Teaching Digital Etiquette in the Primary Grades: An Inquiry Approach

by

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We acknowledge with respect the Lekwungen peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

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Abstract

This project focuses on the development of a digital etiquette unit plan for primary grades in an inquiry-based environment. Appropriate digital etiquette includes the ability to converse and communicate with kindness and civility when messaging and working online, as well as supporting other's positive digital identity. The literature review includes a review of research regarding the effects of cyberbullying on today's youth and how strong digital citizenship skills, including digital etiquette, are vital when navigating social media and texting platforms. Chapter three includes a detailed yet adaptable unit plan on how one might introduce digital etiquette to a primary class. Although many primary students do not often have the opportunity to text with friends in a messaging application, various video games and online learning platforms with a text box feature are becoming more common. Bridging classroom etiquette with digital etiquette is an important first step to helping all students understand the importance of kindness and civility in the online world.

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Dedication

To my Mom and Dad: The Crossley Crew cannot begin to count the ways your help and assistance during the past two years has meant to all of us. Thank you for being there. I am forever grateful.

To my current Grade 3 class: Thank you for being on this learning journey with me. I hope these lessons help you remember the importance of kindness and civility in your online interactions.

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Chapter 1: Introduction

Introduction

This paper explores the importance of teaching digital citizenship skills, specifically digital etiquette, from a young age. The mainstreaming of digital devices, combined with the hope that children will inherently know how to act during online interactions, is leading to serious consequences in the areas of child mental health and wellbeing. Parents, teachers and administrators of elementary school students can build a foundation of respect and tolerance through modeling positive exchanges and interactions in both face-to-face and online examples.

Rationale

Technologies have become an integral part of our lives. Our days are filled with connecting with colleagues, completing projects, and socializing with friends, with much of this happening online. In fact, being digitally literate is a key factor in being successful in today's Internet society (Shively & Palilonis, 2018). Children of today, or "digital natives," have always been around things like Wifi and Google, or Apple and Android devices. They have been using forms of technology for as long as they can remember (Martin, 2015). In an ideal world, parents would not have to worry about their children's online interactions. Parents would feel safe knowing that their children possess the skills to have respectful online interactions with their peers and be able to stand up to disrespect when it occurs. Unfortunately for most, this is not the case.

The challenge that humans are now faced with, according to Hollandsworth, Donovan, and Welch (2017), is to ensure technologies are used productively and responsibly. With the increase in the use of technology comes the increased accountability for the abuse of that

technology, and therefore, more awareness about digital citizenship is needed from all stakeholders (Hollandsworth et al., 2017).

As a primary classroom teacher, I deal with playground disagreements and hurtful comments on a regular basis. It can be as quick as having one student apologize to another for an accidental shove while scampering to the playground, to more lengthy conversations regarding infractions about our classroom agreements. Occasionally, though, I have need to bring the school counsellor into our conversations. It is these conversations that usually mean there is some friction between students, whether name-calling, leaving someone out of a recess game, or worse. These conversations are what makes me most concerned about how my students are dealing with their emotions. School is a place for students to make mistakes and learn from them. Students who feel supported are able to voice their feelings in a caring environment and know they are being heard. Facilitating these conversations allows me to suggest different scenarios to help my students see the bigger picture and resolve their conflicts.

It does not take much to make the leap from primary school face-to-face interactions to those some might already be dealing with online. Whether texting with a friend or playing an online game with a chat feature, children are entering a new realm of communication. As these interactions usually happen outside of school hours, teachers have less control over facilitating a positive outcome. It is within this realm that students' skills and knowledge about digital etiquette need to be strong.

Project Goals

The research question I will explore is how primary educators can begin to introduce and model good digital citizenship with their students. The purpose of my project is to teach and

model a variety of ways for primary students to practise good digital citizenship, especially online etiquette and civility, in a safe and supported environment.

Curriculum across Canada is constantly changing due to the nature of our changing world. With students accessing devices at increasingly younger ages, it is imperative that schools take on the important role of educating students about the importance of digital citizenship, digital etiquette and online civility.

Literature Review Methods

Many of the articles I read for this project came through the University of Victoria library database, with a few others coming from Google Scholar as well as directly from journal sites such as Springer and Elsevier. I began by looking at issues that arose during secondary school and focused my database search to include terms such as “digital citizenship AND teenager” or “digital citizenship AND ethic*” while selecting “teenager”, “secondary school”, or “high school” within the subject terms. Then, I looked at articles that came from broader searches: “digital citizenship OR digital literacy AND school”, “digital citizenship AND social-emotional OR SEL”, “digital citizenship AND respect OR courtesy OR tolerance”. These two main searches brought many different perspectives about the issues facing upper-level students and digital citizenship. Then, my focus narrowed, and I searched specifically for terms (e.g., “aggression AND social media”, “school climate AND cyberbullying”, “character education AND digital citizenship”), as well as names that were consistently mentioned in the literature I had read so far.

Chapter 2: Literature Review

What Is Digital Citizenship?

Digital citizenship is a subset within digital literacy whose definition can vary from scholar to scholar (Kim & Choi, 2018). Whether simply describing a person's behaviour when they use digital tools (Searson et al., 2015), to an extensive description of nine elements that encompass digital citizenship (Ribble, 2015), many scholars agree that digital citizenship is of utmost importance.

In 2007, Ribble and Bailey wrote *Digital Citizenship in Schools*, a comprehensive book outlining nine elements of digital citizenship and how to use them in the classroom. The elements were as follows: digital access, digital commerce, digital communication, digital literacy, digital etiquette, digital law, digital rights and responsibilities, digital health and wellness, and digital security (Ribble, 2012). Over the years, the elements have been updated and, although carry relatively the same message, are now presented in a couple of different, easier to remember ways. The first is looking at the elements with the phrase Respect, Educate, Protect (REP): Respect includes the elements of etiquette, access and law; Educate includes the elements of literacy, communication, and commerce; Protect includes the elements of rights and responsibilities, security, and health and wellness (Digital Citizenship Institute, n.d.). The elements are also promoted in Ribble's "S3 Framework": Safe (protect yourself/protect others), Savvy (educate yourself/educate others), and Social (respect yourself/respect others) (Ribble & Park, 2020). Ribble wanted these elements to "lead and assist others in building positive digital experiences, to recognize that our actions have consequences to others, and to participate in a manner for the common good" (Nine Elements, n.d.).

The International Society for Technology in Education (ISTE) worked with Ribble's framework to construct the ISTE Standards for Students. Their definition of a digital citizen is a person who recognizes the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical (ISTE, n.d.). For the purposes of this literature review, I will be focusing on the engagement of positive and ethical behaviour when using technology networked devices or for social interactions (ISTE, n.d.).

