaviors categorized into decision making, discussion, involvement, expectation, and family rules in regards to their child's education. For example, the questionnaire asked parents to select a response on a

frequency scale from “never” to “frequently” on how often a parent makes decisions on various situations, like what academic course their child would enroll into, or on how often a parent and their child attended social functions together. The researchers categorized parents displaying high scores on scales assessing decision making, discussion, involvement, expectation, and family rules as authoritative parents. Daniels, Lee, and Kissinger (2006) found that children of authoritative parents had significantly higher levels of academic achievement, self-control, and positive self-concept than children of parents that scored low on each level of assessment. Although parenting styles develop over time, vary across cultures, and are not concrete in determining a child’s behavior, it is important to note that parenting styles do act as general indicators to describe how a parent’s warmth and control may influence a child’s academic and social development (Baumrind, 1991).

Parental Modeling

Parents play an important role in the modeling and reinforcement of specific standards of behavior in an early adolescent’s life (Bandura, 1977). Parents who emphasize group belongingness and the importance of group goals, such as a school group or a cultural group, tend to foster more prosocial behavior in children than families who emphasize values for individual achievement (Eisenberg & Fabes, 1998). Parents who believe in their child’s ability to accomplish an achievement are likely to have children who believe in their own academic aptitude and develop self competence (Fredericks & Eccles, 2002). In a longitudinal study, emotional expression displayed by parents was related to prosocial behaviors displayed by their adolescent children (Michalik et al., 2007). The eight year study involved 130 participants of parents and children from four to eight years old until the children were 12 to 16 years old. The researchers of the study found that parents who reported expressing positive emotions earlier in

their child's life tend to have children who reported displaying more prosocial behavior later on as an early adolescent compared to parents who reported expressing negative emotions early in their child's life. Thus, the familial beliefs and values that parents model and instill in their children are influential in early adolescent development (Michalik et al., 2007).

Family Engagement

Parental involvement in schools can be defined as “the participation of parents in regular, two-way, and meaningful communication involvement student academic learning and other school activities” (No Child Left Behind [NCLB], 2001). The concept of parental involvement is now more commonly referred to as family engagement (Mallon, 2011). Family engagement is inclusive of the various types of informal and formal interaction between the adults of a family and the professional educators in a school regarding all aspects of the education and development of a child (Ferlazzo & Hammond, 2009). Adults of a family may include biological parents, adopted parents, foster parents, step-parents, grandparents, aunts and uncles, or legal guardians. As the first educators within a child's microsystem, adults within a family act as the initial decision makers and advocates for a child's education, health, and success (Hepburn, 2004). The term family engagement is all-encompassing and preferred over parental involvement; however, the terms will be used interchangeably throughout the review of literature.

In the past, parental involvement was generally considered parental participation in a single school event, such as volunteering to chaperone for a field trip or attending the school's open house night (Mallon, 2011). More frequently, parental involvement has developed to include the usage of school resources to become aware of their child's academic progress, such as utilizing online homework and grading systems (Hepburn, 2004). Family engagement also entails attending teacher conferences, meetings with the school counselor, enrolling in parent

education classes, and going to family workshops. In addition, schools widely encourage the involvement of families on a decision-making level by participating in policy-making activities, such as school site council meetings or advisory committee meetings (Hepburn, 2004).

In a meta-analysis of 50 empirical reports, researchers Hill and Tyson (2009) examined the association between three categories of parental involvement in middle school settings and student academic achievement. The reports in this study used various measures of student academic achievement, which included the student's grade point average, academic grade in specific subject classes, academic grade on achievement tests or homework category, and standardized assessment scores. Parental involvement was categorized into school-based involvement, home-based involvement, and academic socialization. Hill and Tyson defined school-based involvement as "visits to school for school events (e.g., PTA meetings, open houses, etc.), participation in school governance, volunteering at school, and communication between parents and school personnel" (Hill & Tyson, 2009, p. 742). Home-based involvement was defined as "communication between parents' and children about school, engagement with school work (e.g., homework help), taking children to events and places that foster academic success (i.e., museums, libraries, etc.), and creating a learning environment at home (e.g., making educational materials accessible, such as books, newspapers, educational toys" (Hill & Tyson, 2009, p. 742). Academic socialization was defined as "communicating parental expectations for education and its value or utility, linking schoolwork to current events, fostering educational and occupational aspirations, discussing learning strategies with children, and making preparations and plans for the future" (Hill & Tyson, 2009, p. 742). The meta-analysis of the empirical reports concluded that parental involvement in the form of academic socialization had the strongest positive correlation to academic achievement when compared to

school-based involvement and home-based involvement, and that school-based involvement had a stronger positive correlation to academic achievement than home-based involvement. Hill and Tyson (2009) suggest that the most effective strategy for family involvement in education that promotes academic success is communication between parents and early adolescents that relates the adolescent's individual future aspirations to their current educational goals.

To foster healthy communication between parents and early adolescents, one must explore the distinct characteristics that influence the relationship of middle school students and their families. The dynamics of a family during early adolescence may influence the amount and type of family engagement in middle school education. The cognitive, social, and moral developments of early adolescents enable the adolescent to become more proactive in their own educational decisions (Papalia, Olds, & Feldman, 2007).

Moorman, Pomerantz, and Litwack (2007) reviewed educational research on parental involvement to discuss the effectiveness of parental involvement in their child's academics. The authors suggested that as children get older and develop skills that promote positive competence experiences, the way in which their parent becomes involved changes. For example, a parent with a child in elementary school may sit down with their elementary school child and help them complete their homework one problem at a time. In contrast, a parent with a child in middle school may be in the same room with their middle school child while they are completing their homework and may ask critical thinking questions to relate their homework to personal experiences. As middle school students develop a sense of social *autonomy*, or independence, they begin to view their relationship with adults, such as their parents or teachers, as less hierarchical. Parental involvement utilizing excessive control, such as daily instructive homework assistance, tends to be less effective for middle school students because it may hinder

early adolescent development of autonomy (Moorman, Pomerantz, & Litwack, 2007), while parental involvement utilizing moderate control and high communication found in academic socialization strategies may promote academic success in middle school students (Hill & Tyson, 2009). The various strategies of parental involvement may influence the development of positive behaviors of middle school students on the internet. The next section will be a presentation of literature on how middle school parents use the internet and how parents become involved with their students in regards to the internet.

Middle School Parents Internet Use

A vast majority of parents utilize technology and the internet. To examine the increasing use of technology among parents, Dowdell (2011) analyzed the internet use patterns of 227 parents of students from two middle schools, one public and one private, located in the Northeast region of the United States. The study utilized a pencil-and-paper adaptation of the Youth Internet Safety Survey (YISS; Finklehor, Mitchel, & Wolack, 2000) with questions regarding the parents' personal use of the internet, household rules for using the internet, and the parents' opinions and concerns about the internet. The survey's results indicated four significant findings regarding parental online behavior. Firstly, parents use the internet just as much as their children but for different reasons: parents reported using the internet for work related purposes while their children reported using the internet for social purposes. Secondly, while the majority of parents reported having general household rules for using the internet, children are still engaging in risky online behaviors. Next, a small group of parents surprisingly reported that they also had participated in online risk behaviors such as online harassment, visiting inappropriate websites, and communicating with strangers on the internet. Finally, parents of middle school students reported being concerned that their child may be at risk for exposure to inappropriate websites or

online sexual solicitation, but were unaware of how to address or respond to these negative online experiences. Although the small sample size limits the ability to generalize the findings, these results imply that parents of early adolescents are in need of direct instruction to effectively become involved in promoting safe online behavior in their children (Dowdell, 2011).

The aforementioned Teens and Digital Citizenship Survey of 2011 as cited in the Middle School Student Internet Use section also reported findings regarding parental use of technology and parental involvement in promoting internet safety strategies with their children (Lenhart et al., 2011). The researchers found that the percentage of parents who use technology is statistically higher than that of the general adult population using the technology. In regards to parental involvement, a substantial majority of the parents participating in the survey reported that they had discussed the norms, or social expectations, of online behavior and safe internet use with their children. For example, parents reported talking to their children about the ways in which their children use the internet and digital devices, different types of personal information and content that should and should not be shared digitally by their children, and appropriate ways for their children to behave online and communicate digitally with others (Lenhart et al., 2011). A large number of parents participating in the survey reported utilizing monitoring strategies such as: checking to see what information about their teen is available on the internet, monitoring their teen's online browsing, checking their teen's social media profile, and placing restrictions on their teen's cell phone. Of the teenagers that participated in the study, teenagers with parents who used the internet were more likely than teenagers whose parents did not use the internet to report their parents having had the greatest influence on their opinion of appropriate internet behaviors. The findings of the study suggest that parental involvement plays a vital role in

influencing the development of early adolescent's perception of online standards of appropriate behavior (Lenhart et al., 2011).

To summarize the Middle School Families section, there are significant contextual influences families have on the development of early adolescents that may be applied to the early adolescent development in regards to technology. Parental modeling of positive behaviors and family engagement strategies may foster positive social behavior on the internet of middle school students (Michalik et al., 2007; Hepburn, 2004; Dowdell, 2011). The various methods of home-based parental involvement in teaching early adolescents safe and positive online behaviors may be more effective with parental involvement utilizing academic socialization strategies, such as communicating parental expectations, discussing behaviors on the internet, linking behavior on the internet with behavior in the real world, and fostering aspirations in regards to technological use (Lenhart et al., 2011; Hill & Tyson, 2009). Familiarity with the developmental characteristics of early adolescents may allow middle school families to develop an engaging approach towards promoting safe and appropriate technological use by imparting a sense of trust, promoting autonomy and decision-making, and affirming self-competence in their middle school student.

