

*Part 1: Innovation Configuration Checklist***IA: Summarization of your information sources**

For the CBAM project I chose the Digital Citizenship program for my research and its use at the K-8th grade local school where my children attend and I volunteer. In order to write the first draft of the check list I wrote to the school Access, Equity and Innovation Specialist (AEI Specialist) to review the current curriculum available to the school. She referred me to the district webpage and the staff resources section. I reviewed the neighboring communities digital citizenship curriculum for San Francisco Unified School District and the entire program at Common Sense Media and came up with the following components.

**IB IC Checklist*****First Draft Components for K-8 curriculum:***

- Common Sense Media Scope and Sequence review
- Common Sense Media Lessons for K-12 review
- Common Sense Media Family Tip Sheets
- Copyright Laws
- Cyberbullying
- Internet Safety
- Internet & Program Use in School
- Privacy and Security

I reviewed the checklist with the AEI Specialist and it was suggested that I make the checklist for middle school educators only as the scope was too large to be meaningful to the larger K-8 population. She also was able to share with me the School Districts new K-8 Technology Skills, Scope and Sequence in draft form which is adapted from The Fresno County Office of Education Recommended Digital Literacy and Technology Skills to Support the California Common Core State Standards, which is utilized in many counties in California. I reviewed their standards on digital citizenship along with the scope and standards from Common Sense Media and completed the final checklist.

Innovation Configuration Checklist 6-8 grade			
Innovation: Digital Citizenship program			
Component	Optimal	Acceptable	Unacceptable
<b>Common Sense Media Scope &amp; Sequence</b>	Educator reviews scope and sequence annually	Educator reviews scope and sequence for first lesson and they when lesson plans change	Educator does not review scope and sequence
<b>Common Sense Media Lessons for K-12</b>	Educator reviews and completes 6 topics annually.	Educator reviews and completes 3 topics annually	Educator does not review or complete topics.
<b>Common Sense Media Family Tip Sheets</b>	Tip sheets are shared at 1st open house of the year and via email annually.	Tip sheets are shared via email annually.	Tip sheets are not shared.
<b>Self-Image and Identity</b>	Able to analyze and explain how media and technology can be used to distort, exaggerate, and misrepresent information.	Able to reinforce how media and technology can be used to distort, exaggerate, and misrepresent information.	Able to introduce how media and technology can be used to distort, exaggerate, and misrepresent information.
<b>Creative Credit and Copyright Laws</b>	Able to Explain Fair Use Guidelines for the use of copyrighted materials,(e.g. text, images, music, video in student projects) and giving credit to media creators.	Able to reinforce Fair Use Guidelines for the use of copyrighted materials,(e.g. text, images, music, video in student projects) and giving credit to media creators.	Able to introduce Fair Use Guidelines for the use of copyrighted materials,(e.g. text, images, music, video in student projects) and giving credit to media creators.
<b>Cyberbullying and Digital Drama</b>	Able to teach others about cyberbullying and describe strategies to deal with such a situation.	Able to reinforce to others about cyberbullying and describe strategies to deal with such a situation.	Able to introduce to others about cyberbullying and describe strategies to deal with such a situation.
<b>Internet Safety</b>	Recognize and describe the potential risks and dangers associated with various forms of online communications	Able to reinforce the potential risks and dangers associated with various forms of online communications	Able to introduce the potential risks and dangers associated with various forms of online communications

Innovation Configuratio			
Innovation: Digital Citiz			
Component	Optimal	Acceptable	Unacceptable
<b>Internet &amp; Program Use in School</b>	Able to demonstrate mastery with compliance with classroom school rules regarding responsible use of computers and networks	Able to reinforce compliance with classroom school rules regarding responsible use of computers and networks	Able to introduce compliance with classroom school rules regarding responsible use of computers and networks
<b>Privacy and Security</b>	Able to explain the potential risks associated with the use of networked digital environments (e.g., internet, mobile phones, wireless, LANs) and sharing personal information.	Able to reinforce the potential risks associated with the use of networked digital environments (e.g., internet, mobile phones, wireless, LANs) and sharing personal information.	Able to introduce the potential risks associated with the use of networked digital environments (e.g., internet, mobile phones, wireless, LANs) and sharing personal information.
<b>Digital Footprints and Reputation</b>	Explain responsible uses of technology and digital information; describe possible consequences of inappropriate use.	Able to reinforce responsible uses of technology and digital information; describe possible consequences of inappropriate use.	Able to introduce responsible uses of technology and digital information; describe possible consequences of inappropriate use.

