DianneA: Welcome to Tapped In's Summer Festival and the Global e-citizens session

LesleyF: greetings, folks! Slow traffic...

DianneA: welcome Lesley

DianneA: Lesley is our presenter today

LesleyF: Here to talk about digital citizenship?

DianneA: and in a minute when she catches her breath ...

DianneA: she will get us underway

DianneA: before then and while she catches here breath ...

LesleyF: Have you folks introduced each other? I coordinate the librarianship program at Calif. St. Univ. Long Beach

DianneA: can you introduce yourselves ...

LesleyF: And say what you hope to get out of our session

DianneA: where are you from and what is your teaching area

DianneA: and as Lesley says

GregRH: MAT Concordia Portland - Math/Science

DianneA: what do you hope to get out of this session

SeanBK: Vancouver, WA, Concordia MAT Student, Drama/Language Arts

DianneA stands back and hands over to Lesley

KristinRou: Concordia MAT student, Portland, Oregon, Health/PE

KimCa: My name is Kim Cairns and I am a Masters at Concordia for Health and PE in

Portland, OR

KatyD: I'm from Jujuy Argentina in south America and I teach EFL I hope to get information to use in my classes

SeanBK: Mostly, I'm interested in how e-citizenship can enrich my classroom

DianneA: I am from Wollongong Australia, my area is professional development and I am expecting to learn more about e-citizenship

GinaB: I'm director of Native Village Publications and hope to listen and learn ways to apply your knowledge to my efforts

LesleyF: Since I'm from Washington state originally, it's neat to --see-- the Concordia folks

SeanBK: Woohoo! :)

LesleyF: So I'm using the term e-citizenship as a positive spin on cyber safety -- and to think of youngsters as positive/pro-active members of the digital world. Sound good to you?

DianneA nods

SeanBK: Awesome :)

KristinRou: yep

KimCa: sounds great

KatyD: of course

LesleyF: especially in this web 2.0 world, and with the idea of students as PRODUCERS of information, not just consumers, I think that such a guidance approach to rights and responsibilities online makes sense pedagogically as well as technologically and ethically

LesleyF: One of the interesting aspects of this topic, building on our Argentina participant, is that there is an intriguing dynamic between US rights/responsibilities/citizenship and global citizenship. What do you think?

AllisonAM: hi, I'm Allison and I teach second grade in NC

LesleyF: Where do law and ethics/morality relate -- or contradict?

PaulHo: Thanks, my name is Paul, from Oregon, and I'll be a Language Arts teacher.

SeanBK: Well, It seems to me that the web being a global phenomenon, all intellectual property rights should be observed, whether the law enforces it or not...

SeanBK: Or whether it is capable of enforcing it...

LesleyF: that sounds reasonable -- do you think that adults might need to explain that concept for kids in different cultures?

SeanBK: Absolutely. Property is not defined the same way in all cultures.

LesleyF: exactly, Sean

LesleyF: so how would you handle that discrepancy?

SeanBK: I suppose that I would have to explain ideas as property the same as identity and - more abstractly - name.

SeanBK: Not an easy task ;)

LesleyF: And as the adult working with the students, you can say that for the purposes of your interaction with them, these are the expectations that you want observed. Sort of like high-level netiquette.

SeanBK: Or find an appropriate analog in the student's culture, and compare.

SeanBK: Ah, much easier :)

KatyD: I agree

LesleyF: It can be rationalized by saying that in different settings one might act differently, but for the sake of education, let's just think of people's ideas like people's backpacks or books. Not to be stolen.

PaulHo: Good analogy.

AllisonAM: I like that

SeanBK nods and smiles

KristinRou: makes sense

LesleyF: And the neat outcome is that students can feel more comfortable about ADDING to the digital world -- contributing to it -- knowing that their ideas/words/images will be THEIRS -- and will be respected as theirs.

PaulHo: I think that they won't only feel comfortable, but proud also.

PaulHo: of their ideas.

LesleyF: an underlying idea behind digital /e citizenship is that it is PROactive. Not just passive. Just as good citizenship should include participating actively in their society.

SeanBK: I think that's important to add value to their ideas. Too many kids don't feel their ideas are valuable enough to share...

LesleyF: Right, Paul.

LesleyF: And sometimes people don't think their vote is important either, and we need to make sure that folks understand that each contribution/participation can make a difference.

SeanBK nods emphatically

LesleyF: The movie Swing Vote may be useful in that regard.

DianneA: so how do we help children honour the ideas of others without stealing or going down into high level bibliographic details, Lesley?

LesleyF: Sort of like gossip, Dianne. I heard Jimmy say that.... (they are citing their source and then quoting it...)

DianneA nods to Lesley, thanks

LesleyF: So, following the idea of citizenship, which is covered in school at least by middle school, what does it mean to be a good citizen (of a country or the world)?

