

SDHS Freshman Academy Staff Training in Digital Citizenship

Instructional Design Plan Proposal - IT532 by Online Learning Associates, LLC (Lisa, Duren & Angela)

Executive Summary

This proposal outlines an instructional design plan for professional development to meet the instructional technology training needs of staff at South-Doyle High School (SDHS). Prepared in consultation with SDHS staff, this proposal first presents an in-depth analysis of targeted learners and the results of recent multi-faceted technology needs assessments at SDHS. Based on these assessments, a course deployment technology is proposed along with an analysis of how it would serve learning needs. A proposed course design plan follows, including a course overview, a detailed syllabus and several samples of detailed weekly lesson plans. Concluding this document is a proposed course development plan detailing schedules, responsibilities, and training needs for course development.

In the past year, SDHS has undergone significant changes in the use of technology for teaching and learning, with initiatives including a one-to-one technology pilot project, a new learning management system (LMS) to enhance and individualize instruction, and a digital citizenship curriculum for students delivered via the new LMS. School administration and technical support staff feel that these changes, along with the recent statewide rollout of the Tennessee Common Core curriculum at the high school level, warrant committing additional resources to empower and support SDHS staff's effective use of technology in instruction.

Based on needs analyses, a three-month asynchronous online training is proposed, based on the same digital citizenship curriculum from Common Sense Media currently used with students, and delivered via the Canvas LMS. Proposed training would require approximately two hours of asynchronous work per week, with two one-hour face-to-face sessions to introduce and conclude the training for a total of 24 hours of professional development. Based on recommendations of school administration and technical staff, 14 instructors in the Freshman Academy (including two special education teachers) were approached and have agreed to pilot and evaluate this training. Activities are designed to not only build participants' knowledge of digital citizenship skills and issues, but also to support coordinated integration of these skills and topics into subject area instruction. Course design also attempts to meet the following goals:

- align with International Society for Technology in Education (ISTE) standards for teachers
- establish an instructor-reviewed collection of resources and suggestions for technology skills integration
- build and strengthen instructors':
 - professional and personal digital citizenship skills
 - understanding and skills in use of the collaborative capabilities of Canvas
- pilot and evaluate an approach to technology professional development for possible implementation for all SDHS staff

Leveraging existing technologies and staff resources as well as community business partnerships, this training proposes no additional cash outlay by SDHS or Knox County Schools.

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Course Need and Context

Online Learning Associates, LLC (OLA) were contacted by technical staff at South-Doyle High School to assist in determining and planning for professional development needs resulting from recent school-wide technology enhancements. OLA, committed to community service and the development of a workforce prepared for the demands of 21st century technology, agreed to donate consultants' time for development of this proposal. Consultants worked closely with the Technological Pedagogical Content Knowledge (TPaCK) coach and computer technician at SDHS to conduct learner, needs, and course deployment technology analyses.

Learner Analysis

SDHS is one of 11 schools in Knoxville, Tennessee, that was selected to take part in a pilot program where every student and teacher would receive a portable technology device. At the high school level, MacBook Pros were issued to all students and teachers at pilot schools. With the technology award came a requirement that teachers spend two weeks over the summer of 2013 attending training related to the device itself, the new learning management system Canvas, and how to create a more personalized learning environment for each student via Canvas.

The target learners for this training are teachers who are a part of the Freshmen Academy, which is divided into two teams - A and B. Each team has two English teachers, two math teachers, and two science teachers. In addition, two special education teachers serve students at this grade level, one attached to each team. For the 2014-2015 school year, students needing support have significant literacy deficits, and special education teachers expect to work closely (using a co-teaching/inclusion model) with English and science instructors to address these needs. (Note: social studies is not a required subject for Freshman Academy students, and thus is not represented on these core teams.)

Of these 14 teachers, more than half are women (nine). Interestingly, nearly half (six) of the teachers are graduates of SDHS. All target learners hold a bachelor's degree. Three teachers have earned a master's degree, and one teacher holds a doctorate in genetics. Their ages range from early 20s to early 50s. Two of the 14 learners are first-year teachers.

All of the learners possess basic computer skills, regularly use e-mail for school communication, and have some prior knowledge relating to digital citizenship topics such as social media. For example, all of the teachers have social media accounts with Twitter and Facebook; however, three out of the 14 teachers profess to not be regular users, which a survey defined as logging into a social media site at least once a day. In addition, all learners maintain their own classroom level website using Knox County School's content management tool called Schoolfusion. Further, all learners use Canvas to post their course materials such as syllabus, instructor bio/introduction, and other course documents. Some learners have developed their courses on Canvas more than others; at a minimum, Knox County requires teachers to post a syllabus and instructor bio/introduction. About half of the Freshmen Academy teachers have

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extensively developed modules in Canvas while the other half have more than the minimum elements required but their course materials are not as consistently uploaded to the LMS.

Prior to a more in-depth needs analysis, learner motivation was expected to be moderate due to learner time constraints. As classroom teachers, targeted learners have numerous duties outside classroom teaching such as tutoring, club and sports sponsorship, grade-level, parent/teacher, and faculty meetings. To provide incentive for training completion, administration has agreed to award professional development hours for training completion (up to 24 hours) and to support Freshman Academy instructors in prioritizing training and collaboration around these technology and digital citizenship skills. Learner satisfaction will be based on teachers' use of training to apply digital citizenship and technology skills to their own personal and professional practices, integrate digital citizenship skills into lessons in their own content area instruction, and increase the effective use of the Canvas for instruction.