Middle School Counselor

The transition from elementary schools into the much larger educational setting of a middle school brings many challenges for parents and students alike. Fortunately, there are professional educators, such as professional school counselors, who are trained in leading educational programs which foster prosocial development in early adolescents and provide their families supportive resources and services. According to the American School Counselor Association (ASCA, 2014), the role of a professional school counselor is defined as “a

professional educator with the mental health perspective who understands and responds to the challenges presented by today's diverse student population" (Meeting the Challenge section, para. 1). The role of a professional school counselor has developed from its basic initial function as a career guidance counselor into an umbrella of educational responsibilities (Gysbers, 2010). Professional school counselors proactively lead, plan, and develop school counseling programs to promote student academic success by focusing on student strengths and responsibilities (DeVoss & Andrews, 2006). Professional school counselors also collaborate with all stakeholders for student academic success; these stakeholders include the students, the student's families the entire school staff and faculty, as well as the school's community. Finally, professional school counselors advocate for educational equality and agents for change in education, working to strengthen the school community and create a positive school culture (Littrell, Peterson, & Sunde, 2001).

School Counselor Responsibilities

The everyday tasks of a school counselor vary drastically across schools and across educational levels, which is why ASCA developed a national framework in order to unify the vision of professional school counselors across the nation. Displayed in Figure 1 is the ASCA National Model (2012) for school counseling programs, which consists of four components: foundation, management, delivery, and accountability. To establish an educational foundation, professional school counselors are responsible for creating a comprehensive school counseling program with a mission statement that supports the ASCA national standards to facilitate academic, career, and social/personal development in all students. For management development, professional school counselors must utilize tools of evaluation, such as time assessments, advisory councils, annual agreements, utilization of data, closing the gap action

plans, and annual and weekly calendars. To deliver the school counseling services, professional school counselors must collaborate with other professional educators to provide a variety of services throughout the school. Finally, professional school counselors are accountable for providing data to support the validity of the school counseling program. Professional school counselors utilizing the ASCA national framework are aware of their responsibility to provide services to students and their families using competent knowledge of professional and ethical responsibilities, effective counseling techniques, and cultural proficiency to facilitate student academic success (ASCA, 2012).

Figure 1. The ASCA National Model: A Framework for School Counseling Programs



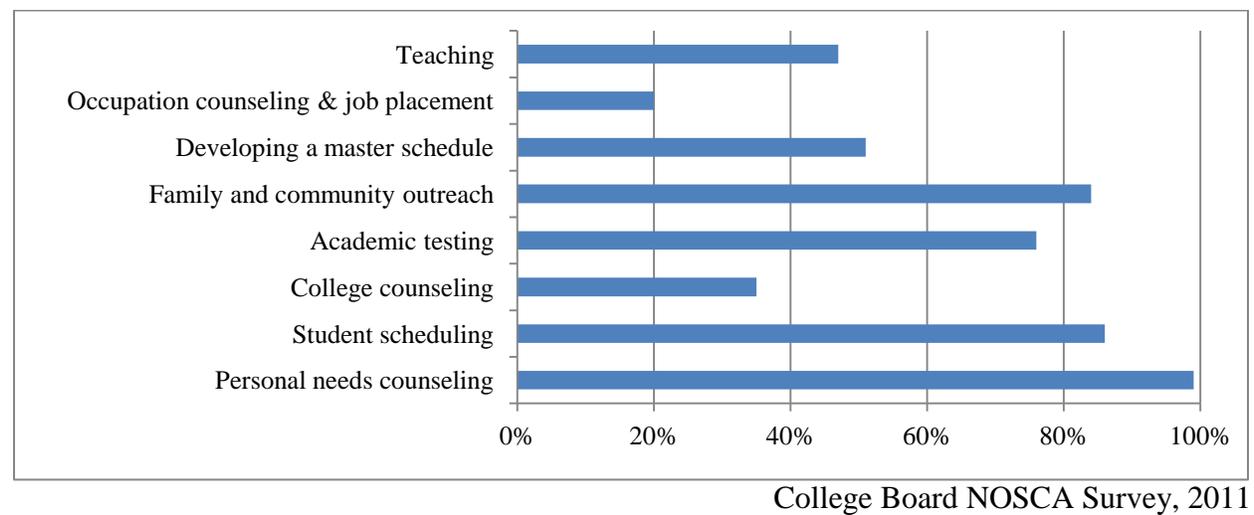
American School Counselor Association, 2012

ASCA recommends that the delivery component for the ASCA model takes up 80% or more of a professional school counselor's time for direct or indirect student services (ASCA, 2012). Professional school counselors provide direct student services through individual student

academic counseling and graduation planning, and responsive services, such as small group counseling or crisis counseling. Professional school counselors provide indirect responsive services to their students include referrals, consultation and collaboration with mental health support, teachers, parents, and community stakeholders.

According to a National Survey of School Counselors by the College Board’s National Office for School Counselor Advocacy (NOSCA, 2011), middle school counselors are engaged in various responsibilities displayed in Figure 2. The two cornerstone responsibilities reported by the vast majority of middle school counselors are 1) Counseling of students’ personal needs, and 2) Outreach to families and the community. Professional school counselors play a great role in the social and personal development of middle school student and often reach out to families and community resources to establish additional student support.

Figure 2. Aspects of Middle School Counselor’s Job



As discussed in the previous section on middle school students and middle school families, the personal needs of middle school students are greatly influenced by the use of technology. Professional school counselors may deliver a responsive service indirectly by reaching out to families. Professional school counselor’s role includes developing and

implementing parent and family workshops to bring awareness of prevalent data and current challenges in education, however, a large number of school counselors report little to no attendance and participation in family engagement workshops (Bryan & Holcomb-McCoy, 2007). In an examination of school counselor involvement in school-family-community partnerships, Bryan and Holcomb-McCoy (2007) surveyed 235 members of the American School Counselor Association and found 37.7% of the participants reported “never or seldom” involvement in providing parent education workshops or seminars, and 29.6% of participants reported “never or seldom” involvement in implementing programs to help family and community members understand the school. The researchers found a significant association between the participants’ reported involvement in school-family-community partnerships, and the participants’ who reported perceptions of the professional school counselor’s role, their confidence in the counselor’s ability to build partnerships, and their attitudes about school-family-community partnerships (Bryan & Holcomb-McCoy, 2007). Thus, professional school counselors that utilize parent education workshops or family engagement programs may foster a positive perception of the counseling program and may increase the effectiveness of the counseling programs.

School Counselors and Technology Competence

Due to the growing use of the internet and digital communication tools in young people, professional school counselors must continue to develop their own competencies regarding technology and promote the teaching of technological skills and digital competence to students, schools, families, and communities (ASCA, 2008). The ASCA National Model has incorporated school counseling standards in regards to technology, which are highlighted in Table 1.

Table 1. ASCA School Counseling Competencies Regarding Technology	
School Counseling Program Standard I-B-1g	Uses technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program
Foundations Standard II-B-4b	Understands the legal and ethical nature of working in a pluralistic, multicultural and technological society
Management Standard III-A-6	Current and emerging technologies such as use of the internet, web-based resources and information management systems
Delivery Standard IV-B-1f	Knows, understands and uses a variety of technology in the delivery of school counseling core curriculum activities
Accountability Standard V-B-1i	Uses technology in conducting research and program evaluation
American School Counselor Association, 2008	

To study the perceived importance of technological competence among school counselors, Sabella, Poynton, and Isaacs (2010) distributed the School Counselors and Technology Survey via e-mail to members of ASCA, which included school counselors, school counseling students, counselor educators, and school district supervisors. Two thousand nine hundred and fifty-one members of ASCA completed the survey, which included 144 statements across eight categories of technology competencies. Participants were asked to rate the statements across a five point Likert-type scale of importance. The eight technology competencies were rated by the participants of the survey from highest importance to lowest: ethics (e.g. advocate for equal access of technology for students), data management (e.g. using a spreadsheet or an electronic calendar, word processing (e.g. inserting tables in Microsoft Word), world wide web (e.g. enable or disable cookies), communication and collaboration (e.g. setting up an e-mail, participating in an online meeting), operating systems (e.g. using a firewall software), multimedia (e.g. editing audio and video material), and website development (e.g.

insert a hyperlink into a webpage). According to the results of this study, ethics was the highest rated category of technological competency. The highest rated items by school counselors in the ethics category of technological competency included: “maintaining confidentiality of student information,” “making appropriate decisions about the use of technology,” “equal access to technology for all students,” and “while working with students on a computer or similar technology, take reasonable and appropriate measures to protect students from objectionable and/or harmful online material” (Sabella, Poynton, & Isaacs, 2010, p. 618). The results of this study suggest that school counselors are concerned with their ethical technological competency in regards to their students.

Staying current with technological advances and having up-to-date technological skills are essential tools supporting effective school counseling work, such as facilitating family engagement workshops. It is essential for professional school counselors to deliver effective family engagement workshops in regards to technology by staying up-to-date with the use of the internet and technology by students, families, and educators. Next will be a discussion of how professional educators use the internet and continue to discuss school-based approaches towards teaching students’ internet safety skills and promoting digital citizenship.

Educators Internet Use

Advances in digital technology have significantly influenced the educational system for professional educators. Professional educators, including school counselors, utilize the internet and digital tools to communicate with a variety of stakeholders, such as colleagues, parents, and students, to record and analyze school related data, to access academic resources online, and to research program development (DeVoss & Andrews, 2006).

Carlson, Portman, and Bartlett (2006) conducted a survey completed by 381 school counselors in Colorado, Iowa, and New York regarding their use of technology. A little over half of the school counselors that participated in the study reported having either middle school counseling experience or junior high counselor experience. The survey asked questions regarding the most common type of technology and software used by the school counselors. Common types of technology used by the school counselors according to the self-report included desktop computer (82.7%), overhead projector (68%), computer lab (49.9%), laptop computer (21.3%), and an electronic visual display panel (9.4%). The majority of the school counselors that participated in the survey reported using a computer at work (96.6%) and using e-mail for work related communication (96.3%).

