CyberWatch K-12 Division

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Defining Digital Literacy

- ***Digital literacy*** *is the ability to find, evaluate, utilize, share, and create content using information technologies and the Internet.*

- "***Technology literacy*** *is the ability of an individual, working independently and with others, to responsibly, appropriately and effectively use technology tools to access, manage, integrate, evaluate, create and communicate information*."– Working definition of technology literacy

Digital Literacy. "Digital literacy", for this study, refers to knowledge and proficiency related to the computer, computer peripherals (printer, fax, scanner, speakers, etc.) and Internet use. Digital literacy refers to the ability to use technology in a manner that supports productivity in school, work, community, and home. Consistent with Williams, digital literacy is "the body of knowledge appropriate to the development of skills and applications and, second, a body of knowledge and conditions for the practical use and application of a range of devices..."[27] In other words, literacy does not refer to the ability to listen to music, or play games; instead it refers to the ability to use technology to enhance your education, career, community and family.

Culture. An exploration of cultural context in this study will add rich insight. However, cultural context is difficult to characterize since an explanation of "culture"

Standards..Standards…Standards What Standard about Standards?

- ISTE NETS
- ITEA
- Information Literacy Standards (ALA)

home : instruction : state curriculum

School Improvement in MARYLAND search

ASSESSMENTS DATA ANALYSIS INSTRUCTION SCHOOL IMPROVEMENT USER GUIDES

State Curriculum

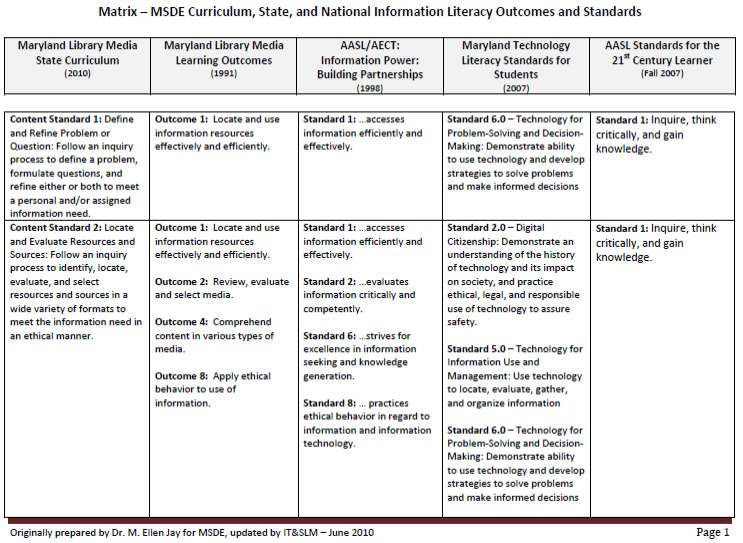
"As Maryland moves from the State Curriculum to the Maryland Common Core State Curriculum, teams of educators from around the state are engaged in developing curriculum frameworks and tools that will provide all Maryland educators with the information and resources they need to insure that our children receive a world-class education. Beginning in June 2011, educators can access the draft Maryland Common Core Curriculum Framework for Mathematics and the Maryland Common Core Curriculum Framework for English Language Arts on MDK12.org. The frameworks provide educators with the first component of the Maryland Common Core State Curriculum. School teams will be exploring those frameworks at this summer's Educator Effectiveness Academies. During this transition, the State Curriculum documents continue to provide guidance for educators in implementing instruction aligned to current assessments."
—**Judy Jenkins, Director of Curriculum**

Judy Jenkins became the Director of Curriculum at the Maryland State Department of Education in October 2010. She has worked in education for over 35 years. She began her career in Talbot County, Maryland as a teacher of English. She then moved to Anne Arundel County Public Schools where she worked in many capacities: teacher, reading specialist, principal, instructional director, director of middle schools, and acting assistant superintendent for instructional services. For the last four years, Judy and her husband have been living in Indianapolis, Indiana. She was a principal of a

The State Curriculum defines what students should know and be able to do at each grade level in these content areas:

SCIENCE
SOCIAL STUDIES
HEALTH
PHYSICAL EDUCATION
TECHNOLOGY EDUCATION
MD TECHNOLOGY LITERACY FOR STUDENTS
— (Computer Literacy Skills)
MATHEMATICS
READING / ENGLISH LANGUAGE ARTS
ENGLISH LANGUAGE PROFICIENCY
FINE ARTS
WORLD LANGUAGES
SCHOOL LIBRARY MEDIA
PERSONAL FINANCIAL LITERACY EDUCATION

The State Curriculum is the document that aligns the Maryland Content Standards and the Maryland Assessment Program and will be available in a number of formats for teachers, central office staff, students, parents, and the other stakeholders. The curriculum



Matrix – MSDE Curriculum, State, and National Information Literacy Outcomes and Standards

Maryland Library Media State Curriculum (2010)	Maryland Library Media Learning Outcomes (1991)	AASL/AECT: Information Power: Building Partnerships (1998)	Maryland Technology Literacy Standards for Students (2007)	AASL Standards for the 21st Century Learner (Fall 2007)
Content Standard 1: Define and Refine Problem or Question: Follow an inquiry process to define a problem, formulate questions, and refine either or both to meet a personal and/or assigned information need.	**Outcome 1:** Locate and use information resources effectively and efficiently.	**Standard 1:** …accesses information efficiently and effectively.	**Standard 6.0** – Technology for Problem-Solving and Decision-Making: Demonstrate ability to use technology and develop strategies to solve problems and make informed decisions	**Standard 1:** Inquire, think critically, and gain knowledge.
Content Standard 2: Locate and Evaluate Resources and Sources: Follow an inquiry process to identify, locate, evaluate, and select resources and sources in a wide variety of formats to meet the information need in an ethical manner.	**Outcome 1:** Locate and use information resources effectively and efficiently. **Outcome 2:** Review, evaluate and select media. **Outcome 4:** Comprehend content in various types of media. **Outcome 8:** Apply ethical behavior to use of information.	**Standard 1:** …accesses information efficiently and effectively. **Standard 2:** …evaluates information critically and competently. **Standard 6:** …strives for excellence in information seeking and knowledge generation. **Standard 8:** … practices ethical behavior in regard to information and information technology.	**Standard 2.0** – Digital Citizenship: Demonstrate an understanding of the history of technology and its impact on society, and practice ethical, legal, and responsible use of technology to assure safety. **Standard 5.0** – Technology for Information Use and Management: Use technology to locate, evaluate, gather, and organize information **Standard 6.0** – Technology for Problem-Solving and Decision-Making: Demonstrate ability to use technology and develop strategies to solve problems and make informed decisions	**Standard 1:** Inquire, think critically, and gain knowledge.

Originally prepared by Dr. M. Ellen Jay for MSDE, updated by IT&SLM – June 2010 Page 1

Maryland Technology Literacy Standards for Students

Documents are in PDF Format

PreKindergarten through Grade 3						Grades 4 through 8					
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6

Draft Standards for Grades 9 through 12

Maryland Technology Literacy Standards for Students for grades PreKindergarten through Grade 8

Technology Resources

Student	Teacher	School Administrator
Definition of Technology Literacy	Maryland Teacher Technology Standards (pdf file)	Maryland Technology Standards for School Administrators (pdf file)
Technology Skills: Companion Document to the Maryland Technology Literacy Standards for Students	Maryland Teacher Technology Standards Reflection Sheet (Microsoft Word file)	Maryland Technology Standards for School Administrators Reflection Sheet (Microsoft Word file)
Technology Literacy and Technology Education - A Side-by-Side Comparison		
Technology Literacy by 8th Grade Video		
TL8 Professional Development Modules		

MTPP Educational Technology Literacy Courses

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Main menu

- About MTPP
- Course Orientation
- Technology Requirements
- Pre-Assessement Survey for Assistive Technology Pilot Module
- Site news

Navigation

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- Courses

ABOUT MTPP

Formerly the Technology Literacy Consortium (TLC), the Maryland Technology Proficiency Partnership (MTPP) is a collaboration among twenty-four school districts, Maryland State Department of Education (MSDE), and Maryland Public Television (MPT) whose goal is to provide educators with access to high-quality professional development on the Maryland Technology Teacher Standards.