Why Teach Digital Citizenship?

With advances in technology rapidly changing our world, students need skills to navigate these changes. Kim and Choi (2018) state, "digital citizenship education is not simply about teaching the use of digital tools. It is the process of preparing students for life in a world full of abundant skills" (p. 156). This comment reflects the thought that digital citizenship is a process and should be interwoven through a child's life or the curriculum and not just taught as a separate class.

The process of teaching these skills seems to be falling to schools most, with administrations and policymakers stating "the important goal for each classroom teacher to act as a responsible, informed, and active digital citizens within a globalized and networked society has become an important purpose of education" (Choi et al., 2018, p. 144). However, there are many teachers who are unsure of how to do this because they must be able to "perceive themselves as equipped with skills and knowledge to be a capable, competent digital citizen" (Choi et al., 2018, p. 144). For many experienced teachers, digital citizenship education was not part of their schooling and even today not all teacher education programs focus on educational technology or digital media (Hui & Campbell, 2018).

Digital Citizenship and Character Education

Digital citizenship could be looked at as the close cousin to character education. "Character education is as old as education itself. Down through history, education has had two great goals: to help people become smart and to help them become good" (Lickona, 1993, p. 6). Over 100 years ago, John Dewey saw students as citizens-in-training. The "formal relationship of citizenship" must be "interwoven" into the fabric of the social life of the school (Dewey, 1909, pp. 9–11). Carpenter (2006) describes how Dewey envisioned his school. It was "ideally a '. . . a model of community life. . . .' He believed that it must provide the opportunity for students to learn using methods that would reinforce the social connectedness of their existence" (p. 32). Dewey had many hopes for what a school could be—a place for students to see and experience different activities and think about how they connect with them, a place to broaden their horizons and meet people of different occupations, classes, races, and ethnicities—might also lead students to take action against the barriers of class, place and race which keep humans from reaching their full potential (Carpenter, 2006, p. 33). Jeynes (2019) furthers this idea of character education, stating "there are certain values that virtually every human being believes should be taught in the schools . . . these are values that virtually everyone embraces, for example, honesty, sincerity, responsibility, and respect" (p. 38). Jeynes' (2019) meta-analysis on the relationship between character education and student achievement and behavioural outcomes showed that there is "a statistically significant relationship between character education instruction and overall student outcomes" (p. 43), right from pre-kindergarten to college. In schools that taught character education, students showed increased compassion and self-control, decreased violence and bad behaviour, more honesty and improved social skills (Jeynes, 2019).

Fisher and Frey (2010) elaborate even further, describing how courtesy dictates social behaviour. “As a school community, we must hold one another and ourselves accountable for interactions that foster respect and trust. Discourteous behaviors destroy the community and can result in hurt feelings, anger, and additional poor choices” (p. 288). Armfield et al. (2016) also agree that digital citizenship is a natural progression from teaching citizenship, but that reinforcing the connection between students is important. “Because the distance of online communications often creates a barrier to connectedness, students will need to understand how their interactions in these spaces can have the same consequences as those in their immediate circles” (Armfield et al., 2016, p. 277). Choi et al. (2018) link this all together by stating the internet “is no longer a new and mysterious space. Rather, it is where we think, feel, behave, and experience on a daily basis in connection with mixed offline and online participation” (p. 585).

When Should It Be Taught?

The British Columbia Digital Literacy Framework from the Ministry of Education outlines 146 digital literacy guidances for all students from K–12 within the province. Two of these outcomes that relate directly to engaging in respectful online behaviour are seen earliest at the Grade 3–5 level:

1. understands what it means to be responsible to and respectful of his/her offline and online communities as a way to learn how to be a good digital citizen.
2. demonstrates responsibility and respectfulness in his/her online communications and communities. (p. 4–5)

The Province also suggests that the age range given for each guidance is just a suggestion and that teachers can model these guidances at a younger age. (Ministry of Education, n.d.). Interestingly, several researchers believe digital citizenship education needs to occur much

sooner than that. Sprung and Froschl (2016) describe how even though digital media is transforming the world for young children, teaching about how they should act is far behind. "Even though young children may physically know how to swipe a screen or tap an icon, this does not mean they are prepared to use such devices in responsible ways" (2016, p. 406). Hollandsworth et al. (2017) described the need for awareness and education of digital citizenship issues to begin in the early grades, and that nearly all digital citizenship education should begin much earlier—in preschool and kindergarten. Preddy (2016) agrees, stating,

> The concept of digital citizenship is important for all learners, no matter whether you teach students in primary, intermediate, middle grades, high school or work with those in vocational training or college. What you teach them and how it might look will be different, but it is important to start students off young and continue to reinforce these skills and lessons throughout their educational career. (p. 5)

This quote emphasizes the fact that even though students might not have access to students throughout the day, it is still important to impart digital citizenship knowledge and skills at a young age.

Social Media and Mental Health

Strong digital citizenship skills are vital when navigating the internet and communicating through various social media platforms. This next section explores issues related to/can affect digital citizenship skills/outcomes.

Teasing, Bullying, and Cyberbullying

Mental health and well-being of students is also an area of concern. Real-time teasing and bullying in schools and communities is a well-documented global problem. It is pervasive, it starts at the earliest levels of education and, if left unaddressed, can cause serious harm to the

children who are victims, and to the bystanders who feel powerless to stop it. (Sprung & Froschl, 2016).

Teasing is an issue that schools constantly face, and it can be easier to deal with when it is face-to-face. Not all teasing is bad. Lighthearted teasing between two people can be a way to help bond or form friendships (Lee, n.d.). Friends joking around about clothing choices or behaviour, or making fun of music tastes, can help children learn constructive criticism and teach them to alter their behaviour for the better (Lee, n.d.). However, when teasing turns to negative, belittling comments and happens repeatedly, that is when it becomes bullying. Sprung and Froschl (2016) found that "teasing and bullying has expanded from real time in the classroom and community to the Internet, and has become a pervasive source of harm" (p. 405). This online teasing and bullying behaviour are described as cyberbullying, defined by Hinduja and Patchin (2017) as "incidents where adolescents use technology to harass, threaten, humiliate, or otherwise hassle their peers" (p. 52). The victims of aggression and bullying of yesterday could find some relief knowing the aggressor would stop when the school day ends (Kimmons & Belikov, 2018); however, cyberbullying can continue after school hours as "a cyberbully has a persistent, instant connection to the intended victim that can be manipulated at any time and at any place and that permits for a wider audience to witness the abuse" (Kimmons and Belikov, 2018, p. 188). Deleting social media accounts or blocking the aggressor from personal feeds does little to help the situation, as the aggressor can continue to use the medium to spread hurtful information to his or her peers (Kimmons & Belikov, 2018). When bullying moves from the schoolyard to social media and online outlets, it is possible that much of the activity is going unnoticed (Cassidy et al., 2011). Cassidy et al.'s article, which reported on data from two studies that surveyed students, parents and educators, showed that while about 10 % of parents reported