Professional educators can also be a part of Professional Learning Networks (PLNs), which are internet resources for educators which support informal learning (Trust, 2012). Examples of commonly used Professional Learning Networks are Rich Site Summary (RSS) feeds and social media connections. RSS feeds allow selected materials from multiple websites (i.e., National Public Radio's Education Section, TED Talk videos, Los Angeles Times Education Column, etc.) to be read on one website (i.e., online blogs or online readers). RSS feeds allow professional educators to quickly read through relevant educational resources on the internet without having to visit each individual website and search for educational information. For example, school counselors may subscribe to websites that will update their RSS feeds with new ideas for effective counseling programs, such as anti-bullying applications for mobile devices or widely used online homework grading systems. Professional educators may also utilize social networks on the internet as PLNs, with Facebook and Twitter being examples of popular social media programs utilized by educators to contact and to collaborate with other

educators. Other social networks developed for professional educators, such as Edmodo and Classroom 2.0 on Ning, allow for the online publication of educational material, enriching forum discussions, and online group communities. For example, classroom teachers might utilize Edmodo to create a group page for their math class where the teachers can update students on assignments, grades, or classroom activities. PLNs on the internet allow professional educators to utilize and incorporate a variety of digital tools and academic resources to enhance their student's learning experience (Trust, 2012).

Purcell, Heaps, Buchanan, and Friedrich (2013) conducted a survey sponsored by the PEW Research Center's *Internet and American Life Project* with 2,462 classroom teachers of Advanced Placement and National Writing Project courses in middle schools and high schools across the United States. The survey posed detailed questions regarding the teachers' use of and attitudes towards technology use in the classroom and by their students. Over three-fourths of the teachers participating in the study reported having academic assignments that require their students to access and submit academic materials online. The teachers also reported using a variety of digital tools in their classes, such as using a projector connected to a computer device, a computer workstation for students, a cell phone or smart phone, a computer laptop cart, a digital camera, digital video recorder, interactive whiteboard, e-book reader, and a tablet computer. Participating teachers of students from high socioeconomic households were more likely to report higher satisfaction with their school's resources and support in integrating digital tools in the classroom compared to teachers of students from lower income households. The participants also expressed a concern for the disparities in student technological support and access in their homes compared to their student's technological support and access at school. The findings of this study suggest a widening gap of technological access and an increasing need

for educational programs which support the development of technological skills in schools as well as students' households (Purcell et al., 2013). Because of the prevalent use of technology in education for students as well as professional educators, the next section will be a discussion of school-based internet safety programs that were designed to teach students safe internet behavior.

Internet Safety Programs

In this section, relevant research regarding internet safety programs with middle school students will be described. First, three internet safety intervention programs will be reviewed for the effectiveness of the programs in increasing internet safety knowledge and decreasing risky online behavior. Then, a description of Digital Citizenship and an example of programs developed to teach Digital Citizenship will be provided. Finally, the chapter will conclude with a synthesis of the literature discussed.

One internet safety intervention program designed as classroom supplemental curriculum facilitated by classroom teachers was called "Missing". Crombie and Trinneer (2003) examined the effectiveness of "Missing," which is composed of four 45 minute lessons that are designed to teach students safe internet behaviors. The "Missing" program includes an interactive computer game and supplemental activities supported by videos, posters, and a teacher guidebook. In the computer game, students assume the role of a police officer who is looking for a missing teenager and electronically communicates with online predators within the game to learn how specific behaviors online are associated to various internet risks. The "Missing" program was implemented in Canadian middle school classrooms with 181 students in grades six and seven. Four lessons designed to teach students safe internet behaviors were conducted by teachers for approximately 45 minute sessions. The researchers distributed pretests and posttests to gather

students self-reported data regarding the frequency at which they engage in specific online risk behaviors, such as revealing personal information. The comparison of the pretest and posttest data indicated that no significant changes were found in the likelihood of releasing personal information, such as a student's name, description of appearance, personal e-mail address, or school name after implementation of the program. Only minimal changes were found in the likelihood of a student disclosing their age, sex, or location after engaging in the intervention. The findings suggest that the classroom-based "Missing" program did not significantly change attitudes on internet safety nor did it decrease the likelihood of students engaging in online risk behaviors.

Another internet safety intervention program designed for students in grades five through eight, called "I-SAFE," was evaluated by Chibnall, Wallace, Leicht, and Lunghofer (2006). Similar to the "Missing" program, the "I-SAFE" project was developed as a curriculum supplement to be utilized by classroom teachers. The curriculum includes five 40 minute classroom teacher lessons and youth empowerment activities. Each lesson teaches a specific area of internet safety – cyber community citizenship, cyber security, personal safety, predator identification, and intellectual property. The program is designed to be taught offline and does not require electronic resources for implementation. The researchers evaluated "I-SAFE" implementations at 18 schools with a sample of over 2,000 participating students. Of the 18 schools, ten were schools that received intervention, six were schools that did not receive intervention, and two were schools that received partial intervention. The student outcome data was measured via interviews with principals and teachers, focus groups with students, and an online survey of internet knowledge and behavior. Students who participated in the "I-SAFE" classroom intervention lessons reported an increase in internet safety knowledge on topics, such

as identifying online predators and online privacy of personal information. Although no significant changes in the online behavior of students were reported, participants in the intervention exhibited an increased likelihood of discussing internet risks and behaviors with their peers (Chibnall et al., 2006).

Salvatore (2006) conducted an evaluation of “Help, Assert Yourself, Humor, Avoid, Self-talk, Own it (HAHASO),” an anti-bullying program developed for early adolescents to reduce aggressive anti-social behaviors by comparing two participant groups of 138 students in fifth and sixth grade. One group did not receive the anti-bullying intervention, while the second group received the anti-bullying curriculum with an element of anti-cyberbullying. Five lessons of “HAHASO” were conducted by an outside educational researcher during homeroom class to teach anti-bullying strategies, which include: seeking assistance, making assertive statements, using humor to de-escalate the problem, avoiding bullying situations, using positive self talk, and owning the situation. Pre-test and post-test data was collected from students and staff. A questionnaire measured student self-reports on the occurrence of bullying on the internet or through digital devices, while another questionnaire measured student self-reports on the occurrences of bullying in person. Finally, the secondary school staff report measured teacher’s self-reports on observing bullying behavior at school. Pre-test data and post-test data of the “HAHASO” lessons did not reveal a significant difference in student reports or teacher reports of bullying incidents nor cyberbullying incidents between students who received the anti-bullying curriculum compared to students who did not receive the anti-bullying curriculum (Salvatore, 2006).

To summarize, internet safety programs may increase awareness of internet risks and increase knowledge of internet safety skills in middle school students (Crombie & Trinneer,

2003; Chibnall, Wallace, Leicht, & Lunghofer, 2006; Salvatore, 2006). Increasing internet safety behaviors in middle school students may require Internet safety programs incorporating a developmental approach that imparts a sense of competence and facilitates decision making to promote social autonomy in early adolescents.

Digital Citizenship

Stemming from the objective of internet safety programs, digital citizenship is an innovative theme developed by educational leaders that encourages the development of individual characteristics and values that promote positive online behaviors and technological use (Ribble, Bailey, & Ross, 2004). Digital citizenship is defined by Ribble, Bailey, and Ross (2004) as the norms, or social expectations of behavior, in regards to the use of technology. The authors separated the characteristics of digital citizenship into nine general areas of behavior: digital access, digital commerce, digital communication, digital literacy, digital etiquette, digital law, digital rights and responsibilities, digital health and wellness, and digital security. Digital access refers to the availability of technology to all people and the disparity of technological access. Digital commerce refers to online purchasing and the safety of protecting one's identity while purchasing goods online. Digital communication refers to the technological means in which one interacts. Digital communication refers to communication utilizing technology, which includes but is not limited to online e-mails, text messages through cell phones and smart phones, posting photographs and messages on social media networks such as Facebook or Instagram, and posting of video messages on website networks such as YouTube. Digital literacy refers to the ability to understand and utilize technological means. Digital etiquette refers to developing a norm of appropriate online behavior. When students see adults behaving online inappropriately, they view it as a social standard of behavior and it leads to inappropriate

online behavior of students. Digital law, digital rights, and digital responsibilities refer to legal behavior online and the copyright protection of online content. Digital health and wellness refers to the physical effects that the use of technology may develop, such as carpal tunnel syndrome or severe eyestrain and unhealthy posture. Digital security refers to the privacy of electronic communication. Educators and educational leaders encourage the teaching of digital citizenship to students to promote appropriate norms of behavior in regards to technology (Ribble, Bailey, & Ross, 2004).

By integrating digital citizenship lessons with school-based curriculum, educators, such as classroom teachers, may promote the development of digital citizenship behaviors in students (Ribble, 2012). The *Digital Citizenship Project* is a school-based program that involves the partnership of high schools and middle schools in academic project-based curriculum with the goal of promoting safe and appropriate internet behaviors among students (Orech, 2012). For example, a high school classroom teacher might instruct their classroom students to research a particular topic such as digital safety, and then create letters with personal anecdotes and internet safety suggestions, and then posts the letters onto PLNs or online blogs, which are websites that publish written material on the internet. Then, a participating middle school classroom teacher would instruct the middle school students to read and post their comments, replies, and questions onto those online blogs. Thus, with the guidance of classroom teachers, high school students serve as online mentors to middle school students. The *Digital Citizenship Project* was designed to be engaging and meaningful to students to promote the development of digital citizenship. Although the effectiveness the *Digital Citizenship Project* on changing student behaviors online has not yet been empirically measured, the author suggests numerous benefits for students and schools that implement digital citizenship programs (Orech, 2012).

