Digital Citizenship - Safety and Security for an Online World
October 20, 2021
Cybersecurity Career Awareness Week

*Inspiring and promoting awareness and exploration of cybersecurity careers.*

- Inspire, engage, and inform the public about the demand, opportunities, and multiple career options
- Raise awareness about pathways to prepare a highly skilled and diverse workforce
- Support successful programs and showcase effective resources, especially those that increase participation of underrepresented populations

nist.gov/nice/ccaw
Objective 2.2 Advocate for multidisciplinary approaches that integrate cybersecurity across varied curricula that support diverse learners from a variety of backgrounds and experiences

Strategy 2.2.2 Encourage digital citizenship and digital literacy at all age levels
Digital Citizenship – Safety and Security for an Online World

Dr. Mike Ribble
Author, Presenter, Educator and Director of Technology
Putting the Digital Citizenship Definition to Action

Definition: *Digital citizenship is the continuously developing norms of appropriate, responsible, and empowered technology use.*

Action:
- *To lead and assist others in building positive digital experiences*
- *To recognize that our actions have consequences to others*
- *To participate in a manner for the common good*
level 0
We just block and filter a ton of sites & apps in our school so we don’t really need a DigCit plan.

level 1
We see the value of our staff and students learning DigCit skills, but don’t yet have a program plan.

level 2
We have a DigCit plan, but it mainly consists of exposure to the skills (watching videos, lesson plans, etc.).

level 3
We have a DigCit plan & we check to make sure our students have the skills (base-level checks for understanding).

level 4
We have a DigCit plan & we ensure our students transition from DigCit literacy to DigCit fluency by student demonstrations and “doing” DigCit day-to-day. We also measure growth in our program.
Today's S3 Student

Safe
- Protect Yourself & Protect Others

Savvy
- Educate Yourself & Educate Others

Social
- Respect Yourself & Respect Others
Safe

taking precautions to protect yourself and others from the risks of danger or injury.

What We Should Avoid
From: Admin Centre <bomi2817@stanfordblack.com>
Sent: Thursday, July 18, 2019 1:33 PM
To: ERIC REID <eric@usd383.org>
Subject: eric@usd383.org: PasswordReset

Office-365 Reset

Hi eric@usd383.org,

Your Account Password is due for expiration today: Thursday, July 18, 2019.

Please kindly use the below to continue with same password.

[Keep Same Password]

Thanks,

The Security Team.

Please do not reply to this email. This mailbox is not monitored and you will not receive eric@usd383.org response.
Savvy

wisdom and practical knowledge; the understanding to make good judgments
Deepfake Tom Cruise: You know I do all my own stunts, obviously. I also do my own music.
Social

creating cooperative and interdependent relationships and understanding of others
Example: Jeremiah Anthony
@westhighbros

Don't Let your mistakes define you. Let your achievements show the world who you truly are!

18 people like this.

https://www.fosi.org/good-digital-parenting/influences-behind-creation-west-high-bros/
STEP Process

- Stop – Take a Breath
- THINK – True, Helpful, Inspire confidence, Necessary, Kind
- Empathize – Reflect on others
- Post – If you have met the criteria above
NEW Research & Resources
• **DigCit 2.0** (6 E’s - engagement, enactment, empathetic, emerging, empowerment, & energy)

• New Element Reframing (privacy, collaboration, **upgrades to**: fluency & welfare)

• More on the S3 Framework
Designing for Today's
Safe, Savvy, & Social Learner

Learn Safe
Remember & Understand

Learn Savvy
Remember & Understand

Learn Social
Remember & Understand

Safe
Savvy
Social

Apply | Analyze | Evaluate | Create

Action
Action
Action

Safe, Savvy, & Social Learner
What’s the right process for your learners?
## Digital Citizenship 9 Elements Progression Chart

