

Digital Communication: Texts, Tweets, Likes, and Posts

Corey DeHart

Cheryl Tays

Angela Trunzo

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Executive summary

With the movement of 1:1 Technology and Bring Your Own Device, it is imperative that digital citizenship be included in the curriculum of K-12 schools across our nation. Online etiquette and online safety are two of the biggest issues teenagers face in a virtual setting. Because both of these issues can affect their digital footprint, students need to be educated on the topic of digital citizenship so that they communicate and collaborate responsibly. There were three basic reasons for the development of this course: 1) Child Internet Protection Act of 2001 requires instruction of Internet safety in schools so that the schools may receive federal funding, 2) the number of cyberbullying cases are on the rise in the United States, and 3) local reports of inappropriate online activity by students.

When the digital citizenship course was established, it was delivered face-to-face. However, teachers and students preferred that the content be moved to an online setting. The freshmen class, through their freshmen orientation process, will complete the unit with their advisors. The online delivery of the course offers the flexibility needed by advisors' daily class schedule. Students work at their own pace during their daily advisory time while teachers facilitate online discussions and manage weekly deadlines. The unit consists primarily of brief video presentations of content and online discussions. Some lessons will have additional activities that reinforce the material presented. The summative assessment will be an ongoing project that requires students to create an online portfolio showcasing all work created throughout the unit.

The course content was developed using the Common Sense Media website (commonsensemedia.org). This organization offers resources and assistance to parents, teachers,

and students on how to become safer and smarter online. The following topics make up the seven weeks of lessons:

- Topic 1: Feelings on display
- Topic 2: Turn down the dial on cyberbullying and online cruelty
- Topic 3: My online code
- Topic 4: Overexposed: sexting and relationships
- Topic 5: Risky online relationships
- Topic 6: Becoming a web celeb
- Topic 7: Breaking down hate speech

These topics fit the high school freshmen target audience. With the use of social media and basic online learning environments used in school, these topics will summarize what is applicable as digital communication for them at this stage in their lives.

Learner needs

Program participants include 437 ninth grade students entering a freshman academy that is a part of Madison High School. These students arrive from three different feeder schools within the same county. The ethnic composition of the freshman academy is 89 percent White, 8 percent Black, 2 percent Hispanic/Latino, and 1 percent Asian/other. The freshman academy consists of 41.6 percent students who are classified as Economically Disadvantaged and 10.7 percent students who are classified as Student with Disabilities. The freshman class consists of 53 percent female and 47 percent male students.

The freshman academy was implemented to increase the opportunities for success for students entering Madison High School. Students take four classes in the fall semester and four different classes in the spring semester. All students enroll in an English class, a mathematics class (Algebra I, Geometry, or Algebra II), a science class (Biology), and a social studies class (World Geography or World History). Two other required classes for ninth grade students include an Academic Reading class and a Health/Physical Education class. Students complete their class schedule with two electives. Finally, all students meet daily in a year-long freshman advisory class designed to address administrative needs, to disseminate information on high school success, to allow continuous evaluation of students' assimilation into high school, and to provide an advisory service for students. The advisory class is the proposed venue for the Digital Communication unit.

Three years ago, the Madison County School System initiated a 1-to-1 technology initiative in which all students would have access to technology at school and (ideally) at home. Students in grades K-8 use tablets in the classroom while students in grades 9-12 use laptops. After the first year, the need to incorporate a Digital Communication unit with all students

became apparent for three reasons: 1) federal funding guidelines required instruction in Internet safety and digital citizenship (Child Internet Protection Act of 2001), 2) nationwide instances of cyberbullying within schools, and 3) reports from Madison County teachers of inappropriate activities by students using technology. A digital citizenship committee, consisting of administrators, teachers, parents, and students, was formed, and the resources from Common Sense Media (commonsensemedia.org) were chosen as the most effective to address digital citizenship across all grades in the Madison County School System. The first year of digital citizenship instruction occurred last year, and the response from teachers was overwhelmingly positive. A survey of the school system's students indicated a significant number of them agreed that the information in the digital citizenship curriculum was important. Additionally, 87 percent of the students completing the survey found the topics interesting and worthwhile.