Educators may also promote the development of digital citizenship behaviors through school-based social networks, which are social networking websites that may be utilized for school-based purposes. Winn (2011) utilized a school-based social network at a private K-12 school in Texas to integrate digital citizenship teachings into classroom curriculum. School administrators and teachers selected *Social Engine*, which is developed specifically with middle school students in mind, as the school-based social network for implementation. Middle school students and teachers were trained to navigate the school-based social networking site. The classroom teacher integrated existing academic curriculum into Social Engine and utilized the website to communicate, conduct, and assess academic assignments for students in the classroom and at home. Students at the elementary school entering into middle school in the next school year were allowed access to *Social Engine* to promote familiarity with the site. After the initial year of implementation, the school administrators decided to promote digital citizenship development by expanding *Social Engine* into the high school curriculum. By modeling digital citizenship behavior on school-based social networks, the classroom teacher plays the primary role in shaping digital responsibility in middle school students (Winn, 2011).

In conclusion, to promote the effective development of digital citizenship in students, professional educators, such as school counselors, may implement strategies that incorporate family engagement both at home and at school. In a study previously discussed in the Family Engagement section, researchers found that higher gains in student academic achievement was positively correlated to parental involvement that communicated social and academic expectations, referred to as academic socialization (Hill & Tyson, 2009). Additionally, school-based internet safety programs should integrate family engagement and utilize effective teaching strategies, such as communication of expectations, relating teachings to current experiences,

fostering personal and professional future aspirations, and a two-way discussion of the process of learning can also help increase safe internet behaviors in students. In conclusion, professional educators must implement creative strategies for effective change to create a school culture that will promote the development of digital citizenship in students, families, educators, and the school community (Ribble, 2012; Winn, 2011; Orech, 2012).

Summary of Literature Review

To summarize the literature review presented in this chapter, the increasing use of technology plays a growing influence on the development of middle school students. Changing the ways in which families and educators may effectively promote healthy development in early adolescents is needed. The majority of existing school-based programs that teach internet safety behaviors are designed for middle school students because it is common for professional educators to begin encouraging and sometimes even requiring students in middle school to utilize technology for academic purposes. Middle school students require effective guidance from families and educators as they begin to utilize technology independently and further develop their social autonomy, self-competence, and decision making skills. It is vital for professional educators to expand classroom-based internet safety programs so that professional school counselors can supplement school-based internet safety programs with family engagement workshops to emphasize the development of digital citizenship among middle school students.

Chapter 3: Project Audience and Implementation Factors

Development of Workshop

The majority of existing programs promoting the development of digital citizenship are designed to be taught by classroom teachers and lack family engagement strategies. As educational leaders of mental health resources within a school, professional school counselors may best promote the development of digital citizenship with an emphasis on family engagement. This graduate project has been designed for professional school counselors in middle school to present a 45-minute workshop entitled “Engaging Families in Digital Citizenship,” which includes activities for families and students in middle school to learn about digital citizenship. The workshop has been created to supplement school-based internet safety and digital citizenship programs, however, professional school counselors who work at schools without internet safety and digital programs may facilitate this workshop independently. The graduate project includes a workshop presenter’s guide, which has been developed to provide the school counselor with the necessary tools to deliver an effective workshop on digital citizenship to students and families in middle school.

Intended Audience

“Engaging Families in Digital Citizenship: A Workshop for Middle School Families” is to be presented to middle school students accompanied by adult members of their families. The project is not intended for a particular demographic in regards to ethnicity, socioeconomic status, or gender. Families of all ethnic cultures, socioeconomic backgrounds, and diverse family structures are welcome to attend. It is not recommended for parents or guardians to attend without their child, or for students to attend without their parent or guardian. The workshop is not intended for siblings younger than the age of 10 to attend because the workshop is created to

be developmentally appropriate for middle school students. The workshop is easily adapted for additional family members to attend, since other adults living in the home, such as grandparents or older siblings may play a large role in the family structure of a student's life.

Personal Qualifications

The graduate project is designed to be presented by a professional school counselor who has a Pupil Personnel Services Credential and a Master's Degree in Counseling. It is recommended for the professional school counselor to have proficiency in technology, and have the knowledge and skill to effectively present pertinent information regarding current technological tools and growing trends on the internet to workshop participants.

Materials and Environment

The workshop presenter's guide includes the following items: a student media and technology survey, a sample PowerPoint presentation, a workshop evaluation, and a sample handout on student digital usage, and sample handouts for the digital citizenship comparison activity and the family agreement activity. Suggested items for the PowerPoint presentation that are not included in the presenter's guide include: a computer or laptop with sound capabilities and internet access, a computer screen projector, audio speakers, the cords necessary for connection, and a large white screen or wall. Large writing surfaces, such as tables or desks, and writing utensils are suggested for the audience to complete the written portion of the activities. A copy machine is suggested to make sufficient copies of the handouts provided in the workshop presenter's guide. It is recommended for the graduate project to take place in a noise-free area, with no thoroughfare, with lighting control, and large enough to comfortably accommodate your audience, such as a classroom, auditorium, library, or indoor cafeteria. The workshop may take place after school to accommodate student and parent/guardian availability.

Workshop Outline

The workshop presenter's guide provides a Student Media & Technology Survey (*Common Sense Media*, 2014). It is suggested that the school counselor distribute the survey to all of the students attending the middle school at least 6 months prior to conducting the workshop, which would provide ample time for the school counselor to collect and review the results of the survey. A sample handout is provided for the school counselor to modify according to the student results and for the school counselor to utilize during the workshop presentation. A portion of the workshop presentation time is allotted to present the results of the Student Media & Technology Survey. If the school counselor has difficulty distributing the survey or collecting the data, the presentation may be easily modified to exclude the survey, however, presentation of the student's use of media and technology is strongly encouraged to effectively engage families in becoming aware of the current ways in which students use technology.

The "Engaging Families in Digital Citizenship: A Workshop for Middle School Families" includes a PowerPoint presentation and family engagement activities. The workshop presentation includes the definition of digital citizenship, the student's survey results on media and technology use, the different areas of digital citizenship, a video of students, teachers, and parents discussing digital use, the different digital citizenship traits, and the method for developing digital citizenship. The workshop also includes family engagement activities for the student and their family member to discuss their behaviors regarding digital citizenship behaviors and to develop an agreement for appropriate technological behaviors individualized for the student and their family.

Chapter 4: Conclusion

Summary

This graduate project presented a review of literature to illustrate the need for internet safety programs at middle schools to be supplemented with family engagement workshops facilitated by professional school counselors to promote the development of digital citizenship. In chapter two, the review of literature examined middle school student development, family involvement in education, the role of professional school counselors, internet use among middle school students, parents, and educators, internet safety programs, and digital citizenship programs. Chapter three provided a description of the development of the project, the intended audience, the description of personal qualifications, the suggested environment and equipment, and the outline of the project. A single family engagement workshop on digital citizenship was developed for middle school students and their families. Presented by a professional school counselor, the “Engaging Families in Digital Citizenship: A Workshop for Middle School Families” was designed to supplement internet safety programs with an emphasis in teaching digital citizenship to middle school students and their families.

Evaluative Summary

For this project, two middle school counselors and one middle school teacher were asked to provide feedback about the proposed project’s effectiveness if it were to be utilized and presented at a school. The two middle school counselors and the middle school teacher who responded work in the Los Angeles Unified School District (LAUSD). One middle school counselor has over ten years of experience as a school counselor, while the other middle school counselor has only one year of experience as a school counselor. With over eight years of

teaching experience, the middle school teacher is also an English language coordinator and conducts monthly presentations to middle school parents and educators.

The three professional educators were provided with Appendix A (“Engaging Families in Digital Citizenship: A Workshop for Middle School Families”), a cover letter describing the evaluation survey, and an evaluation survey of the workshop. The evaluation survey included five statements about the workshop and used a Likert scale to rate each statement with the following responses: strongly agree, agree, neutral, disagree, and strongly disagree. The evaluative statements include: 1) This workshop is developmentally appropriate for middle school students and their families; 2) This workshop seems effective in promoting Digital Citizenship in middle school students and engaging their families; 3) This workshop could be easily facilitated at my school; 4) I would like this Digital Citizenship workshop facilitated at my school; and 5) I would feel comfortable facilitating this workshop with the materials provided in the Workshop Presenter’s Guide. The evaluation also included an open ended section for evaluators to provide additional comments or suggestions that would assist in improving the workshop. The evaluators thoroughly reviewed the workshop presenter’s guide and returned a completed evaluation survey to me.

Discussion

The feedback from the professional educator’s evaluation was very insightful. It was interesting to find the similarities and differences of the evaluations by professional educators in different roles and with varying work experiences. The two middle school counselors responded with “strongly agree” to all five statements. Both school counselors “strongly agreed” that the workshop is designed to be developmentally appropriate, to be effective in promoting digital citizenship, and to be easily be facilitated. Both school counselors also “strongly agreed” in

liking facilitation of the workshop at their school and in feeling comfortable facilitating the workshop with the workshop presenter's guide. The more experienced school counselor suggested adding a handout with definitions of commonly used internet and social media terms, while the less experienced school counselor commented that the workshop content is of "high value with no fluff or unnecessarily detailed sections." In response, I did not modify the presenter's guide to include a handout with definitions of commonly used internet and social media terms because of the continual change in internet and social media trends. I feel that the presentation allows school counselors to easily introduce a question regarding currently used internet and social media terms for the audience to answer. Although the workshop is designed to be easily modified for the needs of the school, it is also important for the school counselor who is presenting the workshop to reflect on their technological competence and how they would effectively present this workshop.

Unlike the school counselors, the middle school teacher did not "strongly agree" with any of the evaluative statements, but selected "agree" for all five evaluative statements. The teacher suggested adding images of and sounds from current popular social media sites and technological devices. I did not include specific images or sounds of particular social media sites or technological devices to keep the workshop presentation adaptable to the current trends and popular technological uses for each school. The teacher also suggested encouraging the presenter to include translations for the English learner population of the school; however, the workshop presenter's guide already includes instructions for the presenter to modify the workshop to fit the needs of the school.