*Part 2: Data Collection using the Innovation Configuration Checklist*

The IC checklist was used to conduct face to face interviews with 2 teachers at the school. Teacher A is a 6th grader teacher focusing in Language Arts and Social Studies and is a person in the school who utilizes Common Sense Media consistently in her teaching practice. Teacher B is an 7th grade teacher focusing on Social Studies and is the lead teacher for technology integration and digital citizenship. I observed Teacher C the school librarian/ media teacher in the middle school media class who works closely with the AEI specialist on standards for digital citizenship.

**Common Sense Media Scope & Sequence**

Both teachers and media specialist scored optimal in this category. They are good about reviewing the Common Sense Media website regularly for updates and new information for their classes. The computer lab has 2 posters up in the room from Common Sense Media which states the standards for acceptable computer use.

**Common Sense Media Lessons for K-12**

Teacher A scored acceptable in this category. She states that that it is hard to incorporate into the daily lessons. Teacher B also scored acceptable, stated that only topics 2-Relationships and communication, 4-Cyberbullying and 6-Internet safety are legally required. She said although the videos are high quality and with good information the kids don't always take it seriously. Teacher C did not do any lessons from Common Sense Media during my observation.

**Common Sense Media Family Tip Sheets**

Teacher A is acceptable in the fact that she refers families to the checklist online. She does not spend a large amount of time educating parents about digital citizenship but empowers the students to act responsibly. Teacher B also acceptable does not give out the tip sheet although she stated she should be giving it yearly. She does send out regular emails mentioning the Common Sense Media website as a good resource for parents. The media teacher did not discuss or offer the tip sheet during my observation.

**Self-Image and Identity**

Both teacher A and B scored acceptable stating this gets discussed in connection to current events. It's not necessarily a planned lesson but it can come up in class discussion. Teacher C was optimal in this area as she was discussing lesson for the day she would speak of this topic and appeared knowledgeable in the area.

**Creative Credit and Copyright Laws**

Teacher A and B scored acceptable stating they do reinforce the topic but are not always optimal in encouraging credit for images and music. Teacher B stated they try to use royalty free sites for media uploads. Teacher C was optimal encouraging students to site their sources for image downloads.

**Cyberbullying and Digital Drama**

Teacher A and B both scored optimal stating informal conversations come up 2-3 lessons a year. Specifically if something is reported she might "casually" bring issues up in class. Both teachers were knowledgeable on subject matter and are able to have discussions and lessons around this issue. Teacher C had a student who was doing something off assignment on the internet but was able to cover it up without us knowing. She empowered another child to show her what they did and was able to have a discussion with the students about digital drama in the classroom.

**Internet Safety**

Teacher A, B and C both scored optimal stating that the school has many blocks on the internet so the topic of internet safety comes up regularly. Lessons are planned around internet safety as most assignments require an internet search and to be done on google drive.

**Internet & Program Use in School**

Teachers A, B and C scored optimal stating that all students and parents are required at the beginning of the year to read and sign the Technology Acceptable Use policy. Which covers privacy, school rules and respect for equipment. This issue did not come up during my observation, but is reminded of when students get off topic.

**Privacy and Security**

The teachers all incorporate constant reminders about each area throughout their lessons when using technology. There are no formal lessons on these areas at this time. All teachers scored acceptable.

**Digital Footprints and Reputation**

Teachers A, B and C scored optimal as they do entire lessons on this during Digital Citizenship week.