Needs Analysis

As part of the one-to-one technology pilot project, the TPaCK coach and computer technician at SDHS implemented a school-wide digital citizenship (SDHS DC) training for all students in October 2013. Designed to be completed via Canvas during students daily Advisory period, this training is primarily drawn from the digital citizenship curriculum by Common Sense Media (<https://www.common Sense Media.org/educators/scope-and-sequence>). While student participation in this training is generally voluntary, instructors strongly encourage students to access and complete training modules. The SDHS DC training includes pre- and post-assessments of content understanding and self-assessments of digital citizenship behaviors. An initial digital citizenship basics (101) was strongly encouraged of all students, with all other course modules available in any sequence there after. Analysis of student access and performance in February 2014 resulted in concerns regarding inconsistency in student use, module completion and performance on assessments. In addition, technology staff at SDHS noted in troubleshooting logs issues relating to lack of digital citizenship skills amongst teachers using the new computers.

Tech staff at SDHS proposed to administration the need for a teacher training in digital citizenship designed to not only build teachers' professional and personal skills, but also assist them to integrate digital citizenship practices and instruction into their own content area teaching. Administration, consulting with key teachers in each grade level, suggested a training pilot to be implemented in fall semester 2014 with teachers in the Freshman Academy. At the same time, additional requirements for module completion would be rolled out for all students in the digital citizenship training. If successful, similar teacher training would be rolled out for other grade levels, beginning in fall 2015, based on the assumption that ALL learners will have certain skills upon grade level entry.

In March 2014, Freshman Academy teachers were formally surveyed as to their technology needs, including digital citizenship skill areas from the Common Sense curriculum. Based on this assessment, the following key needs were identified and agreed upon by Freshman

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Academy staff, administration, and technology staff:

- specific minimum requirements re: SDHS DC training for students and an accountability system for those requirements
- methods for reinforcing or continuing digital citizenship training beyond the SDHS DC training
- assistance in choosing specific digital citizenship skills/lessons to require of and/or reinforce with students
- greater understanding of the new Canvas LMS - how it works, how it could be used with students for instruction
- time for A/B team and subject area discussion of digital citizenship and technology issues
- time/training for Freshman Academy staff to increase their own technology knowledge and skills

As part of this survey, Freshman Academy teachers reported an average of roughly two hours per week available for professional development, but no consensus could be found for weekly or even monthly face-to-face meeting times. For this reason, and to strengthen technology skills in the use of Canvas, it was determined that the training would be delivered online asynchronously over three months. Late August through December 2014 was suggested and agreed upon by all parties. To aid teachers in transitioning to an entirely online training delivery mode, a one-hour face-to-face introduction will be held in late August. An additional one-hour face-to-face meeting will be held in early December to debrief on the training, plan next steps for the grade level, gather feedback on training changes and improvements, and receive documentation of professional development credit hours.

Course Deployment Technology Analysis

Using Canvas will allow each teacher to experience the system as a learner and better understand the educational opportunities online learning provides to the student body. Canvas will distribute notices on the latest assignments, due dates, and general class announcements. Messages sent through the system will be delivered to each teacher's regular email account.

Canvas is an open source LMS licensed by Instructure, Inc. to Knox County Schools for use by teachers and students. It utilizes a free, copyleft license allowing others to share and modify the environment. Canvas, unmodified, provides discussion boards for collaboration between students and learners. It also allows teachers to easily use tools they are already familiar with such as Gmail, Google Docs, Twitter, Facebook, YouTube, Skype, Ted.com, and Vimeo to communicate with students. Plus, as an open source app, it can provide access to other existing applications already in use in an educational setting.

Recording work is easy to do in Canvas and permits a teacher or a student to record and post a solution for others to review in their own time. The posting of recorded work can be used to submit an assignment as well as within a peer review feedback loop. Students working on

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projects can largely be self-sufficient, self-directed, and self-correcting when the peer feedback feature is used to provide faster feedback over the traditional wait from an instructor.

Notification preferences allow instructors and students to customize how they are alerted to various activity within the LMS. Alerts can be set for immediate, daily, weekly, or never notification and can also be customized for each individual device used. Canvas provides native mobile application for grading which allows an instructor to provide feedback to students from a mobile device using the overview dashboard. Calendar integration allows the instructor to set and modify assignment dates, due dates, and other types of activities that are going on. The calendar is available to all students and issues reminders of upcoming dates.

While basic instructor training for Canvas has been completed by all teachers, the surveyed TPaCK staff identified a wide variance of usage by SDHS instructors. Utilizing Canvas for this professional development course will provide teachers with increased knowledge about how the LMS can be incorporated into classroom instruction. Also, teachers with stronger experience will have the opportunity to share their knowledge with fellow teachers.

Asynchronous collaboration for this professional development course will take place via the *Discussions* and *Collaborations* tools in Canvas. The *Discussions* tool provides a typical asynchronous discussion board format which most target learners have used during the previous year. Within the collaboration section, Google Docs will be used as a tool to create collaborative documents (such as plans and resource lists). Google Docs is a free web-hosted application offered by Google, Inc. It allows users to create and edit documents online while collaborating with others in real-time. Teachers at SDHS reported only basic familiarity with the *Collaborations* tool and/or Google Docs, with few of the targeted learners reporting use of these tools in their instruction. As with Canvas, participants of this professional development course will gain additional technical knowledge of how Google Docs could add value to their instruction.