their children being involved in some form of cyberbullying activity, students reported much higher values of either being the aggressor (35 percent) or the victim (32 percent) of cyberbullying (2011). Educators from the same study were only able to provide a few examples of known cyberbullying activity, "yet up to 32 percent of students in these schools had been cyber-bullied in the last year and up to 36 percent had participated in cyber-bullying activities towards others" (Cassidy et al., 2011, p. 273).

Mental Health Effects

The issue of cyberbullying has far-reaching effects, no matter whether you are a K–12 student or an adult. Social media is a constant stream of visual and written material and "when scanning social media feeds, you will be hard-pressed not to find postings, memes, and videos degrading specific individuals" (Armfield et al., 2016, p. 271). There is a long list of possible effects for children who are victims of teasing and bullying: shame (Armfield et al., 2016), depression (Martin et al., 2018), low self-esteem, depression, physical and mental illness (Sprung & Froschl, 2016), anxiety, stress, sleeplessness, weight loss, and even suicidal thoughts (Cassidy et al., 2017). Often, these children do not want to attend school and "in some instances, parents of bullied children have moved to a new location so their children could attend different schools. In extreme cases, children have taken their own lives" (Sprung & Froschl, 2016, p. 405). These issues affect all aspects of the student victim's life.

However, these phenomena aren't just happening in K–12 schools. In a recent study by Cassidy et al. (2017), university students and staff members also reported incidences of cyberbullying. "Students reported being targeted primarily by other students, while faculty members, whether junior or senior, tenured or untenured, or in administrative roles, were targeted by both students and colleagues" (Cassidy et al., p. 15). Subjects felt similar emotions

that younger students did, including sadness, embarrassment, and humiliation, as well as effects such as depression, stomach aches, anxiety which, in turn, affected their professional and personal lives (p. 16). “Cyberbullying is affecting people of any age. The impacts of cyberbullying seem to cross age differences as well as status and position differences” (2017, p. 16). These issues highlight the need to address cyberbullying at an early age so that the victimization of students does not continue into adulthood.

School Climate and Mental Health

School climate plays a large role in the mental health of students. If school is a place the student feels unsafe, due to teasing and bullying behaviours, the student will be unwilling to go. In Ortega-Baron et al.’s (2015) article, adolescents who identified as being moderate or severe victims of cyberbullying, “have a significantly lower academic self-concept than the non-victimized adolescents” (p. 62). Lack of perceived support from teachers, as well as friends and friendship with peers, are two other areas of concern when looking at how school climate relates to cyberbullying.

Williams and Guerra (2007, as cited in Davis & Koepke, 2016) found students who reported a negative school climate were more likely to state they had bullied others online (p. 525). They also go on to state that “strong parent relationships and positive school experiences are more likely to serve as protective factors against cyberbullying than adults’ rules around technology use" (p. 537). Sprung and Froschl (2016) agree, stating, “providing strategies to help children cope with teasing and bullying situations and developing a classroom climate of kindness can change a culture of conflict to one of cooperation” (p. 405). According to Gendron et al., (2011) self-esteem can have both a negative and positive effect on bullying behaviours when considering school culture. “Youth with high self-esteem participating in schools

considered supportive apparently found that context reaffirming and thus were less likely to resort to bullying behavior. However, within schools perceived as non-supportive, higher self-esteem was associated with higher bullying" (2011, p. 160).

Other Reasons for Concern

There is a wide range of concerns that researchers have identified when it comes to students getting digital citizenship instruction, including access to personal devices, educators' hesitance and lack of training, student hesitance to report unsafe behaviours, parent socio-economic status, parent rules regarding time online, and parent fear or denial.

MediaSmarts, a Canadian not-for-profit organization for media and digital literacy, recently published statistics regarding smartphones, stating "among children ages birth to four 42% have their own smartphone, compared to 41% of five- to nine-year-olds, 55% of 10- to 13-year-olds, and 77% of 14- to 15-year-olds" (Brisson-Boivin, 2018, p. 18). This study does not elaborate on what the children are doing with their devices. As a matter of fact, not much is known about the online behaviours of primary school children, as the majority of studies have focused on teenagers (Blaya & Fartoukh, 2016).

Hesitance among educators to teach digital citizenship to their classes might also be an issue, especially if teachers are unsure about teaching digital-age skills in their classrooms (Ribble, 2012). Some teachers might also take a "this is not my problem" stance, believing that this is a technology issue rather than one that affects society in general (Ribble, 2012). Also identified is the lack of training regarding etiquette and appropriate use for social media for all people involved, including parents, educators, administration, and students, with many reactions (whether positive or negative) driven by news and other current events (Hollandsworth et al., 2017; Ribble & Miller, 2013). Hollandsworth et al. (2017) also found that teachers were

spending more time moderating issues resulting from social media use rather than teaching digital skills. It is these reactions, especially from schools and parents, that result in taking a negative or protectionist view of technology (Brisson-Boivin, 2018). This often leads to a restrictive method of intervention for children's digital activities (Brisson-Boivin, 2018).

This also relates to parents' denial and fear, for instance, thinking that digital citizenship issues would never happen to their own child, only to other children (Hollandsworth et al., 2017). Parents are also especially concerned about the lack of control that comes with the new digital era (Buchanan et al., 2019). With social media technology changing at a dizzying pace, parents feel unprepared for the responsibilities of helping children navigate their online activities and interactions. They can no longer be sure who their children are communicating with, what their children could access and how to monitor it (Buchanan et al., 2019).

Parental fear and denial were not the only way parents affect digital citizenship skills. According to Wang and Xing (2018), students whose parents were more involved in their own technology usage and online activities have higher reported levels of digital etiquette and digital safety. Also, students whose parents have better socio-economic status have a higher level of digital etiquette and digital safety (Wang & Xing, 2018).

Another factor to consider is the difference between boys' and girls' social media experiences. Girls begin to use social media earlier than boys do, use it significantly more than boys, and girls are more willing than boys to accept a friend request from someone they do not know (Martin et al., 2018). Girls also have a higher probability of being victimized online (Khurana et al., 2014).