Students entering the freshman academy have advanced technology skills. All of the feeder schools operate on a 1-to-1 initiative in which all students have access to tablets in their classes and at home. Upon entering the freshman academy, the students are assigned laptops for their use in school. The Learning Management System (LMS) used in the lower grades is the same as the one used at the high school level. Thus, all freshmen students (except those new to the school system) understand how to navigate the LMS. The students' familiarity with technology supports the use of Common Sense Media's Digital Citizenship curriculum.

Instructional needs

Much has been said about teenagers being digital natives. Whether they are or not, there are plenty of news headlines that illustrate a need for teenagers to receive instruction in digital citizenship. In order to make the curriculum even more relevant to students' instructional needs, the school district decided to move the digital citizenship component of freshman advisory class

entirely online. Teachers and students when surveyed at the end of last school year responded positively to the curriculum, which was delivered face-to-face. However, comments from both teachers and students expressed a desire for the content to be moved online in order to allow more flexibility in the daily schedule of the advisory class. At the same time, students and teachers voiced concerns about the rigid schedule, which did not allow for times when other advising issues came up, for example, when students needed to use advisory time to study for an upcoming test, or teachers wanted to use advisory time to remediate students on academic skill deficiencies.

High school principals and teachers met with the school system's curriculum director over the summer break to outline a pacing guide for the freshman academy and to organize and upload the Common Sense Media curriculum into the school system's LMS. It was during this time that it was decided ninth-graders would work on four units of study their freshman year: 1) digital communication, 2) Internet safety, 3) information literacy, and 4) digital footprint and reputation. Students will work at their own pace during advisory time on weekly activities, which will primarily consist of watching brief videos and responding to online discussion questions. Teachers will facilitate discussions and manage weekly deadlines. Students will receive a grade for their weekly participation and assignment completion as well as their summative portfolio since advisory class is worth a quarter of a credit each semester.

The plan and assessments that follow are for the first nine weeks.

Course competencies

This course is designed to address the following International Society for Technology in Education (ISTE) standards for students (<http://www.iste.org/standards/standards-for-students>):

2. Communication and collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
 - b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
 - c. Develop cultural understanding and global awareness by engaging with learners of other cultures
 - d. Contribute to project teams to produce original works or solve problems
5. Digital citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- a. Advocate and practice safe, legal, and responsible use of information and technology
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. Demonstrate personal responsibility for lifelong learning
- d. Exhibit leadership for digital citizenship

Additionally, the course aligns to the Common Core State Standards for College and Career Readiness (CCR) anchor standards for Reading, Writing, Speaking and Listening, and Language.

Reading (<http://www.corestandards.org/ELA-Literacy/CCRA/R/>)

R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Writing (<http://www.corestandards.org/ELA-Literacy/CCRA/W/>)

W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening (<http://www.corestandards.org/ELA-Literacy/CCRA/SL/>)

SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Language (<http://www.corestandards.org/ELA-Literacy/CCRA/L/>)

L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and

career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Course outcomes

- Students will be able to demonstrate techniques for communicating and collaborating with classmates through digital media to produce an original work.
- Students will be able to demonstrate ethical decision-making for digital communication.
- Students will engage appropriately and collaboratively in weekly online discussions.

Objectives

Weekly objectives are taken from and correspond to the Common Sense Media lesson plan (<https://www.commonsensemedia.org/educators/scope-and-sequence>) for that particular lesson.