<table>
<thead>
<tr>
<th>Main Concept (9 Elements)</th>
<th>Subconcept</th>
<th>Elementary (K-2)</th>
<th>Elementary (3-5)</th>
<th>Middle School (6-8)</th>
<th>High School (9-12)</th>
<th>Touch Points/ Crossover with other Main Concept</th>
<th>Cross-Curricular Connections</th>
<th>Student Digital Citizenship Action &amp; Demonstration of Learning</th>
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<tbody>
<tr>
<td></td>
<td>Digital Inclusion</td>
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<td>Digital Inclusion</td>
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<td>ELL, Social Studies</td>
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<td>Accessibility</td>
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<td>Students use remote access to read books in class.</td>
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<td>Savvy</td>
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<td>Action Verb: Consider &amp; Evaluate</td>
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<td>Digital Rights &amp; Responsibilities</td>
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<td>Assistive Technology</td>
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<td>Social</td>
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<td>Action Verb: Evaluate &amp; Act</td>
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<td>Equal Opportunity</td>
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### 2. Digital Commerce

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<td>Real Life Stories: Real Rights &amp; Responsibilities</td>
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**Note:**
- **digcit.life/progression**
- See the digital citizenship handbook by Mike Ribble and Marty Park for more information.
What is the role of parents and community in a technology discussion? Are we providing resources? How can they be partners in this process?
Digital Citizenship Skills, Speak Up 2017:
Who Should Teach These Skills and Who Has Taught These Skills

- Classroom teacher:
  - Students, Grades 3-5: 47%
  - Students, Grades 6 to 8: 53%
  - Students, Grades 9 to 12: 73%
  - School Administrators: 88%
  - District Administrators: 91%

- Parents:
  - Students, Grades 3-5: 49%
  - Students, Grades 6 to 8: 58%
  - Students, Grades 9 to 12: 49%
  - School Administrators: 66%
  - District Administrators: 77%

- School librarian:
  - Students, Grades 3-5: 28%
  - Students, Grades 6 to 8: 16%
  - Students, Grades 9 to 12: 7%
  - School Administrators: 41%
  - District Administrators: 40%

- Student learning on their own/Learning on my own:
  - Students, Grades 3-5: 17%
  - Students, Grades 6 to 8: 35%
  - Students, Grades 9 to 12: 11%
  - School Administrators: 14%
  - District Administrators: 17%

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Thank **YOU** for the opportunity to learn with you!

What Questions Do You Have?
Q & A
LIBRARIES AND CYBERSECURITY

DAMON L. AUSTIN
DIRECTOR OF LIBRARY AND MEDIA SERVICES
DEMAThA CATHOLIC HIGH SCHOOL, HYATTsville, MD.
<table>
<thead>
<tr>
<th>Academic &amp; Federal Librarian</th>
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<tbody>
<tr>
<td>School Library / Media Center</td>
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<tr>
<td>American Association of School Librarians</td>
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<td>American Library Association</td>
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<td>American Library in Paris</td>
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<td>Maryland Library Association</td>
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<tr>
<td>Library Foundation Board</td>
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<tr>
<td>Cyber Security Management &amp; Policy</td>
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</tbody>
</table>
Libraries & Librarian Roles

- Academic – research, information
- Public – access, management, local community
- School – embedded, curriculum, literacy and more
- Special Libraries
  - law, government, industry, archives, museums, hospitals, etc.
“Libraries are major sources of information for society and they serve as guardians of the public’s access to information.” - American Library Association (www.ala.org)
CYBERSECURITY AND LIBRARIES
A PERFECT MATCH

Libraries value cybersecurity awareness

Libraries actively support cybersecurity standards

Libraries are important in cybersecurity (social effects)

Librarians implement critical cyber standards daily

Librarians encourage cybersecurity training and education
MULTIPLE CYBERSECURITY STANDARDS
WHERE DO LIBRARIES IMPLEMENT CYBERSECURITY STANDARDS?