It is interesting to compare the evaluations from the school counselors with the evaluation from the teacher. Because the workshop is designed to be presented by school counselors, the

school counselors may better understand how to best facilitate this workshop with the materials provided while the teacher may require additional suggestions and instructions in the workshop presenter's guide to feel comfortable facilitating the workshop.

Recommendation and Conclusion

A recommendation for future work utilizing the graduate project workshop would be to incorporate a survey for parents on their own use of technology. By distributing a survey on technological use to parents, school counselors may better understand the needs of their school's families in regards to teaching specific areas of digital citizenship. For example, a parent survey on technological use may help school counselors become more aware of the need for a school's to develop school-based support in teaching digital literacy or digital safety among students and their families.

Another recommendation would be to expand the workshop by creating additional workshop sessions on digital citizenship. By doing so, the school counselor may be able to promote ongoing engagement of families and further development of digital citizenship among middle school students. The school counselor may utilize the workshop evaluation included in the workshop presenter's guide to fine tune the workshop and to utilize the audience suggestions to create additional workshops that fit the need of the school's students and families.

Lastly, I would recommend adapting this workshop to be facilitated at elementary schools. I believe effective development of digital citizenship among middle school students would be fostered if the students and their families were introduced to the topic in elementary school. If the workshop was adapted to be developmentally appropriate for fourth and fifth grade students and their families, I believe it would be an effective strategy in continuing the development of digital citizenship in middle school students.

For researchers in education, I would recommend studying the effectiveness of digital citizenship programs that utilize only classroom-based lessons compared to digital citizenship programs that utilize both classroom-based lessons and family engagement strategies. This would help educators explore the effectiveness of school counselors in teaching digital citizenship with family engagement of middle school students.

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Appendix

Engaging Families in Digital Citizenship: A Workshop for Middle School Families



By Vythu Lu

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Workshop Presenter's Guide

Welcome Professional School Counselor!

With the increasing use of digital devices and electronic communication by middle school students, professional educators in middle school are aware of the need of teaching students and engaging their families in developing *Digital Citizenship* knowledge and skills.

Purpose

The purpose of this workshop presenter's guide is to provide school counselors with necessary tools to deliver an effective workshop on digital citizenship to students and families in middle school.

Overview

The *Engaging Families in Digital Citizenship: A Workshop for Middle School Families* is designed to be presented to middle school students and their families by you, a professional school counselor! The workshop is designed as one 45-minute long presentation intended to supplement school-based internet safety and digital citizenship programs, however, schools without internet safety and digital citizenship programs may facilitate this workshop independently.

In this single workshop presentation, you will teach middle school students and their families about digital citizenship and ways to develop digital citizenship. You will also lead activities and discussions that will engage the students and their families in learning tools and strategies to develop their digital citizenship knowledge and skills.

This workshop presenter's guide provides you with a sample of materials that can be used to conduct the workshop, and resources that may enhance the presentation.

Materials

List of items provided in this workshop presenter's guide to facilitate this workshop::

- Student Media & Technology Survey (Common Sense Media)
- Sample Handout on Student Digital Usage (for survey results)
- Sample PowerPoint Presentation
- Handout for Digital Citizenship Comparison Activity
- Handout for Digital Citizenship Family Agreement Activity
- Workshop Evaluation

List of suggested items that are not provided in this guide to facilitate this workshop:

- A sizable room that will comfortably accommodate your audience, such as a classroom, auditorium, library, or indoor cafeteria (suggestions for selection of location include a noise-free area, no thoroughfare, and with lighting control)
- A computer or laptop with sound capabilities and internet access
- Audio speakers and cords to connect to the computer or laptop
- A computer screen projector
- Cords necessary to connect the computer/laptop to the screen projector
- A large white screen or wall
- Writing utensils to complete handouts for activities
- Copy machine to make duplicates of handouts for audience

Modifications

This single workshop is designed for students to attend with their parent(s) or guardian(s). The presentation may be easily adapted for additional family members to attend. It is important to consider that other adults living in the home, such as a grandparents or older siblings may play a large role in the family structure of a student's life. The title of the workshop, "*Engaging Families in Digital Citizenship: A Workshop for Middle School Families,*" was developed to encourage all of the adults

that play a large role in a middle school student's life to feel welcomed into the workshop.

In addition, *Engaging Families in Digital Citizenship: A Workshop for Middle School Families* focuses on digital use, a topic that is ever-changing because we are currently living in an era of technological growth. This workshop is designed to be easily modified to fit the present day needs of middle school students and their families in developing knowledge and skills for safe use of technology.

The creator of this workshop strongly encourages school counselors to modify the resources provided in this workshop presenter's guide to fit the current needs of your students and their families. Please keep in mind that the procedural instructions and presenter's notes provided throughout this guide are suggestions, rather than strict guidelines, for facilitation of this workshop.

Procedures

Prior to conducting *Engaging Families in Digital Citizenship: A Workshop for Middle School Families*, please review the materials provided and the materials suggested to facilitate the workshop. Ensure availability of the materials you deem necessary in conducting the workshop.

This workshop presenter's guide provides a Student Media & Technology Survey (adapted from Common Sense Media). It is suggested that you distribute the survey to all of your middle school students at least 6 months prior to conducting the workshop. This would provide ample time for you to collect and review the results of the survey. A sample handout is provided for you to modify according to your student's results and for you to utilize during the workshop presentation. A portion of the workshop presentation is designed to present the results of the Student Media & Technology Survey. The presentation of the school's surveyed results is strongly encouraged to effectively engage families in becoming aware of the current technological use of our

students. If you have difficulty distributing the survey and collecting the results, you may modify the presentation as needed.

Next, you will need to review the sample PowerPoint presentation provided in this workshop presenter's guide. You may choose to adapt the provided sample PowerPoint presentation, or you may want to develop your own presentation utilizing the sample PowerPoint presentation as a guiding resource. This workshop presenter's guide provides a printed version of the sample PowerPoint presentation for the *Engaging Families in Digital Citizenship: A Workshop for Middle School Families*. Below each PowerPoint presentation slide are "Presenter's Notes," which are intended to assist the presenter with suggestions in presenting the information in each slide. The "Presenter's Notes" also include comments on when to facilitate the workshop's activities. It is strongly recommended for you to review the presenter's notes prior to presenting the workshop.

Once you have acquired the materials and equipment necessary to conduct the workshop, schedule a date and time for the workshop that best fits your audience's availability. For effective family engagement, it is best to announce the workshop event through multiple sources media, such as printed flyers, school e-mails, school newsletters, and automated school phone calls. You may also want to incorporate the findings of your survey in the school's announcement of the workshop to attract the interest of families in this topic.

Finally, you are ready to conduct *Engaging Families in Digital Citizenship: A Workshop for Middle School Families* at your school! Hopefully you'll enjoy conducting this workshop and will want to do again. An evaluation is also provided for you to receive feedback from the audience that will assist you in improving the next presentation of the workshop. You know your school and your students the best, so remember that YOU are one of the best resources available to them!

Digital Citizenship

Student Media and Technology Survey

Instructions

This survey will ask questions about how you use media, and your favorite types of media. By "media," we mean any kind of message or entertainment often made for large audiences, and the technology used to send or receive it. Examples of media include: TV, movies, the internet, music, electronic games, cell phones, magazines, books, and advertisements.

This survey is confidential, which means it won't ask for your name. No one will know your answers, so you can be honest. Your confidential answers will help us understand how young people use the media, so please make sure to answer all the questions.

What school do you go to? _____

What grade are you in? _____

What is your gender? _____

What kind of media do you have?

Do you have your own cell phone?

- No
 Yes — Does your cell phone have access to the internet? Yes No

What kind of media do you have at home? Check a box for each thing that you have.

- | | | |
|--|--|---|
| <input type="checkbox"/> Television | <input type="checkbox"/> Cable/satellite | <input type="checkbox"/> DVD/movie player |
| <input type="checkbox"/> Laptop computer | <input type="checkbox"/> Desktop computer | <input type="checkbox"/> Computer tablet |
| <input type="checkbox"/> High-speed internet | <input type="checkbox"/> Wireless internet | <input type="checkbox"/> Digital/video camera |
| <input type="checkbox"/> Books and magazines | <input type="checkbox"/> E-book (Nook or Kindle) | |
- Video game console device (Playstation, Xbox, Wii) with internet access? Yes No
 Mobile video game device (PSP, PS Vita, Nintendo DS) with internet access? Yes No
 Music playing device (Stereo, MP3 player, iPod) with internet access? Yes No

What kind of media do you like, and how do you use it?

What is your favorite...

Website: _____ Movie: _____

TV show: _____ Video game: _____

Musician: _____ Book: _____

(Adapted from Common Sense Media - www.common sense media.org, 2013)

How often do you check your social networking account? If you have more than one, how often do you check your favorite one?

- More than ten times a day
- A few times a day
- Once a day
- A few times a week
- Less than a few times a week

Do your parents look at your social networking profile(s)?

- Yes — they look at it a lot
- Yes — sometimes
- Yes — but only when I first set it up
- No — they know I have one, but they don't look at it
- No — they don't know I have one

If your parents looked at your social networking profile(s) right now, what do you think they'd think of the photos, comments, or other stuff you've posted?

- They'd think everything I've posted is totally ok
- They'd think most of the stuff I've posted is ok
- They'd think some things are ok, and some things aren't
- They'd think most of the stuff posted is not ok
- They'd think everything that I've posted is totally not ok

How do you and your parents talk about media?

Have your parents talked with you about any of these things in the past year or so?