Week	Objectives
1	Students will <ul style="list-style-type: none"> ● gain an overview of the course ● define digital communication ● understand online discussion rubric ● complete a Wix.com tutorial
2	Students will <ul style="list-style-type: none"> ● identify examples of teens evaluating one another's photos online. ● compare and contrast attitudes toward boys and girls regarding editing, posting, and commenting on personal photos that are posted on social network sites. ● analyze broader gender norms and media messages that may frame the way people use and interpret photos on social network sites.
3	Students will <ul style="list-style-type: none"> ● reflect on the factors that intensify online cruelty and cyberbullying. ● identify what targets and upstanders can do when online cruelty occurs. ● recognize your own role in escalating or de-escalating online cruelty.
4	Students will <ul style="list-style-type: none"> ● understand the concept of online ethics as it applies to four key areas. ● define digital citizenship and identify their online responsibilities. ● explore online ethics by analyzing a mock social networking page.
5	Students will

	<ul style="list-style-type: none"> ● explore the role of digital technologies in romantic relationships. ● understand risky forms of self-disclosure and their possible consequences. ● identify strategies for avoiding sexting while enhancing positive relationships.
6	<p>Students will</p> <ul style="list-style-type: none"> ● compare and contrast stereotypes and realities when it comes to Internet “stranger danger.” ● learn guidelines for determining safe online relationships, especially with strangers or casual acquaintances. ● brainstorm ways to help teens avoid risky online behavior.
7	<p>Students will</p> <ul style="list-style-type: none"> ● evaluate the benefits and drawbacks of becoming an online celebrity, using case studies to frame and support their arguments. ● identify the different kinds of criticism that men and women receive as they gain public attention, and how this reflects broader gender roles. ● discuss the impact that negative comments can have on both their targets and their viewers.
8	<p>Students will</p> <ul style="list-style-type: none"> ● recognize hate speech and its impact on individuals, groups, and communities, both online and offline. ● analyze situations to determine if they constitute hate speech. ● create a set of community guidelines for dealing with online and offline hate speech at school.
9	<p>Students will</p> <ul style="list-style-type: none"> ● collaborate with peers, experts and others to develop a portfolio that summarizes all topics of this course.

Learning activities

Students will participate in weekly online activities via the LMS. The following chart outlines weekly topics and assignments.

Week	Topic	Assignments
1	<p>Course Introduction Course Overview: What is Digital Communication? Expectations/Goals/Discussion rubric Wix.com tutorial</p>	<p>Pre-test on Digital Communication Discussion <i>Personal experiences with digital communication; personal goals for course</i></p>

2*	<p>CSM Lesson 1: Feelings on display Students reflect on the different pressures teens face when it comes to editing, posting, and commenting on photos online.</p>	<p>Readings/Videos Discussion <i>Topic issues and implications</i></p>
3*	<p>CSM Lesson 2: Turn down the dial on cyberbullying and online cruelty Students learn that cruelty can escalate quickly online because people are often anonymous and posts spread quickly.</p>	<p>Readings/Videos Discussion <i>Topic issues and implications</i></p>
4	<p>CSM Lesson 3: My online code Students discuss their understanding of ethical behavior and are introduced to the concept of online ethics.</p>	<p>Readings/Videos Discussion <i>Topic issues and implications</i></p>
5	<p>CSM Lesson 4: Overexposed: Sexting and Relationships Students explore the risks and responsibilities of carrying out romantic relationships in the digital world.</p>	<p>Readings/Videos Discussion <i>Topic issues and implications</i></p>
6	<p>CSM Lesson 5: Risky online relationships Students think critically about developing relationships with people online.</p>	<p>Readings/Videos Discussion <i>Topic issues and implications</i></p>
7	<p>CSM Lesson 6: Becoming a web celeb Students explore the upsides and downsides of becoming famous online, and reflect on whether the experience can differ for boys and girls.</p>	<p>Readings/Videos Discussion <i>Topic issues and implications</i></p>
8	<p>CSM Lesson 7: Breaking down hate speech Students learn the definition of hate speech and understand how it affects individuals, groups, and communities.</p>	<p>Readings/Videos Discussion <i>Topic issues and implications</i></p>
9*	<p>Unit Wrap-up Students will complete the “Show What You Know Portfolio” on digital citizenship, showcasing all work from the 9-week unit.</p>	<p>Post-test on Digital Communication Discussion <i>How has course experience changed your view on digital communication; personal goals for course achieved?</i></p>