Course Design/Proposed Syllabus

Course Format

The course will be delivered primarily online over three months – August through December 2014. Due to learner time constraints, all online activities will be asynchronous and limited to online readings and brief videos, discussion board postings, and work on collaborative documents. This asynchronous delivery aligns with how teachers would typically use Canvas to enhance and individualize instruction for students. Participants will need daily access to a computer with high-speed internet access for email, and online activities within Canvas, including the ability to view videos via YouTube and other commercial providers.

In addition to asynchronous activities, there will be the following synchronous activities:

- a one-hour face-to-face introductory meeting to aid learners in the transition to an entirely online training environment (held in late August), and
- a one-hour face-to-face evaluation and planning meeting to debrief and evaluate the

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training, as well as determine future plans regarding integration of digital citizenship training within the Freshman Academy and throughout SDHS (held in early December). This blended learning delivery model emphasizes opportunities to build technology skills, while building on the sense of community existing within this group of learners who interact face-to-face on a daily basis. Face-to-face training will need two one-hour blocks in an appropriate meeting space on the required dates, with participants' individual laptops for hands-on computer training.

Course Content

This course will align to the Common Sense Media curriculum, examining eight topics relating to digital citizenship:

- Self-image and Identity
- Privacy and Security
- Information Literacy
- Creative Credit & Copyright
- Relationships & Communication
- Cyberbullying
- Digital Footprint
- Internet Safety

Common Sense Media (CSM) is a non-partisan, not-for-profit organization made up of people who have experience in child advocacy, public policy, education, media, and entertainment. Basing training on this curriculum aligns with target learners' assessed needs for increased familiarity of the SDHS digital citizenship curriculum in order to effectively integrate these skills into instruction. Participants will be asked to review materials from the online curriculum as well as additional readings, quizzes, and videos chosen by the consultants. Online activities will ask them to analyze the personal and professional implications of issues presented, collaboratively brainstorm and evaluate ideas and resources for integrating topic skills/issues into instruction, and to prioritize issues/skills and methods for integration throughout the Freshman Academy curricula.

Course Objectives

During this course, participants will:

- Increase their knowledge and understanding of digital citizenship issues presented in CMS materials
- Collaboratively curate resources and ideas for integrating digital citizenship topics/skills into subject-area instruction within the Freshman Academy
- Create plans to build their professional and personal digital citizenship skills
- Strengthen individual skills in navigating Canvas and increase their understanding of the learning and collaboration opportunities it can provide
- Create an Academy-wide plan to collaboratively integrate digital citizenship practices and instruction into content area instruction
- Evaluate the online course effectiveness as a tool for teacher professional development

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within SDHS

Alignment to Standards

This course is designed to address the following International Society for Technology in Education (ISTE) standards for teachers:

4. Promote and model digital citizenship and responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
- c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information

5. Engage in professional growth and leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

- a. Participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. Contribute to the effectiveness, vitality, and self renewal of the teaching profession and of their school and community

Source: http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf

Course Assignments/Activities

Course Groupings

To aid in building a sense of online community and to meet participants' stated needs for team-based collaboration time, activities within the course will take place using the following groupings:

- Freshman Academy A & B teams - 7 people per team (2 English, 2 math, 2 science, 1 special education)
- Subject-area teams - English (5 people), math (4 people) and science (5 people)
- Academy-wide team - all training participants (14 people)

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Activities 1st week: Participants will be expected to:

- Participate in a face-to-face course introduction meeting
- Complete a course pre-survey/self assessment
- Participate in an online discussion in A or B team groups and collaborate in an Academy-wide team

Activities for each of the 8 topic weeks: Participants will be expected to:

- Review essential questions, CMS lessons, and key vocabulary
- Read assigned articles/web pages, view videos, and complete a short self-assessment/quiz
- Participate in an online discussion in A/B team groups and contribute to an online collaborative document in subject-area teams

Activities for each of the four Academy-wide discussion weeks: Participants will be expected to:

- Contribute new resources and suggestions to an online collaborative document
- Participate in an online discussion on key/critical issues for the Freshman Academy

Activities for the final week & closing meeting: Participants will be expected to:

- Complete a course post-survey/self-assessment and a course evaluation online
- Participate in an online discussion in A/B team groups and contribute to an online collaborative document in Academy-wide team.
- Participate in a face-to-face course wrap up meeting
- Create “**Next Steps Plan**” for integrating digital citizenship skills into the Freshman Academy curriculum
- Provide suggestions for next steps in digital citizenship integration for other grades/subjects at SDHS (including online course revisions)

Course Products

Participation and completion of this course by Freshman Academy staff is expected to produce the following:

- Individual professional development goals/plans based, in part, on self-assessment of digital citizenship skills
- Collected resources and ideas for integration of digital citizenship issues/skills, by subject level, and for the Freshman Academy as a whole
- A Freshman Academy plan for digital citizenship integration
- Suggestions for integration of digital citizenship for other SDHS grades/subjects
- Course evaluation and feedback based on in-the-field testing by practitioners

Course Completion & Credit

Participants completing all course activities will receive credit for 24 professional development hours. Documentation towards teacher licensing renewal will be provided.

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Course facilitators will document participants completion of weekly course required activities via Canvas “gradebook,” and notify them (one time) of any missing or incomplete activities. Partial credit will not be provided for this course. No credit for the course will be provided if more than one week’s requirements (or equivalent) are missing.