- | | | |
|---|------------------------------|-----------------------------|
| Which types of media I'm allowed to use | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| How much time or specific times I'm allowed to use media/devices (like my cell phone) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| What media means or what its messages are | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Not sharing my passwords or personal information online | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Cyberbullying (being nice online, and telling them if I'm being bullied) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Downloading songs or movies illegally | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| What's ok to post online (photos, videos, comments, etc) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Using media (like cell phones) to cheating on school work | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| How people or information online might not be trustworthy | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| How online content can be copied and pasted and used in ways I might not intend | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

If you answered "No" to three or more statements in the last question: Why do you think they've haven't talked with you about those things? Check the box next to any reason that you think is true.

- | | |
|--|--|
| <input type="checkbox"/> They have taught me how to use media in a responsible way | <input type="checkbox"/> I'm older |
| <input type="checkbox"/> They were tired of arguing with me about media and technology | <input type="checkbox"/> They trust me |
| <input type="checkbox"/> They can't always keep track of what I'm doing | <input type="checkbox"/> They don't know how to use the technology |

Thanks for taking the time to complete this survey!

(Adapted from Common Sense Media - www.commonsensemedia.org, 2013)

Sample Handout on Student Digital Usage

Results of Student Media and Technology Survey

The Student Media and Technology Survey was distributed among the _____ grade students at _____ school. A total number of _____ students completed the survey. The following are some interesting results of the survey.

Top 3 Media Students Have At Home

1. _____
2. _____
3. _____

Of the favorite movies students reported, _____ % of the movies were rated _____.

Of the favorite video games students reported, _____ % of the movies were rated _____.

Top 3 Things Students Do Online At Least Once A Week

1. _____
2. _____
3. _____

Top 3 Things Students Reported Doing Using the Internet or Cell Phone

1. _____
2. _____
3. _____



_____ % of students reported that they use privacy settings on their social networking accounts.

_____ % of students reported that they check their social networking account more than 10 times a day.

_____ % of students reported that their parents check their social networking profile.

_____ % of students reported that their parents do not know they have one.

_____ % of students reported that they think their parents would completely approve of their social networking profile.

_____ % of students reported that their parents have talked to them about what media means or about the meaning of messages on the media.

_____ % of students reported that their parents have talked to them about what is ok to post on the internet.

If students reported that their parents have NOT talked to them about technology and media online, the following are the reported results of why students believe their parents have not talked to them about technology and media online.

_____ % of students reported that their parents have taught them how to use the media in a responsible way.

_____ % of students reported that their parents were tired of arguing with them about media and technology.

_____ % of students reported that their parents have not talked to them about technology and media online because they're older.

_____ % of students reported that their parents trust them.

_____ % of students reported that their parents can't always keep track of what they're doing.

_____ % of students reported that their parents do not know how to use the technology.



Sample PowerPoint Presentation

Slide 1: Introduction



Presenter's Notes:

Introduce presenter(s).

Thank audience for attending.

Introduce this workshop and its purpose – to engage families in developing Digital Citizenship.

Slide 2: What is Digital Citizenship?

What is Digital Citizenship?

Citizenship
The qualities one is expected to have as a responsible member of a community

Digital
Characterized by computer technology
(Merriam Webster)

Digital Citizenship
The norms of appropriate behavior in regards to the use of technology and the digital world.
(Ribble, 2012)

Presenter's Notes:

Define separate terms. *Citizenship* is defined as "the qualities one is expected to have as a responsible member of a community." *Digital* is "characterized by computer technology." Digital may be used broadly to cover a range of electronic devices.

Some examples of digital devices include: cell phones, smart phones, home computers, laptop computers, computer tablets (iPad), e-readers (Nooks, Kindles), video game consoles (PlayStation, Xbox, Wii), mobile video game devices (PSP, Nintendo DS), music playing device (iPod, MP3 player), etc.

The majority of these digital devices have the option of connecting to the internet. By using digital devices such as the ones mentioned, you become connected to a digital community. As a member in this community, there are expectations of responsible behavior.

Digital Citizenship is defined as the "norms" of appropriate behavior in regards to the use of technology and the digital world. By "norm," we mean the average, or standard of expected behavior. Students may have a different "norm" than adults. Technology keeps growing, so the "norm" now may change tomorrow.

The purpose of this workshop is for all of us, students, parents (or adults in the family), and educators to talk about the standard of expected behavior on the internet.

References:

Merriam Webster Definition of Citizenship. Retrieved from <http://www.merriam-webster.com/dictionary/citizenship> on June 8, 2014.

Merriam Webster Definition of Digital. Retrieved from <http://www.merriam-webster.com/dictionary/digital> on June 8, 2014.

Ribble, M. (2012). Digital citizenship for educational change. *Kappa Delta Pi Record*, 48(4), 148-151.

Image from ClipArt in Microsoft Office PowerPoint 2007 Presentation.

Slide 3: Student Survey Results

Student Media and Technology Survey

- Top 3 Media Students Have At Home
- Top 3 Things Students Do Online At Least Once A Week
- Top 3 Things Students Reported Doing Using the Internet or Cell Phone

- % of students reported that their parents have talked to them about what media means or about the meaning of messages on the media.
- % of students reported that their parents have talked to them about what is ok to post on the internet.
- Of the students that reported that their parents have NOT talked to them about technology and media online...
- % of students reported that their parents have taught them how to use the media in a responsible way.
- % of students reported that their parents were tired of arguing with them about media and technology.
- % of students reported that their parents trust them.
- % of students reported that their parents can't always keep track of what they're doing.
- % of students reported that their parents do not know how to use the technology.

Presenter’s Notes:**

Before we discuss the specific areas of digital citizenship, we would like to present the results of the Student Media and Technology Survey that was conducted here at our school!

Distribute Sample Handout on Student Digital Usage (adapted for your school)

The Student Media and Technology Survey was distributed among the _____ grade students at _____ school. A total number of _____ students completed the survey.

Discuss interesting findings of the survey.

Reference:

Student Media and Technology Survey adapted from Common Sense Media retrieved from https://www.commonsensemedia.org/sites/default/files/uploads/pdfs/student-survey-program_050113.pdf on June 8, 2014.

*** If the Student Media and Technology Survey was not distributed and results are not available, disregard this slide. This slide is used as a guideline to present the results. You may modify as needed to present information collected from the survey.*

Slide 4: Areas of Digital Citizenship

Areas of Digital Citizenship

Digital access:

technological availability & participation

Digital commerce:

electronic buying & selling of goods

Digital communication:

electronic exchange of info

Digital literacy:

teaching, learning, & use of technology

Digital etiquette:

electronic standards of conduct

Digital law:

electronic responsibility & requirements

Digital rights:

electronic freedoms for all

Digital health & wellness:

physical & psychological well being in the digital world

Digital security:

electronic precautions for safety and privacy

(Ribble, 2012)

**Presenter's Notes:**

Introduce this detailed description of Digital Citizenship developed by a professional educator, Mike Ribble. These areas of digital citizenship may seem more focused toward adults; however, the majority of these areas of digital citizenship can also apply to middle school students. It is important for students to be aware of these areas as they mature in developing digital citizenship.

Briefly discuss each area of digital citizenship. Suggested discussions are provided.

1. Digital access is the availability of and participation with digital technology. What technology do you have and use at home, at school, and at work?
2. Digital commerce is the electronic buying & selling of goods. Do you shop online? If not, why?
3. Digital communication is the electronic exchange of information. How do you communicate electronically? What devices? What digital language (LOL, BRB)?
4. Digital literacy is the teaching, learning, and use of technology. How do you learn and use technology?
5. Digital etiquette is the electronic standard of conduct (norms of behavior). Describe normal or accepted communication with technology.
6. Digital law refers to the legal electronic responsibility and technological requirements. Discuss digital piracy.
7. Digital rights refers to the electronic freedoms for all. Discuss digital creativity and privacy.
8. Digital health and wellness is one's physical and psychological well being in the digital world. Discuss how technology may affect you physically, mentally, or socially.
9. Digital security is the electronic precautions for safety and privacy. Discuss what you feel safe doing online.

Distribute Digital Citizenship Comparison Handout. One handout for each pair of a family adult and a student.

Instruct the family adult and student to complete the handout together.

After completing the handout, open a discussion with the following questions: Which areas of digital citizenship did you find were very different/similar? Why do you think those areas are different/similar? What do you think about these similarities or differences? How will these behaviors change for adults and children over time?

Reference:

Ribble, M. (2012). Digital citizenship for educational change. *Kappa Delta Pi Record*, 48(4), 148-151.

Slide 5: Digital Life Video



Presenter's Notes:***

Introduce Common Sense Media.

Common Sense Media is a non-profit organization that provides an abundance of trustworthy information and tools for families to "have a choice and a voice about the media they consume."