* Denotes assessment activity plan outlined below

Assessment/EvaluationFormative assessment #1

Week 2: “Feelings on Display” Activities and Assessment

(The following is what students will see in the LMS module for this week.)

By the end of this module, you will be able to:

- identify examples of teens evaluating one another’s photos online.
- compare and contrast attitudes toward boys and girls regarding editing, posting, and commenting on personal photos that are posted on social network sites.
- analyze broader gender norms and media messages that may frame the way people use and interpret photos on social network sites.

Oxford Dictionary defines the smart phone self portrait as the “selfie”. Has the term been established as a form of self expression? Has it become a harmless fad or a sign of narcissism? Read the following two articles on the dangers and risks of taking too many selfies. Make your own notes on the main points of the articles.

“Eight Selfie Danger Signs Everyone Should Be Aware Of”

“Too Many Selfies on Facebook Can Damage Relationships”

Watch a short video on the dangers of selfies that was reported by ABC News. Make your own notes on the main points of the video.

“When Seeking Perfect Selfies Becomes a Dangerous Obsession”

Post to the discussion board a reflection of the reading and the video. Use the following questions as prompts:

- Do you agree that selfies can be dangerous?
- Do you agree that selfies can ruin relationships?

- Do you agree that selfies can become an obsession?
- How do you think people typically interpret selfies posted online?

Develop a five question survey using www.surveymonkey.com to gather information about selfies from the class (do they post selfies, do they critique people who post selfies, etc.). Post a link to your survey in the discussion board. Students will be placed into groups and will be responsible for completing the surveys of their group members.

Use results of surveys, along with articles and video information to create an individual written summary. The grading rubric will be used only for the writing assignment and will assess ability to:

- identify examples of teen's evaluation of photos, compare and contrast teen attitudes of posting photos online, and
- analyze norms that frame teens' habits of posting photos online.

“Dangers of Selfies” Writing Summary Grading Rubric

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Position Statement	The position statement provides a clear, strong statement of the author's position on the topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the author's position clear.	There is no position statement.	
Support for Position	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).	
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	

Formative assessment #2

Week 3: “Turn down the dial on cyberbullying and online cruelty” Activities and Assessment
(The following is what students will see in the LMS module for this week. The text that follows has been adapted from the Common Sense Media lesson plan.)

By the end of this module, you will be able to

- reflect on the factors that intensify online cruelty and cyberbullying.
- identify what targets and upstanders can do when online cruelty occurs.
- recognize your own role in escalating or de-escalating online cruelty.

Cyberbullying takes place whenever someone uses digital media tools such as the Internet and cell phones to deliberately upset or harass someone else, often repeatedly.

First, watch “Ricardo’s Story – Making Fun of Others Online ” (2:25):

<https://www.common sense media.org/video/modal/2102097>

Afterwards, answer the following short answer questions [this will be set up as a check for understanding ungraded quiz]:

1) *Do you think Ricardo is a cyberbully? Why or why not?*

[Students will submit their answer and receive the following feedback: *Ricardo probably is a cyberbully because he openly criticizes people online. On the other hand, we do not know how mean his comments were, and if he might change his behavior in the future.*]

2) *What does Ricardo mean when he says that information “gets around really quick”?*

[Students will submit their answer and receive the following feedback: *Information generally travels faster and reaches more people on the Internet than offline, and that is why it potentially makes the impact harsher.*]

3) *Ricardo thinks that harassing others on Internet, rather than in person, appeals to some teenagers because they can’t be attacked back physically. What do you think?*