Participants should contact their TPaCK facilitator if they will be unable to attend a face-to-face session and/or they are having difficulties meeting course requirements.

Proposed Course Schedule

Week	Topic(s)	Assignments:
8/25	Course Introduction: <ul style="list-style-type: none"> • Course Overview • What is Digital Citizenship? • Expectations/Goals 	Face-to-face meeting (1 hr) @ 3:45pm Pre-survey on Digital Citizenship Discussion (A/B) <i>Personal experiences re: the importance of digital citizenship skills.</i> Collaborate (ALL) <i>Personal goals for course</i>
9/1	Topic 1: Self-image and Identity Online CSM Lessons: Digital Life 102, My Online Code, Who Are You Online?	Readings/Videos Discussion (A/B) <i>Topic issues and implications</i> Collaborate (subject teams) <i>Instructional integration and additional resources</i>
9/8	Topic 2: Privacy and Security Online CSM Lessons: Does it Matter Who has Your Data?, What’s the Big Deal about Internet Privacy?, Powerful Passwords, Scams and Schemes	Readings/Videos Discussion (A/B) <i>Topic issues and implications</i> Collaborate (subject teams) <i>Instructional integration and additional resources</i>
9/15	Academy-wide Discussion Topic 1: Self-image and Identity Online Topic 2: Privacy and Security	Collaboration <i>Selected resources & suggestions from subject area discussions</i> Discussion post (ALL) <i>Key/Critical Issues re: Topic 1 & 2 for Freshman Academy</i>
9/22	Topic 3: Information Literacy Online CSM Lessons: Strategic Searching, Crawling the Web, Sticky Sites, Identifying High Quality Sites, Collective Intelligence	Readings/Videos Discussion (A/B) <i>Topic issues and implications</i> Collaborate (subject teams) <i>Instructional integration and additional resources</i>
9/29	Topic 4: Creative Credit & Copyright CSM Lessons: A Creator’s Rights, Copyrights and Wrongs, Rights, Remixes and Respect, Retouching Reality	Readings/Videos Discussion (A/B) <i>Topic issues and implications</i> Collaborate (subject teams) <i>Instructional integration and additional resources</i>
10/6	Academy-wide Discussion Topic 3: Information Literacy Online Topic 4: Creative Credit & Copyright	Collaboration <i>Selected resources & suggestions from subject area discussions</i> Discussion post (ALL) <i>Key/Critical Issues re: Topic 3 & 4 for Freshman Academy</i>

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10/13	<p>Topic 5: Relationships & Communication CSM Lessons: Feeling on Display, Becoming a Web Celeb, Building Community Online</p>	<p>Readings/Videos Discussion (A/B) <i>Topic issues and implications</i> Collaborate (subject teams) <i>Instructional integration and additional resources</i></p>
10/20	<p>Topic 6: Cyberbullying CSM Lessons: Turn Down the Dial on Cyberbullying and Online Cruelty, Breaking Down Hate Speech, Taking Perspectives on Cyberbullying</p>	<p>Readings/Videos Discussion (A/B) <i>Topic issues and implications</i> Collaborate (subject teams) <i>Instructional integration and additional resources</i></p>
10/27	<p>Academy-wide Discussion Topic 5: Relationships & Communication Topic 6: Cyberbullying</p>	<p>Collaboration <i>Selected resources & suggestions from subject area discussions</i> Discussion post (ALL) <i>Key/Critical Issues re: Topic 5 & 6 for Freshman Academy</i></p>
11/3	<p>Topic 7: Digital Footprint CSM Lessons: Oops! I Broadcast it on the Internet, College Bound</p>	<p>Readings/Videos Discussion (A/B) <i>Topic issues and implications</i> Collaborate (subject teams) <i>Instructional integration and additional resources</i></p>
11/10	<p>Topic 8: Internet Safety CSM Lessons: Risky Online Relationships, Safe Online Talk, Overexposed: Sexting and Relationships</p>	<p>Readings/Videos Discussion (A/B) <i>Topic issues and implications</i> Collaborate (subject teams) <i>Instructional integration and additional resources</i></p>
11/17	<p>Academy-wide Discussion Topic 7: Digital Footprint Topic 8: Internet Safety</p>	<p>Collaboration <i>Selected resources & suggestions from subject area discussions</i> Discussion post (ALL) <i>Key/Critical Issues re: Topic 1 & 2 for Freshman Academy</i></p>
11/24	<p>Break - Thanksgiving</p>	<p>(Catch up, take a break or get a jump on final weeks' activities.)</p>
12/1	<p>Conclusion Optional Readings</p>	<p>Post survey on Digital Citizenship Review Goals, post-survey results, etc. Discussion (ALL) Revised description of digital citizenship and its importance, and plans re: personal and/or professional changes re: digital citizenship. Course evaluation</p>
12/8	<p>Planning for next steps</p> <ul style="list-style-type: none"> ● Key/Critical Issues for Academy ● Plans/Next Steps for Integration ● Recommendations for course/topic roll out to other grade levels 	<p>Face-to-face meeting (1 hr) @ 3:45pm</p> <p>Create a Next Steps Plan (A/B) <i>Re: integrating digital citizenship skills into curriculum</i></p>

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Sample Weekly Activities

Listed below are drafts of activity specifics for the first five weeks of training, including the initial face-to-face introductory meeting, three sample topics sessions and one sample Academy-wide discussion session. Note that all training activities are expected to be completed outside of normal work hours in order to qualify for proposed professional development credit.

