

Digital Education and Safety

How to Browse the Web and Use Digital Resources Safely

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Introductions and Agreements

MEET OUR TEAM

Each member of the Buddinwriters' team is trained and licensed in his or her field and continues to take refresher courses and self-development in new and related fields of study. We understand that the field of education is forever evolving and we commit to keep abreast. We present based on the requested deliverables and we are always open to prepare for locations based on their needs. Find out more about our team members at www.buddinwriters.com/about/#team



**DR. M JOSEPH
WATTS
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**MR. BAGNATO
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**MRS. DAVIS
LITERACY
SPECIALIST**



**MRS. LANGUEDOC
SEL AND
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OUR AGREEMENTS

- **Be present and participate;**
- **Respect each other's thinking**



- **Don't take disagreements personally**



- **Honor time limits**



- **Be gentle with technology**



- **Stay focused;**
Mute your mic;
use raised hand



Accessing and Integrating Digital Resources: Our Objectives

Part One: Access and Navigation

1.1

Elements of Digital Citizenship

Participants will define elements of digital citizenship and differentiate between literacy and citizenship

1.2

Cyber Safety & Web Browsing

Participants will discuss cyber safety rules, and engage in safe web-browsing practices

1.3

Using Add-Ons & Extensions

Participants will understand and explore the effective use of Extensions

Accessing and Integrating Digital Resources: Our Objectives 2

Part Two: Teaching Digital Literacy

2.1.

Defining Digital Literacy

Participants will define and understand the nuances of digital literacy, and explore best practices to teach it.

2.2

Some Interactive Digital Tools

Participants will explore and interact with select digital tools

2.3

Integrating Digital Tools in Instruction

Participants will examine components of digital tools and make decisions for classroom implementation

Kahoot

Let's get a preliminary look at our understanding of today's concepts!

This exercise presented concepts from the objectives and goals of the session in an effort to gauge or diagnose what participants already knew on each topic.

Part One - Access and Navigation

1.1 - The Elements of Digital Citizenship (Examine each and provide an example)

Element 1: Digital Access - Full electronic participation in society. Can all users participate in a digital society at acceptable levels if they choose?

Element 2: Digital Commerce - Electronic buying and selling of goods. Do users have the knowledge and protection to buy and sell in a digital world?

Element 3: Digital Communication - Electronic exchange of information. Do users understand the various digital communication methods and when each is appropriate?

Element 4: Digital Literacy - Process of teaching and learning about technology and the use of technology. Have users taken the time to learn about digital technologies and do they share that knowledge with others?

Element 5: Digital Etiquette - Electronic standards of conduct or procedure. Do users consider others when using digital technologies?

Element 6: Digital Law - Electronic responsibility for actions and deeds. Are users aware of laws (rules, policies) that govern the use of digital technologies?

Element 7: Digital Rights and Responsibilities - Those requirements and freedoms extended to everyone in a digital world. Are users ready to protect the rights of others and to defend their own digital rights?

Element 8: Digital Health and Wellness - Physical and psychological well-being in a digital technology world. Do users consider the risks (both physical and psychological) when using digital technologies?

Element 9: Digital Security - Electronic precautions to guarantee safety. Do users take the time to protect their information while taking precautions to protect others' data as well?

Discussion



How to Teach Students Internet Safety (Let's examine each concept)

1. Understanding URLs (.com, .org, .uk, .gov, .edu)
2. Paying attention to (how do I know it is safe)
3. Identifying spam/ fake
4. Responding to emails or how to deal with suspicious
5. How to identify, avoid Trolls/predators
6. What is safe to share and not share
7. Apps that parents can use to guide student's safe browsing
8. Social emotional wellbeing of students

1.2 - The Basics of Safe Browsing

List what you know about each topic. Click this link, and then watch each video. Write what you learned. Which one would you like to know more about?

	What Do I Know?	What Did I Learn?	What Do I Want To Know More About?
The Basics of Safe Browsing			
Should read the URL? Should I be careful with free Wi-Fi?			
What's private or incognito mode?			
Does it really matter what browser I chose?			

ECPA

Click this link. Scheme the document and make notes. Be prepared to discuss.

The ECPA (Electronic Communications Privacy Act), as amended, protects wire, oral, and electronic communications while those communications are being made, are in transit, and when they are stored on computers. The Act applies to email, telephone conversations, and data stored electronically.

Discussion

[COPPA](#) Click this link. Scheme the document and make notes. Be prepared to discuss.

The Children's Online Privacy Protection Act (COPPA) gives parents control over what information websites can collect from their kids. The COPPA Rule puts additional protections in place and streamlines other procedures that companies covered by the rule need to follow.