[Students will submit their answer and receive the following feedback: *People may cyberbully online because they do not have to face their target and can “hide” behind their computers. On the other hand, conflicts that start online often go offline at some point.*]

4) *Have you ever encountered online cruelty? How do you think someone might feel after being the target of it?*

[Students will submit their answer and receive the following feedback: *Possible responses include: upset, alone, trapped, angry, hurt*]

[End of ungraded quiz]

Targets (a person who is the object of an intentional action) of online cruelty may feel they can be bombarded with negative comments at anytime, anywhere. And when more offenders (a person who has malicious intent to hurt or damage someone) join in the online cruelty, the situation gets even worse.

Now, watch “Stacey’s Story – When Rumors Escalate ” (2:56):

<https://www.commonsensemedia.org/video/modal/2078106>

Afterwards, answer the following short answer questions [this will be another check for understanding ungraded quiz]:

1) *Who was the target?*

[Students will submit their answer and receive the following feedback: *Stacey, whose intentions are misunderstood and who feels beaten down by being picked on offline and online.*]

2) *Who were the offenders?*

[Students will submit their answer and receive the following feedback: *The girl who misunderstood Stacey’s intent, as well as her friends who led the cruel online behavior.*]

3) *Were there bystanders (a person who does nothing when they witness something happening)?*

[Students will submit their answer and receive the following feedback: *All of the people who might have stepped in but did not, including Stacey's cousin and others at school or online.*]

4) *Were there upstanders (a person who supports and stands up for someone else)?*

[Students will submit their answer and receive the following feedback: *Stacey's mom, who empathized with Stacey and encouraged her to seek help from the school.*]

5) *How do you think the online cruelty might be different from offline behavior?*

[Students will submit their answer and receive the following feedback: *As Stacey says, most of the comments were made anonymously and from "miles away, and, therefore, may be easier for offenders to be cruel when they are not face to face with their target. It is easy for online cruelty to spread quickly, both because of the technology and because of the herd mentality.*]

[End of ungraded quiz]

Now, take a look at the following chart:

How Targets and Upstanders Can De-escalate Online Cruelty	
Targets	Upstanders
<ul style="list-style-type: none"> ● Ignore and block the bully. Offenders often want attention. Take it away and they may give up. ● Save the evidence. You may need it later for documentation. ● Change your privacy settings. Allow only people you trust to see or comment on your pages. ● Tell trusted friends and adults. Create a support network. 	<ul style="list-style-type: none"> ● Stand up to the offender when appropriate. If you see something negative, say something. Make it clear that you think online cruelty is wrong, and tell the offender to back off. (It may be easier to do this if you have good standing with the offender.) ● Point out the bully’s motivation to the target. Comfort the target by explaining that many offenders act cruelly just to gain control, power, or status. ● Help the target advocate. Help the target find friends and school leaders who can help de-escalate the situation. It’s easier to stand up to cruelty when you are not alone.

Use the chart when answering the following questions in a discussion post. Be sure to follow the rubric for online discussions when writing your response. Your initial post is due xx/xx/20xx, and your response to your assigned small group members is due xx/xx/20xx.

PART ONE: Have you or a friend ever experienced a situation similar to Stacey’s? How might the strategies in the chart have helped you in that situation?

PART TWO: What might prevent a bystander from taking action? What advice would you give someone to convince him or her to be upstanding?