8/25 - 9/1 Course Introduction

Essential questions: <ul style="list-style-type: none">• What is digital citizenship? Why is it important - to me personally and to my students?• What are the expectations and requirements of this course?• How can we effectively function as a collaborative group <i>online</i>?	Key Terms: digital citizenship online collaboration discussion board Google Drive/Doc
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Required Activities:

1) Face-to-face meeting (1 hour, Cyber Cafe)

Proposed Agenda:

- What is digital citizenship? Why is it important? (10 mins)
Subject area teams discuss digital citizenship as it relates to subject instruction, then report out to A/B Team groups. Team groups report out to Academy group.
- Course Purpose & Structure (5 mins)
Presentation - facilitator reviews syllabus sections, Q&A.
- Course Software Tools Review/Introduction (15 mins)
Participants log into Canvas and follow along to a hands-on orientation of the course space, testing out materials access, discussion board, and Google Docs collaboration.
- Course schedule, Expectations/Requirements (10 mins)
Presentation - facilitator reviews syllabus sections, Q&A.
- Effective Online Collaboration/Discussion (10 mins)
Pairs/triads discuss proposed guidelines for effective online discussions/collaboration, reporting out to whole group. Academy Group refines a course ground rules document.
- Review of First Week's Assignments & Wrap Up (5 mins)
Presentation - facilitator reviews syllabus sections, Q&A.

2) Complete a Course Pre-Survey Online

[To be developed by OLA in consultation with TPaCK coach.]

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3) Online Discussion - in A/B teams

Considering the discussions in the face-to-face meeting, and your pre-survey results, **compose a post** that answers the following questions:

- *What are some of your personal experiences relating to digital citizenship issues/skills? (For this discussion, we ask you to draw on issues - positive or negative - from your life outside the classroom, or that have affected you as a professional, rather than issues involving students.)*
- *How do these experiences demonstrate not only the need for personal digital citizenship skills, but also their continual development throughout your life?*

THEN: Read posts made by peers on your team and reply to at least two peers' posts.

Your comments can be about interesting aspects of their opinions/experiences, anything that surprised you, comparisons with your own opinions/experiences, and/or any new ideas/insights you drew from their post.

4) Online Collaboration - Academy-wide group

Building on your thoughts in the previous post, **share in the Course Goals Google Doc** your goals for the course. You can use the following questions to aid your thinking:

- *What are your personal goals for this course? What do you hope to learn that will help you personally and as a professional?*
- *What are your goals as an instructor? How do you want to change or enhance your instruction? What would you like to be able to do for your students?*

NOTE: Before you post, review all posted goals - you may wish to build off of or adapt another's ideas.

Initial postings are due 8/29/2014 by 7:59am

Comments to other participants are due by 9/1/2014 at 7:59am.

Additional Resources

- "What is Digital Citizenship?" (5:18)
<https://www.youtube.com/watch?v=oCkTmZ0bF5Q>
- "Be a Digital Citizen" (2:12)
<https://www.youtube.com/watch?v=FdEXijFXfD8>

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9/1 - 9/8 Topic 1: Self-Image and Identity

Essential questions: <ul style="list-style-type: none">• What is the place of digital media in our lives?• What does it mean to do the right thing online?• How do you present yourself to the world online and offline?	Common Sense Media Lessons <ul style="list-style-type: none">- Digital Life 102 (9-12)- My Online Code (9-12)- Who Are You Online? (9-12)
Key Terms avatar digital media persona digital citizenship online ethics represent	

Required Online Activities:

1) Take a Quiz:

“Got Media Smarts?” (page 5 of PDF)

(http://www.common sensemedia.org/sites/default/files/uploads/classroom_curriculum/9-12-unit1-digitalallife102.pdf)

2) Read/Watch/View:

- Skim/review the Common Sense Media Lessons on this topic:
Digital Life 102, My Online Code, and Who Are You Online?
- Common Sense on Digital Life
(http://www.common sensemedia.org/sites/default/files/uploads/classroom_curriculum/6-12-familytip-digitallife.pdf)
- Common Sense on Connected Culture
(http://www.common sensemedia.org/sites/default/files/uploads/classroom_curriculum/6-12-familytip-connectedculture.pdf)
- Common Sense on Online Self-Expression
(http://www.common sensemedia.org/sites/default/files/uploads/classroom_curriculum/9-12-familytip-onlineselfexpression.pdf)
- “Perspectives on Social Media” (2:27)
<http://www.common sensemedia.org/video/modal/2098623>
- “Ramon’s Story: Being Real Online” (3:42)
<http://www.common sensemedia.org/video/modal/2097862>
- The New York Times Magazine “Avatar Slideshow”
(http://www.nytimes.com/slideshow/2007/06/15/magazine/20070617_AVATAR_SLIDES_HOW_1.html?_r=)

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3) Online Discussion - in A/B teams

After completing this week's quiz, readings, etc. for Topic 1 - Self-Image and Identity, **compose a post** that answers the following questions:

- *As it relates to digital citizenship, what IS **self-image and identity**? On what do I base my definition? What concepts/skills does this topic encompass?*
- *How does the issue of self-image and identity affect me? What might I need to change or be aware of as a professional? In my personal life?*
- *How do I think the issue of self-image and identity affects my students? What do they already know or can do upon entry to FA? What do they need to know/be able to do?*

THEN: Read posts made by peers on your team and reply to at least two peers' posts.