- School Library workspaces (print network)
- Library higher education spaces
- Library professional training (remote and on-site)
- Library outreach to underserved populations
- Library advocacy
  - IMLS Grants
  - Foundations/Philanthropy
COMMON THREADS OF STANDARDS

01 ETHICS

02 ETHICAL SHARING OF IDEAS

03 ETHICAL COMMUNICATION

04 ETHICAL DATA AND INFORMATION COLLECTION

05 ADAPTIVE CREATION AND INVENTION WITHIN CURRICULUM
COMMON THREADS OF STANDARDS

RESPONSIBILITY & ACCOUNTABILITY

Evaluation of legacy footprint of work created

The perpetual and infinite digital environment

Cultural and legal outcomes of activity

Creating works inspiring secure behavior
Understanding impact of cyber ethics, information and technology (propriety, empathy)

Responsible application to technology and media learning (gaming much?)

Evaluation of information for accuracy and social context (critical thought)
CRITICAL CYBERSECURITY COMPETENCIES

Evaluating information for validity – digital literacy

• (social media, fantasy and viral ‘fakes’)

Personalized information technologies

• Stories, branding, etc.

Inspiring others to engage in safe responsible behavior

• Breakout rooms
ALIGNMENT OF STANDARDS

AASL & ISTE CROSSWALK

EDUCATORS: FACILITATOR (Investigate 7a)

AASL - Consistently engaging with the school community to ensure that the school library resources, services, and standards align with the school's mission

ISTE - Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
ALIGNMENT OF STANDARDS

AASL & ISTE CROSSWALK

EMPOWERED LEARNER (Collaborate 1c)

AASL - Involving diverse perspectives in their own inquiry processes

ISTE - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
ALIGNMENT OF STANDARDS

AASL & ISTE CROSSWALK

Empowered Learner: Global Collaborator (7c)

AASL – Actively contributing to group discussions and learning about diverse perspectives as a social responsibility.

ISTE - Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
PROFESSIONAL DEVELOPMENT & RISK REDUCTION
IDENTIFYING THE WEAK LINK?
REDUCE RISK

Uninformed
- Unknowingly committing security infractions or violations
- Discussing sensitive information in online forums
- Unknowingly clicking on a phishing scam

Misuse
- Using storage devices for official business without authorization
- Attempting to access information or space not relevant to the work assignment
- Misusing IT systems for non-work functions

Fraud/Theft
- Stealing sensitive information and sharing it for personal gain or RANSOM
- ID Theft
- Unauthorized use of password access
PROFESSIONAL DEVELOPMENT

Confidentiality Integrity Accessibility (CIA)

- Many opportunities for cybersecurity training
- Library Directors should strongly encourage staff
- Staff require time to educate sufficiently
- Improves security and reduces insider risk
OUTREACH TO UNDERSERVED CITIZENS

- Public library efforts to retirement communities
- Increased library support saves losses in the long-term
- Elder and other populations reinvest in the community
NEXT STEPS FOR INCREASED SUPPORT

LOCAL ADVOCACY AND GOVERNMENT COMMITMENT

- IMLS Grants (agency)
- State Library Associations (stewardship, advocacy)
- Library Foundations (philanthropy, community)
- ‘Big Internet’ philanthropy frames conversation on accountability
LINKS OF INTEREST

- Grants to States: Five Year Plans | Institute of Museum and Library Services (imls.gov)
- AASL and Future Ready Librarians crosswalk
- National School Library Standards crosswalk with Next Generation Science Standards
- AASL/ ISTE Crosswalk
- Professional Development - National School Library Standards (aasl.org)
Q & A
Complete Survey

https://www.surveymonkey.com/r/octnicewebinar
Thank You for Joining Us!

**Upcoming Webinar:** Witnessing an Evolution: The NICE Framework and its Role in Building a Better Cybersecurity Workforce

**When:** December 15, 2021 from 2-3PM ET

**Register:** [https://go.usa.gov/xMzhA](https://go.usa.gov/xMzhA)