Online discussion rubric

	Expert (5)	Apprentice (3)	Newbie (1)
Addresses the question	<p>Thoroughly answers <u>all</u> parts of the discussion question.</p> <ul style="list-style-type: none"> ✓ Relevant, telling, quality details go beyond the obvious. ✓ Ideas are insightful, clear, and supported with details. ✓ Writing from knowledge or experience; ideas are fresh and original. ✓ Reader's questions are anticipated and answered. 	<p>Answers <u>most</u> parts of the discussion question.</p> <ul style="list-style-type: none"> ✓ Supportive details are attempted. ✓ Ideas are reasonably clear and generally on topic. ✓ Writer has difficulty going from general observations. about topic to specifics ✓ Reader is left with questions. 	<p>Fails to answer any part of the discussion question.</p> <ul style="list-style-type: none"> ✓ Details are limited or unclear or the length is not adequate for development. ✓ Ideas are a simple restatement or a simple answer to the question ✓ Writer has not begun to define the topic. ✓ Post may be repetitious, disconnected, and contain too many random thoughts.
Organization and clarity	<p>The organizational structure enhances and showcases the central idea of the post; includes a catchy introduction and a satisfying conclusion.</p> <ul style="list-style-type: none"> ✓ An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution. ✓ Thoughtful transitions connect ideas. ✓ Sequencing is logical and effective. ✓ The title for the post is original. ✓ Organizational structure is appropriate for purpose and audience; paragraphing is effective. 	<p>The organizational structure is strong enough to move the reader through the post without too much confusion.</p> <ul style="list-style-type: none"> ✓ The post has a recognizable introduction and conclusion. ✓ Transitions sometimes work. ✓ Sequencing shows some logic, yet structure takes attention away from the content. ✓ A title for the post is present. ✓ Organizational structure sometimes supports the main point, with an attempt at paragraphing. 	<p>The post lacks a clear sense of direction.</p> <ul style="list-style-type: none"> ✓ No real introduction or conclusion present. ✓ Connections between ideas, if present, are confusing. ✓ Sequencing needs work. ✓ No title is present. ✓ Problems with organizational structure make it hard for the reader to get a grip on the main point. Little or no evidence of paragraphing present.
Mechanics	<p>Mechanics reflect careful editing.</p> <ul style="list-style-type: none"> ✓ Spelling is generally correct. ✓ Punctuation is accurate. ✓ Capitalization skills are present. ✓ Grammar and usage are correct. ✓ The writer may manipulate and/or edit for stylistic effect; and it works! 	<p>Some errors present, but do not distract.</p> <ul style="list-style-type: none"> ✓ Spelling is usually correct or reasonably phonetic on common words. ✓ End punctuation is usually correct. ✓ Most capitalized words are correct. ✓ Problems with grammar and usage are not serious. ✓ Moderate, inconsistent editing (a little of this, a little of that). 	<p>Many distracting errors throughout.</p> <ul style="list-style-type: none"> ✓ Spelling errors are frequent. ✓ Punctuation missing or incorrect. ✓ Capitalization is random. ✓ Errors in grammar or usage are very noticeable. ✓ Little, if any, editing; the reader must read once to decode, then again for meaning
Timeliness	Post is on time or before deadline.	Post is on time.	Post is late or not posted at all.

Summative Assessment

“Show What You Know Portfolio”

The goals of the summative assessment are as follows:

- Students will be able to demonstrate techniques for communicating and collaborating with classmates through digital media to produce an original work.
- Students will be able to demonstrate ethical decision-making for digital communication.

Students will use a free, online content management website generator to create a portfolio that will summarize and showcase work produced throughout the 9-week digital communication unit.

Students will utilize the web tool called Wix (wix.com) to create their portfolio. Students will begin the summative assessment immediately after the first week of the course so that content can be added each week after a tutorial is provided on the use of Wix. All work produced as a result of this course will be added to the student-produced portfolio, along with links to resources and learning materials.