DianneA puts away the old librarian hat and the academic marking criteria

LesleyF: Let's see how we can transfer those ideas into the digital world.

KatyD: respect

LesleyF: good

KristinRou: participation

SeanBK: Contributing in a positive way to the worth and value and diversity of the society

PaulHo: Attempt at understanding those different from you.

KimCa: I would say following the rules and being aware of others feeling

LesleyF: nice growing list

GinaB: acceptance of others' rights to think differently than oneself

DianneA: learning how to hyperlink?

SeanBK: Respecting others' information as you would have yours respected

LesleyF: One of Jefferson's quotes was that a democracy requires an informed citizenry. so how does that apply?

LesleyF: Dianne is already starting to transfer ideas into the digital world -- and why would hyperlinking be good e-citizenship?

SeanBK: Ah, I see. An understanding of how the web functions, respecting its parts, and contributing to it responsibly

AllisonAM: students need to be 'informed' of rules for the internet to be able to follow them

LesleyF: right, Sean.

LesleyF: yes, Allison

ShayneTr: netiquette

GregRH: I like that "netiquette"!

SeanBK: It's a good one :)

DianneA: it references the originating source as far as you can know and lets the reader of your material follow it up if they want to ...

LesleyF: So knowledge of what's ON the Net and HOW to navigate (find info) -- and USE the digital info -- as well as knowing how to CONTRIBUTE to the net (technically and ethically) all fit

ShayneTr: It's all over the web - lots of advice

LesleyF: exactly, Dianne. and it shows how ideas can relate to each other

DianneA: ahh yes that is important too

SeanBK: Something Like Wikipedia. Or exactly so...

LesleyF: So why does knowing about a resource (author, agenda) mark one as a good e (and otherwise) citizen?

DianneA: and there are some tools out there for mapping the web and its connections aren't there?

SeanBK: Responsible use of the info. Awareness of biases, corrupt information.

GregRH: Resourcing give credit to its author

AllisonAM: if you know the author you can tell if it has value and you can give credit to the persons ideas

SeanBK: there is no one to monitor that sort of thing, so it becomes the individual's responsibility

PaulHo: I wonder who should create the netiquette? We are all from such different societies with different ethics and values.

LesleyF: yes, Dianne -- concept webs, Clusty, Kartoo, want to see a couple of them?

DianneA: not necessarily now if it is not relevant

LesleyF: Good question, Paul. It sounds as if it would be a good discussion with the class/students to decide what would be acceptable norms for e-behavior.

DianneA: I would like to take up Paul's comment

PaulHo: Thanks Lesley.

DianneA: when working with Asian and Middle Eastern students some cultures operate on honouring another's work by repetition ...

LesleyF: Aren't laws basically agreements among people/citizens? so netiquette can be approached that way

PaulHo: But the Net is global...there are very few laws which are the same worldwide.

SeanBK: The difficulty lies in different cultures agreeing upon the values/ethics that the netiquette will contain...

PaulHo: Exactly Sean.

SeanBK smiles

LesleyF: True (although the UN tries to find some common ground)

AllisonAM: I think talking to your students and letting them come up with netiquette 'rules' will help them become more aware and stick to them, they will feel more accountable

KatyD: did it work?

LesleyF: And in the universe that you work with -- with your students -- you can do situation-specific and locale-specific ground rules

SeanBK: However, as with any system, it's bound to be imperfect. Thus, I have to maintain it's the individual's responsibility...

PaulHo: Good call.

SeanBK: ...And ours as teachers to impart to our students.

LesleyF: and manageable too

SeanBK: Makes a lot more sense than trying to assemble an entire global ethical code, heehee...

KatyD: yes

DianneA: the 'thou shalt not steal' is almost completely universal in one application or another ..

LesleyF: So what would be some RIGHTS that e-citizens should expect?

KatyD: true

DianneA: the difficulty as I see it is with the 'idea' being so abstract

SeanBK: Freedom to access any information they seek (within legal limits)...

DianneA: and we do not really know where all our ideas actually come from

SeanBK: Freedom to post any information they feel is valid... (of course these are 1st Amendment rights to the US, but I think they are the start of a good thing)

PaulHo: Yeah, and we should be able to stop people from erasing what we post.

SeanBK: EXACTLY.

PaulHo: One time I posted my views on something, and the author of the page didn't like them and erased them.

DianneA: and the very essence of teaching is about transferring ideas ...

PaulHo: So much for 1st Amendment.

GinaB: Might there be any working models of students/school groups across the world who worked together on e-projects? Might they have worked through and shared the rules they set for themselves?

LesleyF: good thought, Gina.