Discussion

Stretch Break



Web-Filtering Options- What to look for

Let's talk about what you know about web filtering and why it is important. Click the link to see the most popular options.

[Securly](#)

[Top 11 Web-Filtering Applications](#)

[Discussion](#)



1.3 - Using Extensions

What are extensions. Which ones do you use. Which ones will you utilize in your class. Click the links to explore.

Extensions

<u>Bitwarden</u>	<u>Ghostery</u>	<u>Grammarly</u>	<u>Dark Reader</u>	<u>Pocket</u>
<u>Loom</u>	<u>Momentum</u>	<u>OneTab</u>	<u>StayFocused</u>	<u>Honey</u>

Discussion

Teaching Digital Literacy

Defining Digital Literacy
&

Digital Resources Available for Teaching Digital Natives



2.1 - Defining Digital Literacy

The book *Digital Citizenship in Action* by Kristen Mattson defines digital literacy as having three commonly agreed upon competencies:

- 1) The ability to decipher meaning from a variety of contexts including audio, images, and video
- 2) The ability to match medium, purpose, and audience when communicating
- 3) The ability to locate, analyze, and use reliable sources of information online

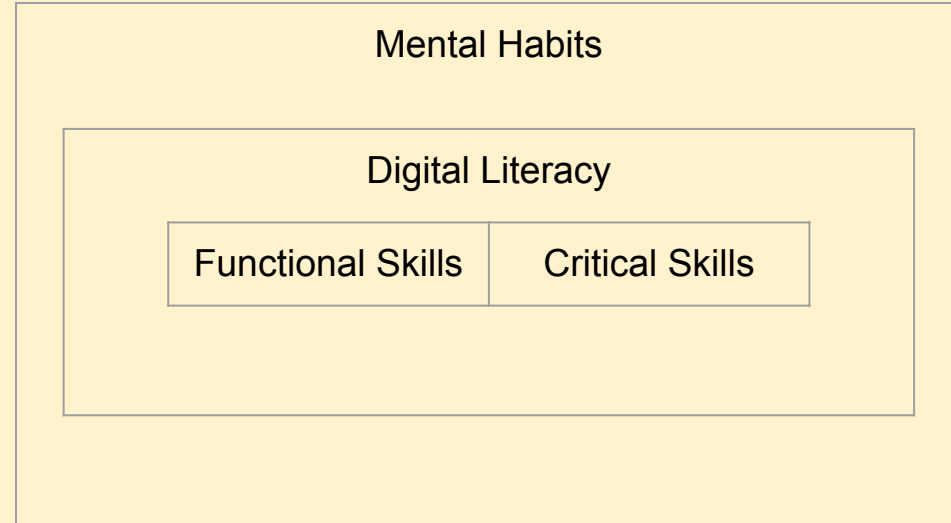
KAMMER, JENNA. *Digital Literacy Made Simple: Strategies for Building*

Skills across the Curriculum. INTL SOC TECH ED, 2024.



A Closer Look

Digital Literacy Is....	Digital Literacy Is Not....
A life skill that is learned, continuously growing and evolving.	Assumed for students born in the digital age.
Using technology for thinking critically, communicating, evaluating information, and creating.	Only about functionality.
Integrated into all areas of living, learning, and productivity.	A separate skill.
A mindset that includes awareness of the ever-changing ways in which we access, manage, understand, and evaluate information.	A fixed mindset.
The ability to use technology and adjust to new hardware and software.	Expertise in one technological area.



KAMMER, JENNA. *Digital Literacy Made Simple: Strategies for Building*

Skills across the Curriculum. INTL SOC TECH ED, 2024.



The Difference Between Digital Literacy and Digital Citizenship

Examples of Digital Literacy

Examples of Digital Citizenship

The Core Elements of Digital Literacy

- How to navigate websites
- How to troubleshoot basic technology problems
- How to use computer programs, apps, and mobile devices
- How to find information when they do not know how to do something
- How to communicate in digital environments

Key Skills for Digital Literacy

- **Locate information:**

Use digital technology to effectively search for relevant and reliable information sources.

- **Evaluate sources:**

Analyze sources of digital information for credibility, bias, and influence.

- **Interpret information:**

Determine meaning from various sources digital sources that represent multiple perspectives.

KAMMER, JENNA. *Digital Literacy Made Simple: Strategies for Building*

Skills across the Curriculum. INTL SOC TECH ED, 2024.



Key Skills for Digital Literacy

- **Express Ideas:**

Create digital content to express themselves and voice their ideas.

- **Communicate with others:**

Safely and responsibly collaborate with and learn from others online, including those who think differently than them.

- **Navigate technology ecosystems:**

Be aware that their online actions influence their digital landscape, leave a trail, and impact their privacy.