The following web pages will be required as part of the portfolio:

- Page 1 - Home (Define Digital Communication, Portfolio Introduction)
- Page 2 - Selfies
- Page 3 - Cyberbullying
- Page 4 - Online Code
- Page 5 - Sexting
- Page 6 - Risky Online Relationships
- Page 7 - Web Celebs
- Page 8 - Hate Speech

Use this example layout for your electronic portfolio. [Digital Communication](#)

Summative Assessment Grading Rubric

Show What You Know Portfolio

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Organization	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Requirements	All requirements are met and exceeded. 8 or more web pages in the electronic portfolio site.	All requirements are met. At least 7 web pages in the electronic portfolio site.	One requirement was not completely met. At least 6 pages in the electronic portfolio site.	More than one requirement was not completely met. At least 5 pages in the electronic portfolio site.
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.

Group reflection

In order to create assessments that align with our chosen objectives, course outcomes, and program competencies, we knew our design plan had to begin with the end in mind (Palloff & Pratt, 2009). We had to understand our learners and instructional needs. Since we are all high school teachers, we felt comfortable with planning for that type of student, specifically freshmen. We chose to create a fictional high school that drew upon each of our own professional settings - Corey as a science teacher, Cheryl as a business/technology teacher, and Angela as a special education math teacher. We agreed digital citizenship was a worthwhile focus that we could all relate.

We created two formative assessments and one summative assessment. For the first formative assessment, we had students to have an online discussion about the newly termed “selfie” after reading two articles and viewing one video clip on the same topic. We also had students to create a short (three to five question) survey using the online tool, Survey Monkey, to gather information on their peers about selfies. Finally, students were told to use information from the articles, video, and survey to create a written summary on the dangers of selfies. A rubric was used to assess student writings. The online discussion activities follow the guidelines of the Productive Online Discussion Model (Gao, Zhang, & Franklin, 2013). The discussion was designed to lead to the construction of knowledge through social interaction and collaboration. The students were able to compare different perspectives and negotiate personal interpretations. Students were given the opportunity through discussion to share their thoughts. This type of sharing typically results in a sense of belonging, mutual support, shared values and shared identity.

For the second formative assessment, we chose to create an online discussion rubric for use with most weekly discussions. According to Palloff and Pratt (2009), “rubrics help to define the characteristics of high-quality assignments and help the student understand assignment and assessment expectations” (p.33). Providing students a rubric gives them a tangible way to look at their own work and decide if it is meeting expectations, which in turn makes grading more black and white (Palloff & Pratt, 2009). Although not detailed in our plan, a rubric would also have been included for peer responses. It is important for feedback in the online environment to be “timely and consist of quality rather than quantity” (Ertmer et al., 2007). In addition, students completed two ungraded “checks for understanding” quizzes. The purpose of the ungraded quizzes was not to measure if the students necessarily got the answers correct after watching two brief videos, but the purpose was to reflect on and stay engaged with the content being viewed.

The summative assessment required the students to complete an electronic portfolio, or website, using Wix.com. This assessment would be an ongoing project that would begin after the first week of the nine-week unit instruction. The use of portfolios shows growth that emphasizes the process of learning. It also showcases the products of the learning process by allowing students to put their work into one cohesive multimedia work. The way in which we will use the portfolio is reflective in nature. The advisor as well as the student is able to see the progress made and whether they are affected by the information presented to the (Palloff & Pratt, 2009). A rubric is used for the final, summative assessment to determine whether students are able to make ethical decisions based on the information presented in the digital communication unit and create an original digital work through communication and collaboration.

By focusing on the knowledge we want our learners to gain by the end of the unit of instruction, we were able to align objectives, outcomes, and competencies to create assessments

that were meaningful and relevant. Our use of grading rubrics and portfolio were tools of proficiency and self reflection that go beyond a simple multiple-choice test, which, in turn, were more learner-focused.

We felt that “ongoing formative feedback on student work is much more valuable than waiting to provide extensive feedback on the final assignment” (Palloff & Pratt, 2009). The summative assessment was a “looking forward, looking back” design. Rather than having students create a digital work at the end of the unit, they began the assessment at the beginning of the unit allowing them to see their own growth throughout the nine weeks. This combination of formative and summative assessments will help paint a more complete picture of what students understand about digital communication.

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