Finally, living in today's age of anonymity, digital citizenship is not intuitive (Preddy, 2016). Students themselves show that even when they perform well on tests that evaluate proper

online behaviour, they often still fail to follow digital citizenship guidelines in real life (Hui & Campbell, 2018). Standing up to perceived peer pressure within an online community is a great feat for young people "especially when social harmony and peer acceptance are incredibly important to a young person's sense of self, and their ability to maintain satisfactory peer relationships" (Brisson-Boivin, 2019, p. 59). An example of this is described by Brisson-Boivin (2019): "while most youth feel it is important to speak up when they encounter casual prejudice online, many young people still feel that it is 'not my place to do so' and perceive intervention as primarily an adult activity" (p. 59).

The Positive Side of Social Media

For all the research that talks about concerns about children and their activities online, there are positive sides, too. Children are growing up in a world where the internet is so embedded in their daily life. The research no longer sees a child's "relationship with the internet as a medium" but instead sees their relationship with the world "as mediated by the internet in particular and changing ways" (Livingstone et al., 2018, p. 11). Social media is quickly becoming a way to not only engage with material but also see the world through different perspectives and share personal perspectives.

Social media helps people stay connected to family and friends, sharing information, pictures, and ideas with those close to them (Dotterer et al., 2016). "Social media participation can also offer deeper benefits that extend into adolescents' view of self, community, and the world" (p. 61). Teachers are embracing platforms like Twitter to provide students with the opportunity to apply positive social media skills in real-time (Curran & Ribble, 2017). Social media allows students to communicate their ideas using language, imagery and video (Armfield et al., 2016). Especially with the call for remote learning during the recent pandemic, social

media was seen by many educators to be a lifeline, extending classroom conversations while at home as well as connecting to experts related to the subjects they studied (Dotterer et al., 2016, p. 62). In fact, the sudden move to online or remote classes may strengthen student's digital literacy skills (Buchholz et al., 2020). When talking of children ages 8 and younger, Holloway et al. (2013) say "being able to use computers and the internet effectively and responsibly supports good interpersonal relationships and promotes creativity, self-expression and individual identity-making" (p. 16).

Another need for digital citizenship in schools is to bring awareness to a student's digital footprint. A digital footprint refers to the permanency and future availability of social media posts. Content can be made, copy and pasted, and shared instantly to many people with just one click (Martin et al., 2018). Seeking out digital footprints is a technique often used by businesses, colleges and universities, and other institutions as an aide for recruitment and hiring, as a quick search can result in a wide variety of information from social platforms because content, once posted, is stored and can be retrieved for years to come (Author, 2018). Parents and teachers are very aware of the negative issues regarding digital footprints, including teaching youth to guard their personal information and to be cautious about what content is being shared online, "but had little awareness of the positive potential of digital footprints or how to help children manage their digital lives" (Buchanan et al., 2019). A positive footprint can be used as "an asset, a 'personal brand' that allows others to see your interests, achievements and skills" (p. 169), and more explicit teaching in this area can help students after high school when deciding where their interests take them next.

Recommendations for Practice

With the rise of technology use among young children, whether they are playing online games, taking part in school-based activities, or talking over video platforms with friends and family, communicating digitally is fast becoming the norm (Sprung & Froschl, 2016). “Teaching students digital etiquette and safety can shield them from potential harm and preserve their online integrity” (Dotterer et al., 2016, p. 62).

Netiquette and Civility

Many scholars have similar definitions of netiquette, otherwise known as online etiquette or digital etiquette. The European Commission’s Digital Competencies Framework for Citizens (Carretero et al., 2017) refers to netiquette as a competency whereby citizens need “to be aware of behavioural norms and know-how while using digital technologies and interacting in digital environments” and “to adapt communication strategies to the specific audience and to be aware of cultural and generational diversity in digital environments” (p. 30).

The idea that netiquette and citizenship education are important parts of schooling is not new. Martin et al. (2018) state that “basic netiquette is required to avoid discriminatory, defamatory or derogatory remarks online, and encourage being respectful and sensitive to others’ cultural differences” (p. 215). Kimmons and Belikov (2018) go further, stating civility invites interaction in order to find information or understanding from others, and therefore is much more than manners or etiquette. “Civility counteracts abuse in all forms—physical, emotional, intellectual, and social—by emphasizing respectful, humanizing interaction as a precursor for sharing, argument, and critique” (2018, p. 188). At the moment, we are living in a time where being uncivil on social media is considered a widespread issue. This has serious implications in the educational setting (2018). Structuring a program around civility will give primary teachers

an opportunity to scaffold their students' learning with a concept that children learn at a very young age—the Golden Rule. This is especially important to impart on young children, who can often forget that there is another human being at the end of a text or tweet (Curran & Ribble, 2017).

Common Sense Media, MediaSmarts, BrainPop, Safer Internet Centre, and eSafety Commissioner are just a few of the organizations that have programs, lesson plans, parent resources, and child-friendly tutorials to help teachers add digital citizenship content into their curriculum. In reality, there is no "perfect plan" that will meet the needs of every school around the world. "Since the harm of online meanness is not evenly distributed, one-size-fits-all solutions are unlikely to be effective (Steeves, 2014, p. 8).

However, researchers have identified important factors to think about when choosing a digital citizenship plan or creating a school resource. Hui and Campbell (2018) maintain that "beyond digital citizenship knowledge is good digital citizenship practice. Assessing students' online behavior and attitudes should be the foundation of the digital citizenship curriculum, not just how well they know (Ribble's) nine elements" (p. 130). Alec Couros agrees but says that the teaching and assessing of respectful online behaviour shouldn't fall to just one person and that we need to share the responsibility for guiding students.

> Policing of online activities should begin through the work of persistent, diligent community leaders (usually teachers). As the community grows, this work should be performed by students (of sufficient maturity) or through mentorship opportunities with older children or young adults. The involvement of parents, teachers from other schools, pre-service teachers, or other responsible individuals can help develop a more authentic

> community. Let it be understood that all community members, not just the students, are responsible for online health, safety, and growth. (Couros, 2008, p. 21)

Ortega-Baron et al. (2016) agree that parents need to play a role in their child's teaching, especially to "foster positive communication, not only at home, but also in the virtual world where their children navigate" (p. 63). Dotterer et al. (2016) also agree that parents need to take an active role, encouraging parents to become active participants to help their children use safe online behaviour (p. 62).