Introduce video, "Digital Life: Our Connected Culture." The video presents digital life from the point of view of parents, educators, and children. (<https://www.common sense media.org/videos/digital-life-our-connected-culture>)

It also presents four important traits in developing digital citizenship:

1. Privacy and Digital Footprints
2. Self Expression and Identity
3. Respecting Creative Work
4. Connected Culture

Reference:

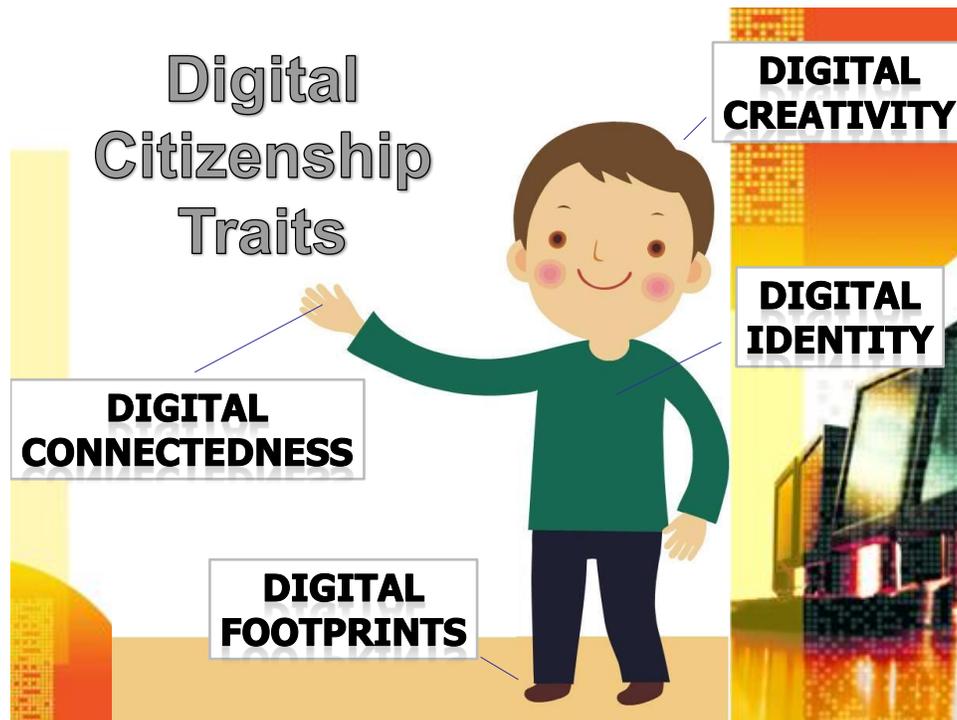
Common Sense Media. Retrieved from <https://www.common sense media.org/about-us/our-mission> on June 8, 2014.

Common Sense Media. "Digital Life: Our Connected Culture." Retrieved from

<https://www.common sense media.org/videos/digital-life-our-connected-culture> on June 8, 2014.

**** Common Sense Media and the "Digital Life: Our Connected Culture" video is currently available through the website link provided in the slide above. If this video is unavailable through that link, you may search for the title of the video using online search engines. If you encounter difficulties finding the video on the internet, you may want to consider using a different source of media similar to the Digital Citizenship information presented in this workshop.*

Slide 6: Digital Citizenship Traits



Presenter's Notes:

4 Digital Citizenship Traits

1. Digital Identity: who we are in the digital world.
2. Digital Creativity: what we create in the digital world.
3. Digital Footprint: where we go in the digital world.
4. Digital Connectedness: who we are connected to in the digital world.

Reference:

Common Sense Media. "Digital Life: Our Connected Culture." Retrieved from <https://www.commonsensemedia.org/videos/digital-life-our-connected-culture> on June 8, 2014.
Image from ClipArt in Microsoft Office PowerPoint 2007 Presentation.

Slide 7: How to Develop Digital Citizenship



Presenter's Notes:

How do we develop digital citizenship?

It takes time and effort.

We have to continuously learn about technology, how it changes, and how it influences us.

There are three tips to keep in mind:

1. Be Safe
2. Think First
3. Stay Balanced

Reference:

Images from ClipArt in Microsoft Office PowerPoint 2007 Presentation.

Slide 8: Digital Identity

Digital Identity

Who We Are

- 1. Be Safe**
Protect your identity and personal information.
- 2. Think First**
Digital Profile
Self Expression.
10 Second Rule
- 3. Stay Balanced**
Self in the digital world vs. Self in the real world

Presenter's Notes:

Digital Identity: Who We Are

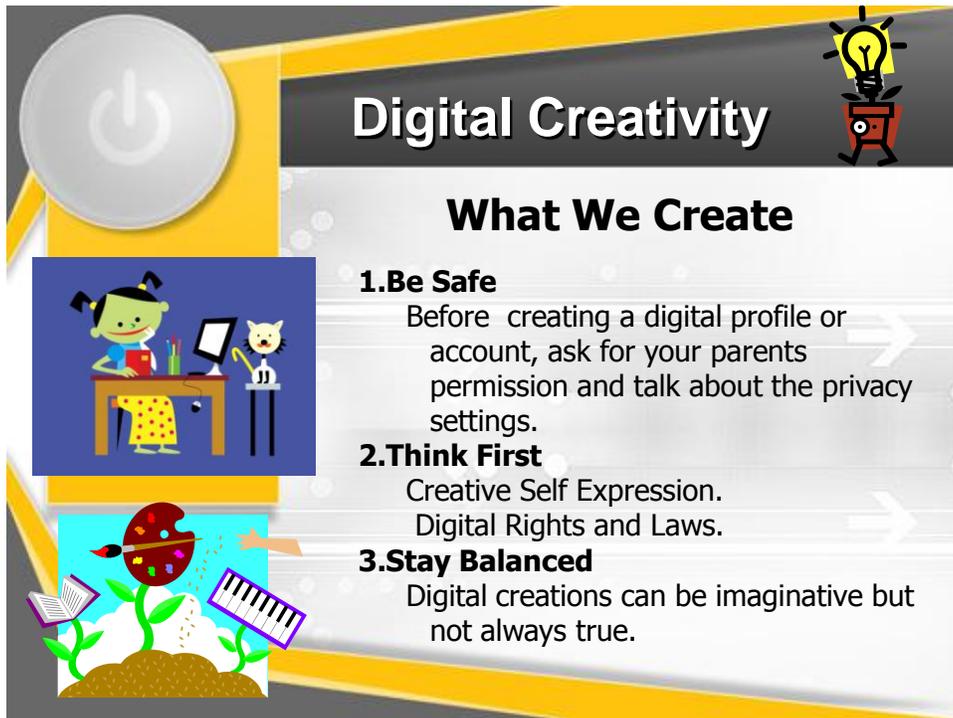
Who are we in the digital world?

1. Be Safe
 - Protect your identity.
 - Protect personal information such as your full name, address, phone number, school, etc.
2. Think First
 - Digital Profile: When we put information about ourselves out in the digital world, we are creating a digital profile of ourselves.
 - Self Expression: When we communicate electronically, we are digitally expressing ourselves. If someone else is expressing themselves digitally in a negative way that is harmful or upsetting to me, I can still express myself digitally in a positive and responsible way.
 - 10 Second Rule: Before sending or posting information something onto the internet, wait ten seconds. Think about how it may affect you, and how it may affect others. Then, see if you still want to send or post it.
3. Stay Balanced
 - Is who I am in the digital world reflective of who I am in the real world?

Reference:

Image from ClipArt in Microsoft Office PowerPoint 2007 Presentation.

Slide 9: Digital Creativity



Digital Creativity

What We Create

- 1. Be Safe**

Before creating a digital profile or account, ask for your parents permission and talk about the privacy settings.
- 2. Think First**

Creative Self Expression.
Digital Rights and Laws.
- 3. Stay Balanced**

Digital creations can be imaginative but not always true.

Presenter's Notes:

Digital Creativity: What We Create

What do we make in the digital world?

1. Be Safe
 - Before creating a profile or account online, ask your parents for permission. This may include downloading a program that may ask for personal information to create an account.
 - Review security and privacy information with parents.
2. Think First
 - Creative self expression. Digital tools and the internet provide amazing, innovative ways to create and express yourself. For example, you can record a video, edit the video using computer programs, and share it on the internet.
 - Think first about what you are creating digitally. If you are using someone else's work, remember to give proper credit to the author or artist. Also, read over the privacy settings and contract of the program or website you are using. For example, when you upload or publish something onto a website, you may be giving them permission to share it with others.
3. Stay Balanced
 - Digital creations can be imaginative but not always true. Remember that creations in the digital world, like characters in games and personal blogs, can be limited to the digital world. Creative self expression should also be expressed in the real world.

Reference:

Image from ClipArt in Microsoft Office PowerPoint 2007 Presentation.

Slide 10: Digital Footprints

The slide features a yellow and grey background with a large yellow arrow pointing right. In the top left, there is a circular icon containing a computer monitor, a globe, and a keyboard. In the top right, there is a stylized graphic of a person's head with gears inside. The title "Digital Footprints" is written in large yellow letters, and "Where We Go" is written in bold black letters below it. Three numbered points are listed, followed by an illustration of a man and a woman sitting at a desk with a laptop. A quote is placed to the right of the illustration.

Digital Footprints

Where We Go

- 1. Be Safe**
Use safe digital tools and internet settings.
- 2. Think First**
Permanence: Digital footprints are permanent.
- 3. Stay Balanced**
Talk about the digital devices and internet tools you use.

Be cautious of where you're headed, learn from the steps you've taken, and be aware of where you are now.

Presenter's Notes:

Digital Footprints: Where We Go

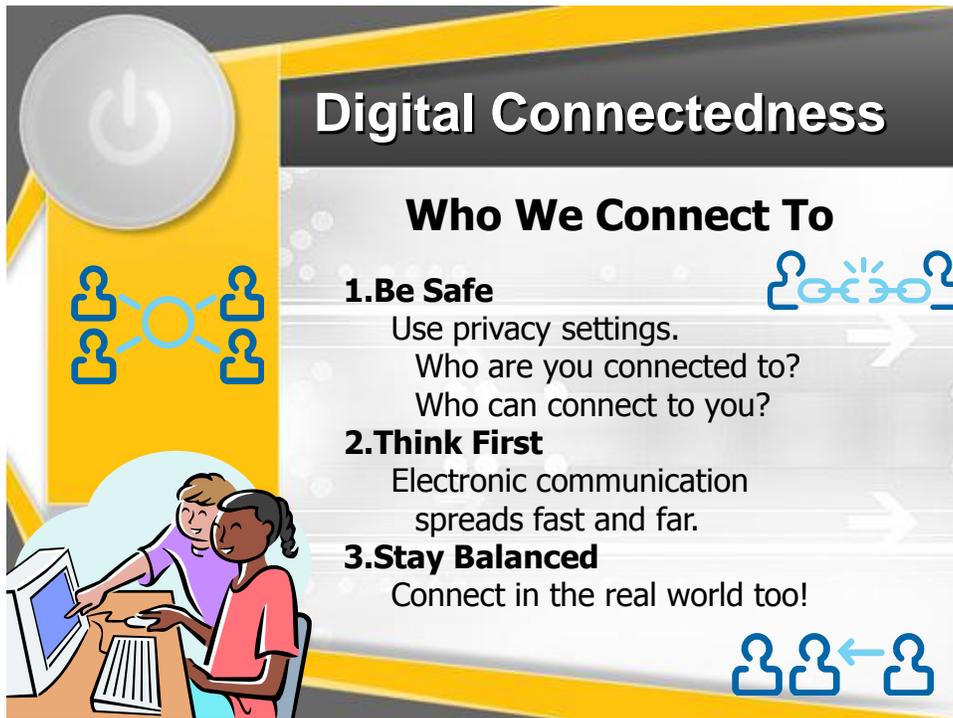
Where do we go in the digital world?