Your comments can be about interesting aspects of the shared ideas, resources, suggestions, anything that surprised you, and/or any new ideas/insights related to self-image and identity that you realized after you read their post.

4) Online Collaboration - subject area teams

Building on your thoughts in the previous post, brainstorm with your subject area colleagues.

Post your thoughts on the following questions to the Topic 1 Google Doc:

- *How can we integrate self-image and identity concepts/skills into our instruction?*
- *What other resources can we bring in to enhance discussions/lessons integrating self-image and identity?*

THEN: Read posts made by peers on your team and build on at least two peers' posts.

Your comments/additions can build on an integration suggestion, suggest other ways to use a resource, ask questions about an idea or resource, or simply add ideas/resources inspired by their post. (Go beyond "that's a great idea/resource" to enhance the discussion!)

Initial postings are due 9/5/2014 by 7:59am

Comments to other participants are due by 9/8/2014 at 7:59am.

Optional Readings/Videos/Additional Resources:

- "Ethics in a Digital Age"
<http://i.ciconline.org/CiCWebResources/Articles/W04-ethics.pdf>
- "Protecting Your Online Identity"
http://kidshealth.org/teen/your_mind/relationships/online_id.html#
- "Two Camps When It Comes to Digital Ethics" (6:06)
<https://www.youtube.com/watch?v=4vCMqPOm9A0&feature=youtu.be>
- "Linking Avatar and Self"
http://www.newmedialiteracies.org/wp-content/uploads/pdfs/IV_B_Linking_Avatar_and_Self_Our_Space.pdf
- "Your Digital Footprint May Be Unflattering" (3:21)
https://www.youtube.com/watch?v=o8C1a2z_cuQ

SDHS Freshman Academy Staff Training in Digital Citizenship

Instructional Design Plan Proposal - IT532 by Online Learning Associates, LLC (Lisa, Duren & Angela)

9/8 - 9/15 Topic 2: Privacy and Security

Essential questions: <ul style="list-style-type: none">• Why is it important to understand how companies monitor and use our online actions?• What do privacy policies say and what does that mean for the future?• Why are passwords important and how do I create a secure one?• What are identity thieves looking for and how do they get it from you?	Common Sense Media Lessons <ul style="list-style-type: none">- Does it Matter Who has Your Data? (9-12)- What's the Big Deal about Internet Privacy? (9-12)- Powerful Passwords (K-2)- Scams and Schemes (6-8)															
Key Terms <table><tr><td>anonymous</td><td>phishing</td><td>target</td></tr><tr><td>cookies</td><td>privacy options</td><td>third party</td></tr><tr><td>demographic</td><td>scam</td><td>track</td></tr><tr><td>identity theft</td><td>secure</td><td>vulnerable</td></tr><tr><td>password</td><td></td><td></td></tr></table>		anonymous	phishing	target	cookies	privacy options	third party	demographic	scam	track	identity theft	secure	vulnerable	password		
anonymous	phishing	target														
cookies	privacy options	third party														
demographic	scam	track														
identity theft	secure	vulnerable														
password																

Required Online Activities:

1) Take a Quiz:

"Testing your Internet Presence IQ"

http://www.maricopa.gov/technology/PDF/STC_Online_Safety_Quiz.pdf

2) Read/Watch:

- Skim/review the five Common Sense Media Lessons on this topic:
Does it Matter Who has Your Data?, *What's the Big Deal about Internet Privacy?*, *Powerful Passwords*, *Scams and Schemes*
- Online Targeting and Tracking Animation (2:29)
<http://www.common sense media.org/video/modal/2882351>
- Internet Safety for Teens
<http://www.atg.wa.gov/internetsafety/teens.aspx>
- How to Craft the Perfect Password
<http://bgr.com/2014/02/28/how-to-create-secure-password/>
- Recognizing and Avoiding Email Scams
http://www.us-cert.gov/sites/default/files/publications/emailscams_0905.pdf
- Steering Clear of Cyber Tricks (3:02)
https://www.youtube.com/watch?v=MrG061_Rm7E

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3) Online Discussion - in A/B teams

After completing this week's quiz, readings, etc. for Topic 2 - Privacy and Security, **compose a post** that answers the following questions:

- *As it relates to digital citizenship, what do I feel are the top three elements in the issue of online **privacy and security**? Why? What concepts/skills does it encompass?*
- *How does the issue of online privacy and security affect me? What might I need to change or be aware of as a professional? In my personal life?*
- *How do I think the issue of privacy and security affects my students? What do they already know or can do upon entry to FA? What do they need to know/be able to do?*

THEN: Read posts made by peers on your team and reply to at least two peers' posts.

The comments can be about interesting aspects of the shared ideas, anything that surprised you about the ideas, and/or any new ideas related to privacy, passwords, or identity theft curriculum integration that you realized after you read the post.

4) Online Collaboration - subject area teams

Building on your thoughts in the previous post, brainstorm with your subject area colleagues.

Post your thoughts on the following questions to the Topic 2 Google Doc:

- *How can we integrate privacy and security concepts/skills into our instruction?*
- *What other resources can we bring in to enhance discussions/lessons integrating privacy and security?*

THEN: Read posts made by peers on your team and build on at least two peers' posts.

Your comments/additions can build on an integration suggestion, suggest other ways to use a resource, ask questions about an idea or resource, or simply add ideas/resources inspired by their post. (Go beyond "that's a great idea/resource" to enhance the discussion!)