Similar to structuring schools' responsible use policy, parents should outline the positive aspects of internet use while clearly defining inappropriate behaviors. Schools can help parents and students by providing tools to supplement the digital citizenship content being taught in schools (Dotterer et al., 2016, p. 62).

Nicole Krueger (2019) agrees with Couros about students mentoring students, especially when parents are trying to convince their children that digital citizenship matters. "Peers, on the other hand, may be better equipped to speak to the "whys" of digital citizenship as they share their own experiences and discuss real situations they've encountered online."

Jones and Mitchell (2016) begin by stating that it is important to focus on the positive actions and not punish the negative actions.

> If, instead of instructing youth on the harms of cyberbullying, digital citizenship education efforts helped youth practice using respectful behavior during online disagreements, taking others' perspectives, and supporting individuals who were being targeted negatively, there is a possibility that it could also result in decreased online harassment. (p. 2064)

Steeves (2014) agrees with focusing on taking others' perspectives and suggests lessons include empathy-building content, with special attention given to how to deal with "hot" emotional states and withdraw from online communications that discourage empathy. Helping students "develop healthier relationships with each other and more productive responses to anger and interpersonal conflict" will add to the skills they need to "navigate conflict in a safe, pro-social and respectful way" (p. 8). Curran and Ribble (2017) also agree that empathy plays an important role when teaching digital etiquette, especially about being a good offline and online friend. "As the theme of respect is repeated, etiquette will involve the online skills necessary to compose an email, write online comments on blog posts or social networking platforms," as well as text in socially responsible ways (p. 37).

Empathy is just one of the social and emotional skills that are beneficial to teach in today's classroom, especially when teaching digital citizenship.

> Social and emotional learning gives children and adults the knowledge, attitudes, and skills they need to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make positive decisions. Social-emotional skills, such as self-awareness, self-discipline, persistence, and empathy, enable children to become socially responsible citizens. (Sprung & Froschl, 2016, p. 406)

Jones and Mitchell (2016) agree that these characters or values should be more integrated into curricula. "We propose that tolerance and respect become a more direct focus of digital citizenship education" (Sprung & Froschl, 2016, p. 406).

There is also consensus that the curricula used need to include clear examples of what good and bad online communication can look like (Brisson-Boivin, 2019), be based on real-life

experiences, related to the interests of the students (Gleason & Gillern, 2018; Kim & Choi, 2018), as well as taught across the curriculum and not just in technology lessons (Dishon & Ben-Porath, 2018). Sprung and Froschl (2016) agree that real-life examples and modelling are important

> It's difficult to understand hurt feelings when you don't see facial expressions or body language that reveal sadness. It's easier to say mean words when you don't immediately see the consequences of your behavior. Angry words in the classroom can be forgiven and forgotten. Anger expressed online can go viral and is permanent. (Sprung & Froschl, 2016, p. 406)

When applying this advice to students in grades K–3, developmentally appropriate resources or lessons are important. For most students in the primary grades, this might be the first lessons that they have had introducing them to social media. Sprung and Froschl (2016) recommend scaffolding student learning with information they already know.

> As adults, we teach by example. We demonstrate kindness and fairness in our daily interactions with children and other adults, we are empathic when children are sad, we encourage children to be mindful of their peers' feelings, and we use "teachable moments" to illustrate pro-social behavior and provide guidance to solve conflicts peacefully. We need to embrace these traditional early education principles as we prepare children for digital citizenship. (p. 407)

By focusing on an approach that reinforces social-emotional skills, students are given a strong background when dealing with issues that arise when interacting through social media and other areas online (Sprung & Froschl, 2016).

Conclusion

Richard Osguthorpe and Matthew Sanger (2013) reviewed over 250 teacher candidates' applications submitted when applying to university. When applicants were asked why they chose to pursue a career in education, 71% of them said either that they wanted to be a role model, or they wanted to make a positive difference in students' lives. Teaching digital citizenship skills and modelling good digital citizenship skills would be an excellent way for teacher candidates to make a positive difference.

Scholars and researchers agree that teaching digital citizenship skills is of utmost importance. Teaching these skills seem to fall into the school's realm of expertise, but there are some teachers who feel inadequately trained to teach them. Moving forward, we need to think about digital citizenship as a set of skills that students need to safely navigate their world. Character education lessons could be used as a starting point when forming digital citizenship lessons. Rarely did researchers or scholars report an appropriate time in a child's development to begin digital citizenship education, although a couple stated that it was important to begin early in a student's school career. Concerns about safety, access to devices, student reluctance to report inappropriate online behaviour, and parent fear or denial are just some of the areas that plague digital citizenship in schools and at home. Little is known about what younger children are doing online, which could be an area of future research, along with parents' socio-economic status affecting their own children's levels of digital citizenship. There are many different digital citizenship and digital literacy programs that are available for schools to use or purchase to help encourage or maintain good digital citizenship; however, there is no "one size fits all" model. Many researchers report on characteristics of successful digital citizenship lessons or curriculum, as well as the positive outcomes of good digital etiquette. No matter which path or program is

chosen, schools need to think about sharing responsibility when guiding students and modelling good digital citizenship.

Chapter 3: Digital Etiquette Unit Plan

Figure 1

Banner of Digital Etiquette Project Site

The project I created consists of two unit plans—one using an International Baccalaureate (IB) Primary Years Programme (PYP) planning template and one using a traditional unit plan template—including materials, for teaching digital etiquette in the primary grades. Both unit plans are covered by the Creative Commons license CC BY-NC-SA, allowing you to "distribute, remix, adapt, and build upon the material in any medium or format for noncommercial purposes only, and only so long as attribution is given to the creator" (Creative Commons, n.d., para. 5). In other words, the plans are for you to use in the classroom, added to your existing digital citizenship lessons, edited to fit the grade you teach and edited to fit your needs so long as you give credit to me, the author. If you do alter or build upon the material, you must also license the material under the same terms as I have done.

To attribute this work, please use the following:

Digital Etiquette: A Primary Grades Plan to Teach Digital Communication Using Kindness and Civility by Heather Crossley is licensed under a Creative Commons Attribution-NonCommericial-ShareAlike 4.0 International License (CC BY-NC-SA 4.0).

The unit plans will be kept in several different forms and places. Attached to the project will be a PDF of each unit plan, which will be static. The plans will also be uploaded to my project site at https://teachercrossley.opened.ca. These versions will be kept in Google Docs and Google Slides format and be updated to align with the BC curriculum documents. I invite you to make a copy and adapt them to suit your needs under the Creative Commons license described above.