DianneA nods to Gina and Lesley

LesleyF: If you want to look at the global perspective (a bit heavy), here's a starting website that you can look at.

SeanBK ears perked

LesleyF: Ready?

KatyD: what about the cyberfair?

GinaB: yes

LesleyF: good point

LesleyF: http://www.unicttaskforce.org/

LesleyF: Here's the larger entity for cyber fair http://www.globalschoolnet.org/

DianneA: thanks for the link Lesley

LesleyF: Why don't you folks explore one of those two websites for a couple of minutes, and see what might apply to our conversation.

PaulHo: If I go to another page my computer will kick me out again, sorry Lesley.

KatyD: my students took part in it a year ago with a work and also revised other projects

KatyD: it was nice experience for them

SeanBK: The problems that I see arising have to do with enforcement, and I think it's a little outside of our topic ares, but it concerns me. What will be the governing body to oversee enforcement? How will it be implemented?

DianneA wonders where Katy noticed 'cultural difference'

LesleyF: So deal with what you can control, Sean. At least you're modeling appropriate behavior that, hopefully, students can transfer to other situations.

SeanBK: Good point :) Think globally, Act Locally

PaulHo: Definitely.

LesleyF: ta da

LesleyF: So with rights come responsibilities -- and what would those be?

KristinRou: being respectful of others

KatyD: acknowledge others' ideas

ShayneTr: Give credit for the work of others

PaulHo: Very nice comment Kristin!

SeanBK: Holding yourself to the same standards you expect of others. Ensuring the validity of the data you post. Posting it appropriately per your audience.

KatyD: I mean give credit

LesleyF: we figured

LesleyF: here's where the netiquette comes in..

LesleyF: and the earlier statement about respect -- don't publish slander, etc.

KatyD: I don't know about other culture but I guess here there is not much concept deference

LesleyF: well, most students don't like being dissed...

PaulHo: I don't think we should publish anything that would give our students the message that it is ok, if it is not.

SeanBK: you mean between the web content and paper sources, Katy?

PaulHo: We must be models always.

LesleyF: explain a bit more, Paul.

KatyD: yes and from your country to my country

SeanBK: Ah, I see :) thanks!

PaulHo: Our students look to us to show them what is right from wrong, many of our students are not being taught that at home.

KatyD: that's true home is the base

LesleyF: true, Paul. -- and sometimes they're not taught how to evaluate information either.

PaulHo: And thus we keep our jobs! :)

SeanBK: Or they are taught to value certain kinds of information over others, regardless of validity...

LesleyF: So another responsibility is to evaluate the verity of information (just as a good citizen tries to figure out if the New Yorker cover is true or not -- or what its intent is...)

DianneA: but Paul what about the whole idea of teaching .. of working at transferring ideas, of working at understanding for yourself someone else's idea, when does it become you and yours?

LesleyF: that is often common knowledge -- or the teacher tells the origin of the info...

KatyD: when you have the possibility to share it is great so I guess you learnt to respect others too it is both ways

PaulHo: I think we must always be open to new ideas, different ideas, just as we must expect our students to be.

LesleyF: right, Kathy

DianneA: does that bring us to 'creative commons' Lesley?

LesleyF: Katy...

LesleyF: Very good, Dianne. Nice segue

KatyD: that's ok

LesleyF: Do you folks know about Creative Commons?

SeanBK: Nope :)

PaulHo: Nope.

KimCa: I don't think so

KatyD: nope

LesleyF: Oh Goody!

KristinRou: no

BJB2 smiles

PaulHo smiles

PaulHo smiles

EmikoC: no

LesleyF: First, let me give you a neat website called e-democracy that uses the net to teach citizenship (learn by doing) and then I'll share about the Creative Commons.

KatyD: great

LesleyF: The website is http://pages.e-democracy.org/Online_Tools_for_E-Citizenship   -- so you can use it as a platform to bridge democracy with e-citizenship.

LesleyF: Creative Commons provides free tools that let authors, scientists, artists, and educators easily mark their creative work with the freedoms they want it to carry. You can use CC to change your copyright terms from "All Rights Reserved" to "Some Rights Reserved."

LesleyF: Technology makes this kind of copyright viable

KatyD: that is great

LesleyF: Creative Commons defines the spectrum of possibilities between full copyright — all rights reserved — and the public domain — no rights reserved. Our licenses help you keep your copyright while inviting certain uses of your work — a "some rights reserved" copyright.

SeanBK: It's an interesting idea... I'll have to explore it more on my own :)

LesleyF: Here is their website: http://creativecommons.org/

KimCa: wow, I have never heard of that before, very cool

LesleyF: They have a great video and explanation -- and it's INTERNATIONAL

SeanBK: and this is all based on the concept of a self-monitoring public using the information, right?

LesleyF: This would be a great way for students to be very au courant as to copyright and contributing in the digital world.