Initial postings are due 9/12/2014 by 7:59am

Comments to other participants are due by 9/15/2014 at 7:59am.

Optional Readings/Additional Resources:

- Identify Tricks and Scams Online
<https://docs.google.com/a/google.com/viewer?url=www.google.com/goodtoknow/pdfs/class-3-identify-tricks-and-scams-online.pdf>
- Frauds & Scams
<http://www.state.tn.us/homelandsecurity/frauds.shtml>

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9/15 - 9/22 Academy-wide Discussion for Topics 1 & 2

1) Review:

Materials and discussions from Topics 1 & 2.

2) Online Collaboration – Academy-wide

In the Google Doc for FA Collaboration on Topics 1 & 2, share:

- a) One additional resource you recommend relating to these topics (not one of the required readings), along with why you recommend it.

AND

- b) One suggestion/idea for integration of this issue from your subject area discussions and how this will support Common Core or other Academy/school goals.

NOTE: Before you post, review all posted resources and suggestions - challenge yourself to post a unique idea/suggestion (but feel free to build off of or add to others ideas)!

3) Online Discussion – Academy-wide

Post to the Topic 1 & 2 Discussion your response to this question:

*Given TNCore and other school priorities, what do I think are the **key or critical points** from these topics for the Freshman Academy? Why?*

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9/22 - 9/29 Topic 3: Information Literacy

Essential questions: <ul style="list-style-type: none">• What tools, processes, skills can help you find what you're looking for online?• What strategies do sites use to encourage you to visit and use their services/information?• How do you determine if you can trust what you find on the internet?	Common Sense Media Lessons <ul style="list-style-type: none">- Strategic Searching (6-8)- Crawling the Web (6-8 Library)- Sticky sites (6-8 Library)- Identifying High Quality Sites (6-8)- Collective Intelligence (9-12)												
Key Terms <table><tr><td>collective intelligence</td><td>index</td><td>sticky sites</td></tr><tr><td>commercial</td><td>meta-search engine</td><td>synergy</td></tr><tr><td>customizing</td><td>search site</td><td>update</td></tr><tr><td>directory</td><td>search engine</td><td>wiki</td></tr></table>		collective intelligence	index	sticky sites	commercial	meta-search engine	synergy	customizing	search site	update	directory	search engine	wiki
collective intelligence	index	sticky sites											
commercial	meta-search engine	synergy											
customizing	search site	update											
directory	search engine	wiki											

Required Online Activities:

1) Take a Quiz:

Web Literacy Quiz

<http://novemberlearning.com/educational-resources-for-educators/information-literacy-resources/1-information-literacy-quiz/>

[Answer Key: <http://novemberlearning.com/educational-resources-for-educators/information-literacy-resources/2-information-literacy-quiz-answer-key/>]

2) Read/Watch:

- Skim/review the five Common Sense Media Lessons on this topic:
Strategic Searching, Crawling the Web, Sticky Sites, Identifying High Quality Sites, Collective Intelligence
- Web Literacy: Where the Common Core meets Common Sense
<http://novemberlearning.com/educational-resources-for-educators/teaching-and-learning-articles/web-literacy-where-the-common-core-meets-common-sense/>
- Video: Lesson in Action: Using Critical Thinking to Find Trustworthy Websites
<http://www.commonsensemedia.org/video/modal/3054826>
- Five criteria for evaluating Web pages, Cornell University Libraries
<http://olinuris.library.cornell.edu/ref/research/webcrit.html>

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3) Online Discussion - in A/B teams

After completing this week's quiz, readings, etc. for Topic 3 - Information Literacy, compose a post that answers the following questions:

- *As it relates to digital citizenship, what IS **information literacy**? On what do I base my definition? What concepts/skills does it encompass?*
- *How does the issue of information literacy affect me? What might I need to change or be aware of as a professional? In my personal life?*
- *How do I think the issue of information literacy affects my students? What do they already know or can do upon entry to FA? What do they need to know/be able to do?*

THEN: Read posts made by peers on your team and reply to at least two peers' posts.

Your comments can be about interesting aspects of the shared ideas, resources, suggestions, anything that surprised you, and/or any new ideas/insights related to information literacy that you realized after you read the post.

4) Online Collaboration - subject area teams

Building on your thoughts in the previous post, brainstorm with your subject area colleagues.

Post your thoughts on the following questions to the Topic 3 Google Doc:

- *How can we integrate information literacy skills/concepts into our instruction?*
- *What other resources can we bring in to enhance discussions/lessons integrating information literacy?*

THEN: Read posts made by peers on your team and build on at least two peers' posts.

Your comments/additions can build on an integration suggestion, suggest other ways to use a resource, ask questions about an idea or resource, or simply add ideas/resources inspired by their post. (Go beyond "that's a great idea/resource" to enhance the discussion!)

Initial postings are due 9/26/2014 by 7:59am

Comments to other participants are due by 9/29/2014 at 7:59am.