Before You Begin

Before embarking on this unit plan, students should have an idea of what citizenship means. “E is for Ethics” by Ian James Corlett is a lovely children’s book that contains a story about citizenship, as well as other short stories about different morals and values.

The platform I used for these lessons was Seesaw, an online platform that we already have permission to use at my school. These lessons also rely on the use of devices (iPad, tablet, Chromebook, etc.), but they can easily be adapted to use in a one device scenario or a no-device scenario.

Overall Rationale: To connect face-to-face manners and etiquette to digital texting communication platforms.

Subjects Covered: English Language Arts; Applied Design, Skills, and Technology; Physical and Health Education

Curricular Competencies and Content:

- Use materials, tools, and technologies in a safe manner in both physical and digital environments (ADST 3)
- Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation (ELA 3)

- Exchange ideas and perspectives to build shared understanding (ELA 3)
- Describe and apply strategies for developing and maintaining positive relationships (PHE 3)

Prerequisite Concepts and Skills:

- Review and confirm knowledge of citizenship
- Knowledge of the Seesaw platform (or other online classroom sharing platform, if using devices for this unit plan)

Organizational and/or Behavioural Management Strategies

This unit plan was developed in the time of the COVID-19 pandemic. In all classrooms, small group activities and partner work have been replaced with individual seatwork, and student helpers replaced with teacher distributed materials. Throughout the plan, I have added small activities in preparation for when restrictions in the classroom allow for collaborative student interactions. Please add and adapt to suit your classroom needs.

Extensions/Adaptations

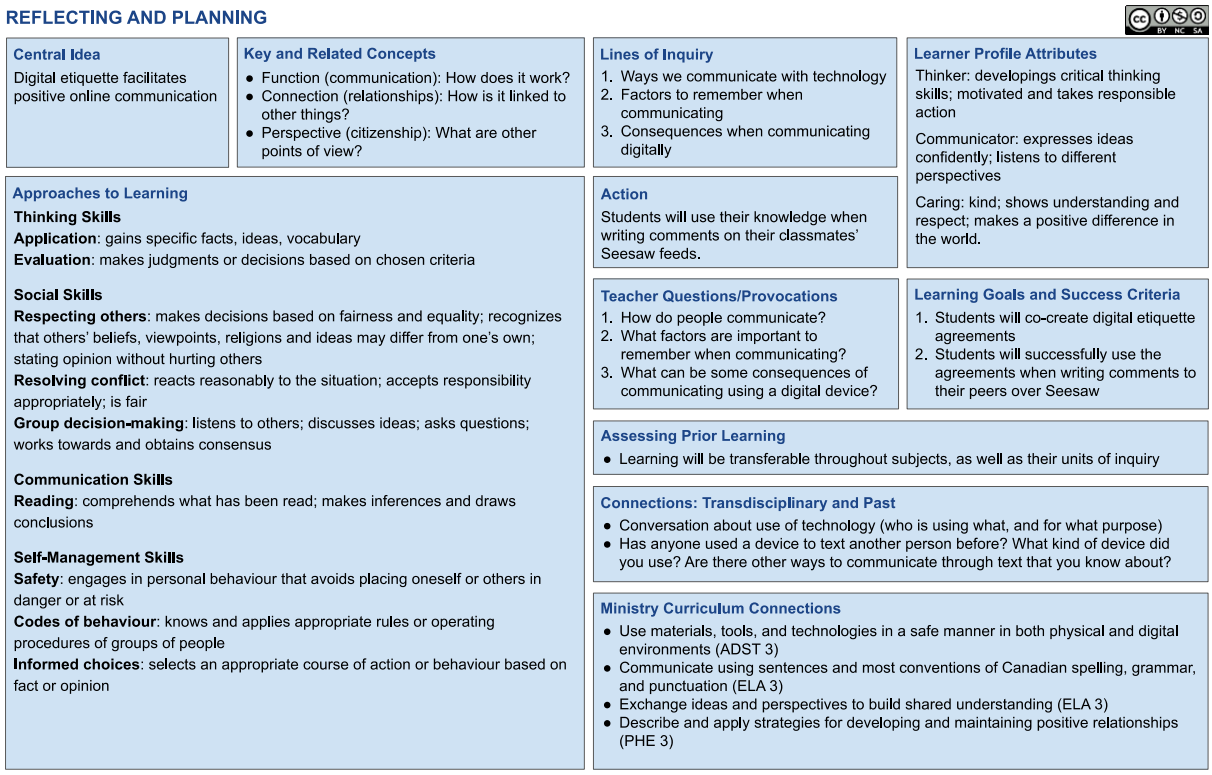
The biggest extension or adaptation for this unit is to keep the conversation happening. My goal with this unit plan is that it continues throughout the year as well as into other areas of learning.

The IB PYP Unit Plan and Template Explanation

I teach at an IB school which supports an inquiry method of teaching. The planning template used is one my school designed to meet the planning needs of our teaching staff. I have adapted it slightly to fit this plan.

Figure 2

IB PYP Planner – Grade 3 Digital Etiquette, Page 1. Larger print version available at: https://teachercrossley.opened.ca



REFLECTING AND PLANNING

Central Idea
Digital etiquette facilitates positive online communication

Key and Related Concepts
- Function (communication): How does it work?
- Connection (relationships): How is it linked to other things?
- Perspective (citizenship): What are other points of view?

Lines of Inquiry
1. Ways we communicate with technology
2. Factors to remember when communicating
3. Consequences when communicating digitally

Learner Profile Attributes
Thinker: developings critical thinking skills; motivated and takes responsible action

Communicator: expresses ideas confidently; listens to different perspectives

Caring: kind; shows understanding and respect; makes a positive difference in the world.

Approaches to Learning

Thinking Skills
Application: gains specific facts, ideas, vocabulary
Evaluation: makes judgments or decisions based on chosen criteria

Social Skills
Respecting others: makes decisions based on fairness and equality; recognizes that others' beliefs, viewpoints, religions and ideas may differ from one's own; stating opinion without hurting others
Resolving conflict: reacts reasonably to the situation; accepts responsibility appropriately; is fair
Group decision-making: listens to others; discusses ideas; asks questions; works towards and obtains consensus

Communication Skills
Reading: comprehends what has been read; makes inferences and draws conclusions

Self-Management Skills
Safety: engages in personal behaviour that avoids placing oneself or others in danger or at risk
Codes of behaviour: knows and applies appropriate rules or operating procedures of groups of people
Informed choices: selects an appropriate course of action or behaviour based on fact or opinion

Action
Students will use their knowledge when writing comments on their classmates' Seesaw feeds.