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Home

C3 Framework

CYBER-SAFETY

iKeepSafe C3MATRIX DIGITAL CITIZENSHIP

Physical and Psychological Well-being:

Students practice safe strategies to protect themselves and promote positive physical and psychological well-being when using technology, technology systems, digital media and information technology, including the Internet.

	BASIC	INTERMEDIATE	PROFICIENT
A. Recognize online risks, make informed decisions, and take appropriate actions to protect themselves while using technology, technology systems, digital media and information technology.	**Safe and Responsible Practices** • **Recognize** safety issues* related to technology, technology systems, digital media and information technology including the Internet (e.g., online predator tactics, posting controversial content). • **Use** safe practices related to technology, technology systems, digital media and information technology including the Internet. • **Recognize** and **understand** the purpose of protection measures (including filtering systems) for various types of technology, technology systems, digital media and information technology.	**Safe and Responsible Practices** • **Recognize** and **discuss** safety issues related to technology, technology systems, digital media and information technology including the Internet (e.g., online predator tactics, posting controversial content). • **Use** safe practices and procedures related to technology, technology systems, digital media and information technology including the Internet. • **Explain** the purpose of technology, technology systems, digital media and information technology protection measures.	**Safe and Responsible Practices** • **Recognize** and **discuss** safety issues related to technology, technology systems, digital media and information technology including the Internet (e.g., online predator tactics, posting controversial content). • **Use** safe practices and procedures related to technology, technology systems, digital media and information technology including the Internet. • **Explain** the purpose of and analyze the use of different protection measures for technology, technology systems, digital media and information technology.
B. Make informed decisions about appropriate protection methods and secure practices within a variety of situations.	• **Adhere** to privacy and safety guidelines, policies, and procedures. • **Discuss** the potential for addictive behaviors and the excessive use of technology and Internet. • **Describe** procedures for exiting an inappropriate site. • **Describe** procedures for reducing the chance of being a victim of cyber-bullying. • **Describe** procedures for reporting cyber-bullying and other inappropriate behavior or content.	• **Adhere** to privacy and safety guidelines, policies, and procedures. • **Describe** technology and Internet addictive behaviors. • **Describe** procedures for exiting an inappropriate site. • **Describe** procedures for reducing the chance of being a victim of cyber-bullying. • **Describe** effective steps to manage and resolve a cyber-bullying situation. • **Model** understanding about current safety needs.	• **Adhere** to privacy and safety guidelines, policies, and procedures. • **Describe** and **practice** procedures for disciplined and productive Internet use (e.g., balance between time on and off the Internet). • **Describe** and **practice** procedures for exiting an inappropriate site. • **Describe** and **practice** procedures for reducing the chance of being a victim of cyber-bullying. • **Describe** and **practice** effective steps to manage and resolve a cyber-bullying

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CyberWatch

Expanding Knowledge in Cyberawareness and Careers in Cybersecurity

10th Annual C3 Conference

Cyberethics, Cybersafety, and Cybersecurity

October 6-7, 2011
University of Maryland

Learn More

SAVE THE DATE

1 2 3 4 5 6 7

WHAT'S NEW

- SECURE IT 2011 Spring Programs
- MD High School Network Security Competition
- Mid-Atlantic CCDC High School Activities: March 10-12, 2011
- MD US Cyber Camps: July 11-14/July 18-22
- 2011 Summer CyberSecurity Pathways PD
- 2011 Summer Cyber Warrior Camps

PROGRAMS

We have a wide range of programs, content and activities for formal and informal settings. The central focus is Cybersecurity content, but it is supported by the too often neglected topics of citizen awareness of ethics, safety and security. More

WORKFORCE AWARENESS

What is CyberSecurity ? What is Information Assurance? What career options are there in CyberSecurity and what pathways are there? More

C3 AWARENESS

We inform the educational community about Cyberethical, Cybersafety and CyberSecurity (C3) implications of technology use and illustrate how students, educators and parents can apply these concepts to their own setting.

More

K12 IT SYSTEMS

Workshops are conducted at partner institutions on a variety of topics determined by our annual needs assessment survey. More

Thank You

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