KAMMER, JENNA. *Digital Literacy Made Simple: Strategies for Building*

Skills across the Curriculum. INTL SOC TECH ED, 2024.



How are your students affected by the divide? How do you as a school address that issue?

Digital Divide Discussion

The Four Corners for Developing Digital Literacy in Students

Integration

Teachers are responsible for providing learning environments that integrate digital literacy skill building within the curriculum they teach.

Modeling

Teachers who are able to discuss their mental habits provide models for students to develop their own digital literacy skills.

Culture

Teachers who collaborate, coordinate, and co-teach will inevitably build a positive learning culture for the students.

Mentorship

Teachers who support peers and students via mentorship practices will be more effective in integrating digital literacy skills into the curriculum.



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Skills across the Curriculum. INTL SOC TECH ED, 2024.

Stretch Break



2.2 - Digital Tools for Instruction

Browse through the various digital tools using the links to the right.

Choose the five that interest you the most and brainstorm an action plan to implement these tools in your classroom.

<u>Storyboard That</u>	<u>Flip</u>
<u>Socrative</u>	<u>Kahoot</u>
<u>Quizlet</u>	<u>Animoto</u>
<u>Canva</u>	<u>SeeSaw</u>
<u>Nearpod</u>	<u>Pear Deck</u>
<u>Class Dojo</u>	<u>Padlet</u>

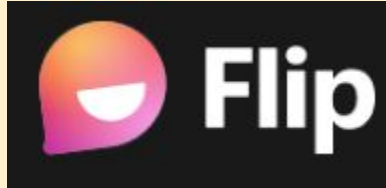
Storyboard That

StoryboardThat is an online storyboarding tool that makes it easy to create storyboards even without being an artist. With StoryboardThat, you can create a digital story in minutes using both images, text, and storyboard templates. You can even use our many resources to help you get started.



Flip

Flip (formerly Flipgrid) is a free web and mobile app from Microsoft that allows users to record, edit and share video assignments.



Socrative

Socrative allows users to create and assign learning opportunities. Socrative users have the ability to personalize activities and provide immediate feedback.



Kahoot

Kahoot provides a platform for streamlined quizzing that provides results in real-time. Users compete in a “game-show” style quiz challenge created for them.



Quizlet

Quizlet helps users create useful studying tools. Users build their own learning tools and can even use AI to assist them in the process.



Animoto

Animoto is a personal video editor that allows users to streamline the video creation process. Videos can be made for instructions, notifications, feedback, etc.



Canva

Everything you need to design your own digital content. Canva users have the ability to use pre-made templates as well as the ability to create their own digital slides, posters, banners, etc.



SeeSaw

While SeeSaw can be used to organize and distribute lessons, there is a library of “ready-to-teach” lessons for PreK-6 that is free for teachers to use.

The logo for SeeSaw, featuring the word "Seesaw" in a purple, rounded font. The letter 'S' is stylized with a circular dot above it, resembling a seesaw fulcrum.

Nearpod

While SeeSaw can be used to organize and distribute lessons, there is a library of “ready-to-teach” lessons for that is free for teachers to use.



Pear Deck

Pear Deck Learning is a powerful ecosystem of education tools that assess progress, offer real-time feedback, and provide the differentiated instruction and gamified practice that keeps students engaged and excelling.



Class Dojo

Class Dojo provides users a platform to create an interactive digital extension of their classroom. Users enjoy a multitude of abilities that will increase digital student engagement.



Padlet

Padlets are virtual boards that can be used for organizing and sharing content.



Kahoot

Let's revisit the objectives to ensure our understanding of today's concepts!

Questions and Reflections

In a quick reflection, jot down one digital tool you will start using today, one digital tool you will use by the end of the month, and one digital tool you will use by the end of the year.

Discussion

Your Turn

Sketch a lesson plan or action plan that integrates the digital tool you chose as being ready to bring to your role by the end of the day.

Be prepared to share what you draw up.

Bonus Resources

[Ty Tiger](#)

Whether you are looking for inspiration to create your own interactive lessons or you would like to browse a library of interactive lessons created by Ty, KindaSortaTeacher will not disappoint your expectations.

[Tyler Tarver](#)

If you are looking for the Google expert to assist you in the creation of your own teacher resources (contact lists, use policies, documentation sheets, etc.), you will find that Tyler has you covered. Tyler provides his subscribers all of the resources he uses as a principal for free on his website.



Evaluation

Please complete the sessions evaluation

Contact us



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Rethink it:Habits

<https://open.spotify.com/show/5pVJjHmZT97uhXZduQkOh>



<https://www.youtube.com/channel/UCuYU9ED6c9jIUQB1wVQqKcw>



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