Teacher Questions/Provocations
1. How do people communicate?
2. What factors are important to remember when communicating?
3. What can be some consequences of communicating using a digital device?

Learning Goals and Success Criteria
1. Students will co-create digital etiquette agreements
2. Students will successfully use the agreements when writing comments to their peers over Seesaw

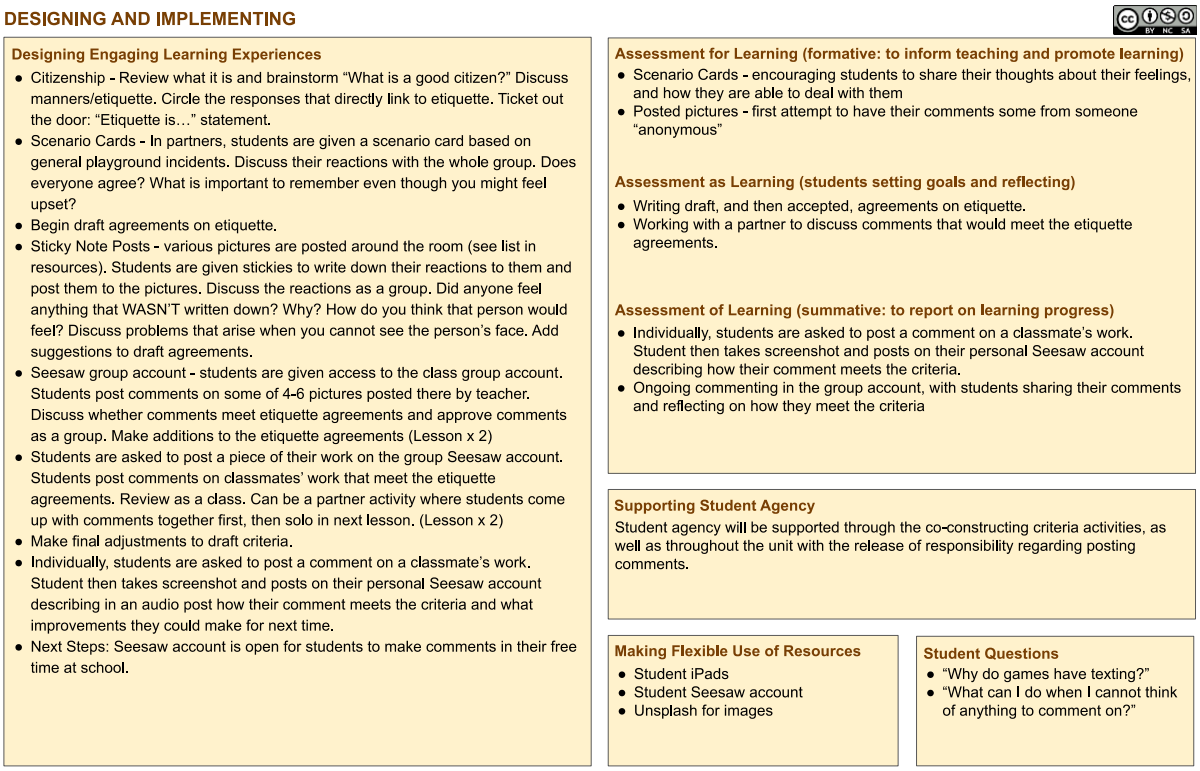
Assessing Prior Learning
- Learning will be transferable throughout subjects, as well as their units of inquiry

Connections: Transdisciplinary and Past
- Conversation about use of technology (who is using what, and for what purpose)
- Has anyone used a device to text another person before? What kind of device did you use? Are there other ways to communicate through text that you know about?

Ministry Curriculum Connections
- Use materials, tools, and technologies in a safe manner in both physical and digital environments (ADST 3)
- Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation (ELA 3)
- Exchange ideas and perspectives to build shared understanding (ELA 3)
- Describe and apply strategies for developing and maintaining positive relationships (PHE 3)

Figure 3

IB PYP Planner – Grade 3 Digital Etiquette, Page 2. Larger print version available at: https://teachercrossley.opened.ca



DESIGNING AND IMPLEMENTING

Designing Engaging Learning Experiences

- Citizenship - Review what it is and brainstorm "What is a good citizen?" Discuss manners/etiquette. Circle the responses that directly link to etiquette. Ticket out the door: "Etiquette is…" statement.
- Scenario Cards - In partners, students are given a scenario card based on general playground incidents. Discuss their reactions with the whole group. Does everyone agree? What is important to remember even though you might feel upset?
- Begin draft agreements on etiquette.
- Sticky Note Posts - various pictures are posted around the room (see list in resources). Students are given stickies to write down their reactions to them and post them to the pictures. Discuss the reactions as a group. Did anyone feel anything that WASN'T written down? Why? How do you think that person would feel? Discuss problems that arise when you cannot see the person's face. Add suggestions to draft agreements.
- Seesaw group account - students are given access to the class group account. Students post comments on some of 4-6 pictures posted there by teacher. Discuss whether comments meet etiquette agreements and approve comments as a group. Make additions to the etiquette agreements (Lesson x 2)
- Students are asked to post a piece of their work on the group Seesaw account. Students post comments on classmates' work that meet the etiquette agreements. Review as a class. Can be a partner activity where students come up with comments together first, then solo in next lesson. (Lesson x 2)
- Make final adjustments to draft criteria.
- Individually, students are asked to post a comment on a classmate's work. Student then takes screenshot and posts on their personal Seesaw account describing in an audio post how their comment meets the criteria and what improvements they could make for next time.
- Next Steps: Seesaw account is open for students to make comments in their free time at school.

Assessment for Learning (formative: to inform teaching and promote learning)

- Scenario Cards - encouraging students to share their thoughts about their feelings, and how they are able to deal with them
- Posted pictures - first attempt to have their comments some from someone "anonymous"

Assessment as Learning (students setting goals and reflecting)

- Writing draft, and then accepted, agreements on etiquette.
- Working with a partner to discuss comments that would meet the etiquette agreements.

Assessment of Learning (summative: to report on learning progress)

- Individually, students are asked to post a comment on a classmate's work. Student then takes screenshot and posts on their personal Seesaw account describing how their comment meets the criteria.
- Ongoing commenting in the group account, with students sharing their comments and reflecting on how they meet the criteria

Supporting Student Agency

Student agency will be supported through the co-constructing criteria activities, as well as throughout the unit with the release of responsibility regarding posting comments.