AllisonAM: I had never heard of that either

AllisonAM: thanks for sharing1

LesleyF: that's why we're sharing here....

BJB2 . o O (Lesley leads a monthly discussion in Tapped In)

LesleyF: So let's recap a bit.

BJB2 . o O (her sessions are wonderful!)

SeanBK notes that

LesleyF: There are several strategies we can use to help students be good e-citizens:

KatyD: very useful

LesleyF: deciding on e-standards of conduct/procedure: netiquette

LesleyF: sharing respectful and useful ways to create and exchange info (including use of Creative Commons)

LesleyF: Education: teaching and learning about technology and the use of tech

LesleyF: Evaluation: assessing online information in order to make good e-decisions

LesleyF: Access: being sure that access is equitable -- and pro-actively accessing information to become better decision makers

LesleyF: commerce -- discussing ethical buying/selling ... downloading/sharing info

PaulHo: Lesley, how would you teach a student to assess online information in order to make good e-decisions? What are we teaching them to assess in this way?

LesleyF: Rights and responsibilities: freedoms in the digital world -- and safeguards in order to enjoy/protect those freedoms

PaulHo: I guess my question is, who are we to decide what is acceptable online

information?

KatyD: I thanks internet because where I live is really far from big cities or place where you can take prof. development etc and in this way I keep connected and try to make my students aware of it as a tool

KatyD: to improve and also to share because there is always something to share

LesleyF: well, there are some basic criteria to look for when determining the verity and bias of information, be it online or in print. Let me share a website with you.

LesleyF: http://school.discoveryeducation.com/schrockguide/eval.html

PaulHo: Awesome, thanks Lesley.

LesleyF: and there's still safety and security -- feeling safe online.

KatyD: that is a great site

LesleyF: So there are lots of angles to e-citizenship. One can use Maslow's levels of need even.

SeanBK: Wow. A lot of resources there. Allows you to pick and choose among those that suit your purpose :)

KatyD: you need criteria to select information of course

LesleyF: From safety to basic needs to belonging to contributing and self-fulfillment.

LesleyF: It really takes students beyond the simple "DON'T GO THERE!" attitude

LesleyF: So what are some ways that you can implement those strategies??

KatyD: that sounds good

DianneA: indeed and opens up the whole world of learning again ..

DianneA: and the issues associated with effective teaching of values

SeanBK: When the web was new, it seemed few of my teachers actually acknowledged it as a possible resource. I love what it has become...

LesleyF: So what are some of your "take-aways" today?

KatyD: it is like the world you need to learn to walk in it I guess

SeanBK: As a Language Arts teacher, I could teach an entire unit on Netiquette. Unless the word is copyrighted, that is... ;)

AllisonAM: that we need to teach students to be e-citizens!

DianneA grins to Sean

LesleyF: I think it's under common knowledge, Sean...

DianneA: good one!

ShayneTr: Just wanted to share a book I used in class this year: Learning Right From Wrong in the Digital Age by Doug Johnson

SeanBK: haha, thanks for the tip :)

LesleyF: yes, good book. I've known Doug for a decade...

KatyD: interesting

LesleyF: Are any of you planning on returning next month? I do this every month, and ask participants what they want to talk about next time.

PaulHo: The more info we can teach our students about the internet the better...open their minds.

KatyD: sure I will

SeanBK: Also, as a Drama teacher, net sources for texts and translations of ancient works need to be respected and cited...

GinaB: The websites you've provided will be very helpful

LesleyF: AND if you look at the FILES section of the Cybrarian site you'll see a bibliography that's featured -- it's on cybersafety. You can download it.

SeanBK: I would like to explore more closely how netiquette can be applied to online media that can be used in the classroom. Web resources for video, audio, art, etc. and how it can be addressed for use..

KatyD: I need to joining the group to do that

SeanBK: by the students, that is...

LesleyF: so how about copyright and netiquette as it fits into multimedia?

SeanBK: Excellent :)

LesleyF: BJ, does that work for you for August's topic?

BJB2 nods to Lesley

SeanBK: I think with the popularity of YouTube, it's an important topic, myself

PaulHo: What do you mean Sean?

LesleyF: So thanks for sharing, folks. I want to give you enough time to switch to another session.

BJB2: Thanks, Lesley! Great job as always!

DianneA: Thanks Lesley for a very informative and useful session

SeanBK: That content on YouTube is monitored, but not as well as it could be. Thus, we need to take responsibility to respect the rights of the creators of the content and owners of the copyright.

PaulHo: That was great, thank you.

LesleyF: I agree, Sean.

SeanBK: Thanks, Leslie!

KatyD: thanks a lot Lesley

LesleyF: good session

ShayneTr: Thank you very much Lesley!