1. Be Safe
 - Be aware of where you go, or what you do in the digital world.
 - Use safe digital tools and internet settings. For example, use security programs to protect your digital devices, and use privacy settings on computer browsers, programs, and applications on all your digital devices.
 - The Comparison Handout used earlier showed that digital behavior is different for adults and children. Remember to visit age appropriate websites and use age appropriate applications or programs.
2. Think First
 - Digital footprints are permanent. "Backspace" and "delete" does not guarantee that the electronic information is removed. Just like in real life, we cannot erase things that have happened.
 - Be cautious of where you're headed, learn from the steps you've taken, and be aware of where you are now.
3. Stay Balanced
 - As we learn more about safe digital spaces, we become more careful and clever in our digital behavior. Digital spaces aren't black and white, 100% good and 100% bad. Talk about the digital devices and internet tools you use. Learn more about the grey areas.

Reference:

Image from ClipArt in Microsoft Office PowerPoint 2007 Presentation.

Slide 11: Digital Connectedness



Digital Connectedness

Who We Connect To

- 1. Be Safe**
Use privacy settings.
Who are you connected to?
Who can connect to you?
- 2. Think First**
Electronic communication
spreads fast and far.
- 3. Stay Balanced**
Connect in the real world too!

Presenter's Notes:

Digital Connectedness: Who We Connect To

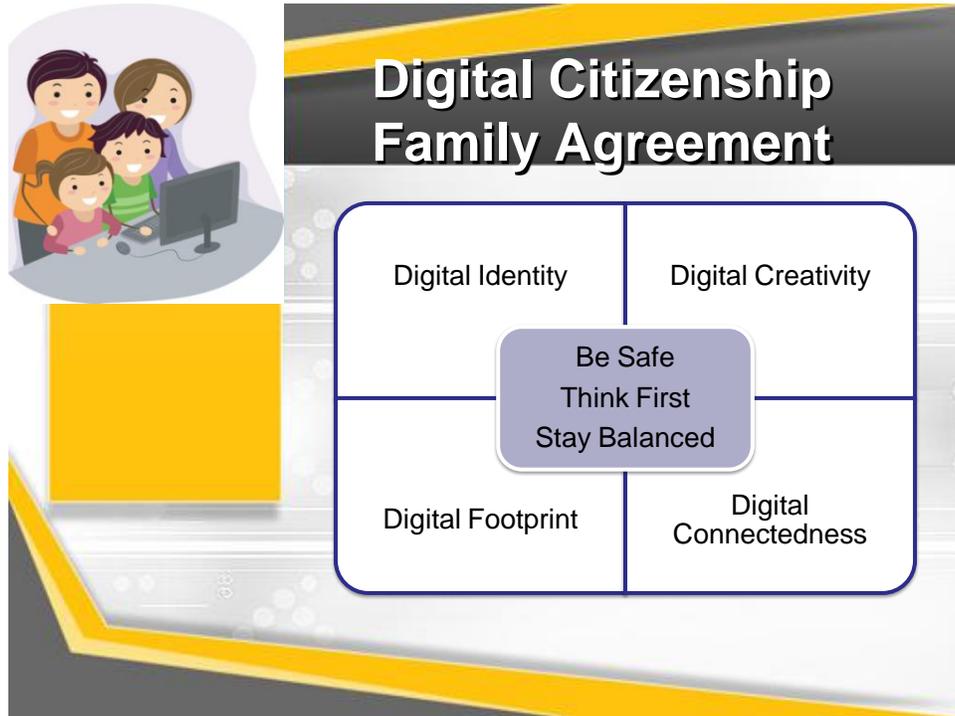
The digital world allows us to connect to those we may not easily connect to in the real world.

1. Be Safe
 - Think about each digital device or online social network you use.
 - Who are you connected to on that device or network?
 - Who can connect to you on that device or network?
 - Use privacy settings!
2. Think First
 - Electronic communication spreads fast and far!
 - Think about your connections and the information you share through your connections.
3. Stay Balanced
 - Connections in person too!

Reference:

Image from ClipArt in Microsoft Office PowerPoint 2007 Presentation.

Slide 12: Digital Citizenship Family Agreement



Presenter's Notes:

We learned about four traits of Digital Citizenship:

1. Digital Identity, 2. Digital Creativity, 3. Digital Footprint, and 4. Digital Connectedness

and three ways of developing digital citizenship in each area:

1. Be Safe, 2. Think First, and 3. Stay Balanced.

Distribute the Handout for Digital Citizenship Family Agreement Activity.

One handout for each pair of a family adult and a student.

Instruct the family adult and student to complete the handout together.

Reference:

Digital Citizenship Family Agreement adapted from Common Sense Media retrieved from https://www.commonsensemedia.org/sites/default/files/uploads/pdfs/fma_all.pdf on June 8, 2014.

Slide 13: Conclusion



Presenter's Notes:

Conclude presentation.

Ask audience if they have any questions or comments.

Provide additional resources available to your school or community for your students and families regarding Digital Citizenship, internet safety, digital literacy, etc.

Distribute Workshop Evaluation Handout.

Request the audience to complete the evaluation that may assist in improving the workshop.

Reference:

Image retrieved from <http://lausd.schoolwires.net/Page/3447> on June 8, 2014.

Digital Citizenship: Comparison Handout

For Middle School Students and Families

Discuss each area of digital citizenship and compare parent/guardian behavior with child's behavior. Together, rate each area on the scale.

	Very Different	Somewhat Different		Somewhat Similar	Very Similar
1. Digital Access	1	2	3	4	5
2. Digital Commerce	1	2	3	4	5
3. Digital Communication	1	2	3	4	5
4. Digital Literacy	1	2	3	4	5
5. Digital Etiquette	1	2	3	4	5
6. Digital Law	1	2	3	4	5
7. Digital Rights	1	2	3	4	5
8. Digital Health & Wellness	1	2	3	4	5
9. Digital Security	1	2	3	4	5

(Adapted from Ribble, Bailey, & Ross, 2004)

Digital Citizenship: Family Agreement

For Middle School Students and Families

I agree to... be safe.

- I will ask my family's permission before I create accounts or give out any private information – which includes but is not limited to my full name, date of birth, home address, phone number, or photos.
- I will not share my passwords with anyone other than my family.
- I will ask my family to help me with privacy settings if I want to set up devices, accounts, or profiles.
- If anyone makes me feel pressured or uncomfortable, or acts inappropriately towards me through any form of digital communication, I will immediately express how I feel, stop talking to that person, and I will tell a friend or family member I trust about it.
- _____

I agree to... think first.

- I will wait 10 seconds before posting or sending digital information, and ask myself "How will this affect myself and/or others?" If it is not positive to my reputation or others, then I will not post or send it.
- I will stand up for others who are being bullied, humiliated, or upset by others online or through any digital devices by using powerful and positive words.
- I will ask for other's permission before taking their photograph, making a video record, or sharing their information publicly.
- I know that whatever I share electronically through the internet or through electronic tools (like my cell phone) can spread fast and far.
- I understand that I leave a permanent digital footprint every time I communicate online or through electronic tools.
- Whenever I use, reference, or share someone else's creative work that I found on the internet or through online media, I will give proper credit to the person who created it.
- _____

(Adapted from Common Sense Media - www.commonsensemedia.org, 2013)

I agree to... stay balanced.

- I know that not everything I read, here, or see online is true. I will consider whether a source or author is credible.
- I will help my family set media time limits that make sense, and then I will follow them.
- I will be mindful of how much time I spend in front of screens. I will remind myself to enjoy other aspects of my life.

In exchange, my family agrees to...

- Model healthy and safe digital citizenship behaviors.
- Recognize that media and technology is a big part of my life, even if they don't always understand why.
- Talk with me when something I do regarding technology worries them and explain why it worries them before saying "no."
- Talk to me about my digital interest with an open mind and help me find media that's appropriate and fun.

X _____
My Signature

X _____
Family Member's Signature

Date

(Adapted from Common Sense Media - www.commonsensemedia.org, 2013)

Workshop Evaluation

Presenter(s): _____ **Date of Presentation:** _____

- I am...**
- an adult family member
 - a student (grade: _____)
 - other: _____

Reason for attending workshop (select one or more):

- My parent/guardian wanted me to attend.
- My child wanted me to attend.
- I have a general interest in topic.
- It was recommended by a (please circle):

Teacher	School Counselor	Dean	Other: _____
---------	---------------------	------	--------------
- Other reason for attending: _____

Please rate the following statements:

	Strongly Disagree				Strongly Agree
1. The content of the workshop was worthwhile.	1	2	3	4	5
2. The presenter was well prepared.	1	2	3	4	5
3. The information was effectively presented.	1	2	3	4	5
4. The materials were useful and appropriate.	1	2	3	4	5
5. The workshop added to my knowledge of digital citizenship skills.	1	2	3	4	5
6. I plan to use the techniques, skills, and information presented.	1	2	3	4	5
7. I have more confidence in my skills as a result of this workshop.	1	2	3	4	5
8. I would recommend this workshop to others.	1	2	3	4	5

Comments: _____