Optional Readings/Additional Resources:

- Wikipedia Family Tip Sheet (Middle & High School)
http://www.commonsemmedia.org/sites/default/files/uploads/classroom_curriculum/6-12-familytip-wikipedia.pdf
- Kathy Schrock: Critical Evaluation of Information:
<http://www.schrockguide.net/critical-evaluation.html>
- Why More Schools aren't Teaching Web Literacy and How They Can Start, Alan November
<http://novemberlearning.com/educational-resources-for-educators/teaching-and-learning-articles/why-more-schools-arent-teaching-web-literacy-and-how-they-can-start/>
- The Key to Keywords (Grades 3-5)
<http://www.commonsemmedia.org/educators/lesson/the-key-to-keywords-3-5>

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- Educational Resources for Web Literacy, by Alan November
<http://novemberlearning.com/educational-resources-for-educators/information-literacy-resources/>
- Strategic Searching Family Tip Sheet (Middle & High School)
http://www.commonsemmedia.org/sites/default/files/uploads/classroom_curriculum/6-12-familytip-strategicsearching.pdf
- Video: Lesson in Action: Improving Research Skills with Effective Keywords
<http://www.commonsemmedia.org/video/modal/3054886>

Development plan

Proposed Development Schedule

Month	Activity	Comments
March 1, 2014	Survey of Freshman Academy (FA) teachers	Survey results compiled by TPaCK staff
March 15, 2014	Survey results discussed by FA staff, administration and TPaCK technology staff	Digital Citizenship course proposed for FA teachers, course to be created and facilitated by OLA
March 31, 2014	OLA creates course storyboard	Storyboard approved by SDHS administration
April 2014	OLA completes draft 1 of course syllabus	OLA granted access to Canvas system
May 2014	Draft 1 sent to SDHS administration and FA staff for feedback	Feedback gathered by OLA
June 2014	OLA completes draft 2 of course syllabus incorporating changes requested; OLA beta test users begin course	Feedback gathered by OLA; bug testing continues; no teacher activity
July 2014	OLA completes draft 3 of course syllabus incorporating changes requested; OLA beta test users continue testing course	Feedback gathered by OLA; bug testing continues; no teacher activity
August 1, 2014	Incorporate final edits and revisions from school administration	Documentation completed by OLA
August 15, 2014	Course finalized by OLA	Prep for teacher roll-out; school administration to unblock any needed websites needed for course

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August 28, 2014	Face-to-face meeting with FA teachers, OLA & TPaCK co-facilitating	Course introduction to FA teachers - Session 1
August – December 8, 2014	FA teachers participate in SDHS DC course	OLA & TPaCK co-facilitate and monitor progress
December 2014	Face-to-face meeting with FA teachers	Course wrap-up and teacher evaluation; feedback gathered from TPaCK staff
Jan. 5, 2015	Summative Course Evaluation	OLA to prepare report in consultation with TPaCK coach

Development Responsibilities

As outlined in the development schedule, OLA will be responsible for implementing the design plan. Before the course begins, the consultants will pull content and work with the TPaCK and tech support staff to upload materials into Canvas. The consultants will also determine the best course design within Canvas while at the same time modeling for learners best practices for an online course layout and facilitation. The TPaCK coach and consultants will co-facilitate the face-to-face meetings; the consultants will facilitate the weekly asynchronous discussions. In keeping with learner-centered design, OLA consultants will use a formative approach to evaluation, monitoring learner discussions, soliciting feedback, and evaluating course design elements throughout implementation. In consultation with the TPaCK coach, OLA consultants will make modifications to critical course elements during implementation if deemed necessary for successful course completion. OLA consultants and TPaCK coach will also draw on more formal participant feedback from the course evaluation and final face-to-face meeting to conduct a complete course evaluation including any suggestions for modification.

As they are able to provide face-to-face support, the TPaCK coach and tech support staff will take care of any logistical concerns and/or technical issues participants may face when using Canvas. The TPaCK coach will also coordinate the face-to-face meeting space, most likely the Cyber Cafe on SDHS Young Campus, reserving the space for the appropriate meeting time and making sure all equipment (projector, laptop, tables and chairs) is ready. He will also be in charge of submitting the required forms for teachers to receive professional development hours to the district's director of professional development. Administration will coordinate access to needed online course materials and support Freshman Academy instructors in prioritizing course activities and collaboration. The TPaCK coach will ensure all learners have a Google account and have signed up for CSM for curriculum access if needed prior to the first face-to-face meeting.

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Technology Tool Training Requirements

As an organization committed to the development of a 21st century workforce, OLA design team staff have extensive experience in the Canvas learning management system. OLA has developed strategic partnerships with Instructure, Inc., the developer of Canvas, to ensure all staff have a thorough knowledge of existing and upcoming software attributes. OLA also has a dedicated open source developer on staff to assist organizations with interfacing their legacy systems into Canvas. Finally, OLA staff regularly speak at InstructureCon (<http://www.instructure.com/instructurecon/>) allowing the company to share best practices with others in the Canvas community. Google Docs is an in-house standard for documentation collaboration within OLA. Other than time to become familiar with the SDHS implementation of Canvas, no additional technology training is required of the OLA design staff.

Utilizing appropriate pedagogical teaching approaches is important to OLA within our instructional design. Design staff are required to attend 32 hours of instructional professional development training each year to maintain their expertise in this field. OLA staff will work with the TPaCK coach to become familiar with the SDHS digital citizenship training for students in order to appropriately align course materials for targeted learners.

SDHS has minimum expectations on Canvas usage already in place for all instructional staff. Therefore, all targeted learners will have received basic instruction on the overall functionality of Canvas prior to course start. While participants in this professional development course will increase their familiarity with the software through a brief introduction and weekly course usage, no additional training on Canvas functionality will be provided to learners by OLA. Google Docs will be the platform used for collaborations during subject area team assignments. TPaCK will provide end user documentation to participants on how to use Google Docs and provide training in its use within Canvas during the face-to-face introductory meeting.