*Part 3: Stages of Concern (SoC)***Interview- opened ended question with Teacher A and B.****When you think about implementing a formal Digital Citizenship program what are you concerned about?**

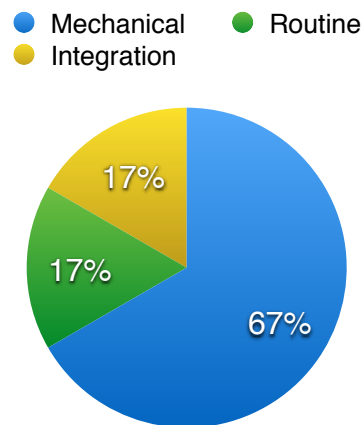
Teacher A spoke about several issues that concern her about implementing a formal program. One issue is that middle school students are all over the board with their technology use. They have students who are excellent computer scientists but lack the social skills to be successful on social media. There are students with little or no supervision from parents and have free range on social media. The concern lies with streamlining the program to be meaningful to all students. The other concern is that she didn't know where a formal program would fit in their current class schedule. She mentioned last year that the school counselor offered a program during Health/PE for digital citizenship. She left this year but did leave a binder of her program for the new counselor but because technology rapidly changes the information is already out of date.

Teacher B stated up front she is most concerned about time. She has 50 minute class periods and can barely get done what she needs to get done and her list of requirements is far shorter than the other content areas. She also brought up the schools situation when the program came from the counselor was good because it introduced her to the students that didn't have a regular meeting time with her. She did about 3 lessons with the 7th grade last year She knew the content, she took the time to read it and prepare quality lessons. She stated that there has been talk about the distant future of the school district having a credentialed technology teacher which stated would be idea as most teachers are not comfortable teaching digital citizenship so it isn't a priority.

*Part 4: Levels of Use Interview - 1 person level of use*

I was able to speak briefly to the 6 upper grade teachers (6th-8th grade) to determine level of use in middle school. Teacher B from previous interviews is considered the main innovator in the effort to incorporate digital citizenship in the curriculum. She along with Teacher A an early adopter lead the efforts to create a safe online environment for the students.

Middle School level of use breakdown:



**6th grade-** 2 teachers. Teacher A falls into Decision Point D-1 Routine. She feels the innovation is established and while realizes more needs to be done, time is an issue and there is a need for more support. The other 6th grade teacher falls into Decision Point C Mechanical use. She uses day to day in her online lessons.

**7th grade-** 2 teachers. Teacher B falls into Level V Integration. She is the lead and when time allows shares her ideas with colleagues and students. The other 7th grade teacher falls into Mechanical and incorporates into day to day lessons.

**8th grade-** 2 teachers. Both teachers fall into Mechanical use of the innovation. They have a busy 8th grade group, but the most advanced technologically so are giving daily lessons and talks about safe internet use.

### *Summary*

This was an interesting topic of research for this project. Since I am not an employee at the school I had the opportunity to be an outsider looking in. The teachers were all able to state that they understand and realize the extreme importance of teaching students about digital citizenship, but were stretched thin with time and fitting in all the other required school standards. Common Sense Media is the go to for the school in acquiring lesson and providing resources for parents/ caregivers. They all were in agreement that if a credentialed technology teacher could be acquired in the future it would an enhancement to the student curriculum and teachers professional standards. The AIE specialist for the district is working steady on a new digital literacy scope which includes digital citizenship which I envision will help support the teachers in continuing and advancing the integration into daily lessons.

### *Resources*

Common Sense Media for Educators, "Digital Citizenship" (<https://www.commonsensemedia.org/educators/digital-citizenship>)

Fresno County office of Education, "Technology Scope and Sequence" ([https://www.fresnou.org/dept/curr/tech/PublishingImages/K-12\\_Technology\\_Scope\\_and\\_Sequence.pdf](https://www.fresnou.org/dept/curr/tech/PublishingImages/K-12_Technology_Scope_and_Sequence.pdf))

Pacifica School District, Staff Resources (<http://www.pacificasd.org/>)

San Francisco Unified School District, "Digital Citizenship" (<http://www.sfusdedtech.org/digital-citizenship.html>)

- 1) How does CBAM enhance your understanding of particular concepts discussed by Rogers (be sure to identify those concepts, e.g., consequences of innovations, rate of adoption, etc.) OR does it?

I wanted to step outside of the box for CBAM and look at an educational institute. Because I am not employed at this school I found myself seeking out the innovators and adopters of the the innovation that I was researching for my topic. Throughout the process of interviews and topic research I put in place some of the organizational concepts we studied.

- 2) Does CBAM confuse the issue? Does it bring in ideas/concepts that are incongruous with what was discussed by Rogers?