Making Flexible Use of Resources

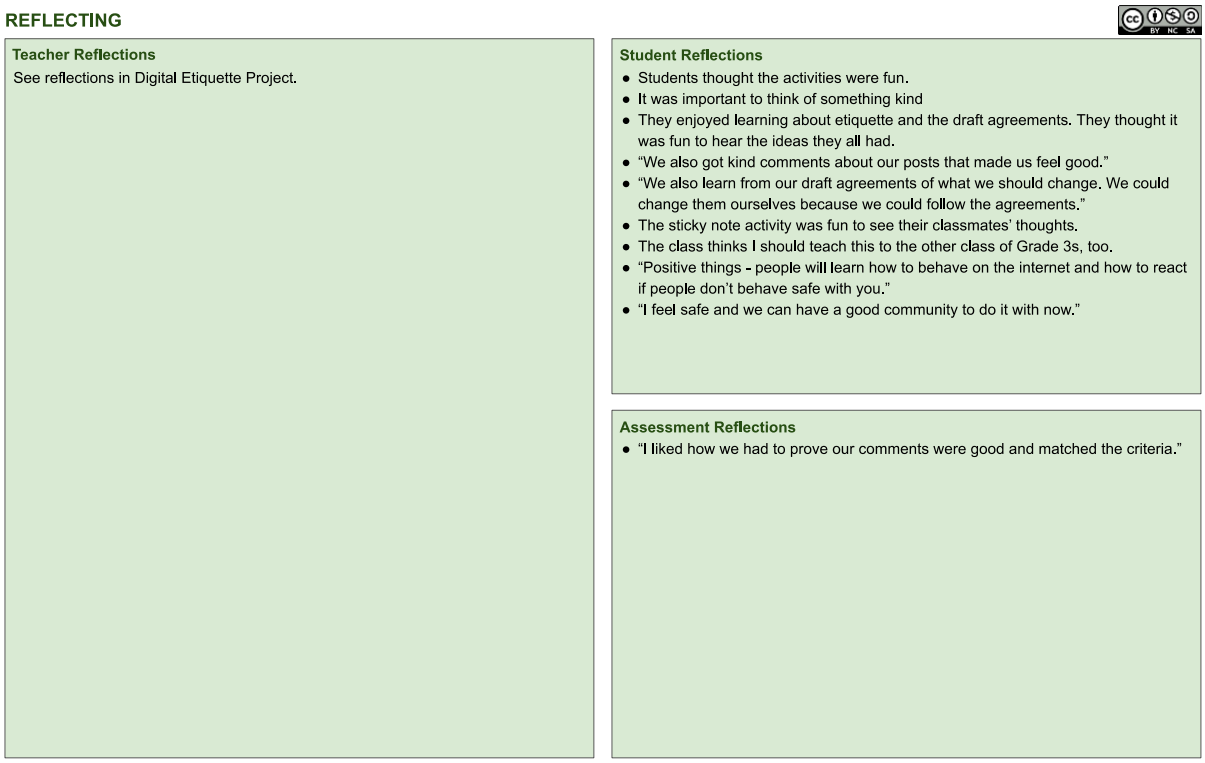
- Student iPads
- Student Seesaw account
- Unsplash for images

Student Questions

- "Why do games have texting?"
- "What can I do when I cannot think of anything to comment on?"

Figure 4

IB PYP Planner – Grade 3 Digital Etiquette, Page 3. Larger print version available at: https://teachercrossley.opened.ca



REFLECTING

Teacher Reflections

See reflections in Digital Etiquette Project.

Student Reflections

- Students thought the activities were fun.
- It was important to think of something kind
- They enjoyed learning about etiquette and the draft agreements. They thought it was fun to hear the ideas they all had.
- "We also got kind comments about our posts that made us feel good."
- "We also learn from our draft agreements of what we should change. We could change them ourselves because we could follow the agreements."
- The sticky note activity was fun to see their classmates' thoughts.
- The class thinks I should teach this to the other class of Grade 3s, too.
- "Positive things - people will learn how to behave on the internet and how to react if people don't behave safe with you."
- "I feel safe and we can have a good community to do it with now."

Assessment Reflections

- "I liked how we had to prove our comments were good and matched the criteria."

I created this plan using a backwards design approach. I knew the skills and knowledge I wanted my class to achieve by the end of the unit, and I thought the summative activity of identifying how their comments met a list of co-constructed criteria would be a great summative example of proof of their learning. I then added the learning engagements into our school planning template, designing the lessons with an inquiry focus and created materials to illicit conversations and responses from my students.

The planner itself consists of many parts not usually found on a regular unit plan template. The nature of the planner is that it is flexible—the concepts that guide the inquiry can remain constant while the activities and assessments can be altered to fit your teaching needs, the

student knowledge, or curriculum requirements. Below I explain some of the planning areas and language that is used when designing a PYP inquiry unit.

Table 1

Glossary of Terms for the PYP Planner

PYP term	Definition
Transdisciplinary Themes	Common throughout all PYP grades; six themes that form the structure of the curriculum; many learning outcomes, especially science and social studies, are taught through the themes.
Central Idea	A phrase that embodies the main conceptual lens that frames the unit of inquiry; the springboard for students to launch their inquiry
Key concepts	Big ideas that are far reaching and universal to the curriculum. E.g., Form (What is it like?)
Related Concepts	Concepts that help explore the key concepts in greater detail. E.g., a related concept to Form would be pattern
Lines of Inquiry	Statements that define the potential scope of the inquiry
Learner Profile Attributes	Ten attributes (as well as ones a school might choose to add) that contribute towards students becoming responsible members of the community
Approaches to Learning	Five categories of skills describing facets of how people learn to learn that support students to become self-regulated learners; teachers choose several to help focus their inquiry
Learning Goals and Success Criteria	Teachers and students created goals and criteria to monitor learning

Because this unit plan is not a part of my grade's Program of Inquiry (the six themes that make up the bulk of the yearly curriculum), not all parts of the planner need to be completed (for example, there is no transdisciplinary theme for this digital etiquette unit). As a school, we have many units off the Program of Inquiry that are written using the same template as it helps us keep the inquiry teaching method at the forefront of our planning.

The first page of the planner, as seen in Figure 1, is designed to help us guide our inquiry. Everything from a place to state our central idea to a place to denote connections to other areas within the curriculum, is found on this page. The central idea that I chose for this unit was "Digital etiquette facilitates positive online communication." I feel this central idea encompasses everything that I want the students to know and understand about how to communicate with civility and etiquette online.

The key concepts I chose to focus on were function, connection, and perspective. Or, in other words, how things work, how it is connected to other things, and what are the other points of view that are involved when we are thinking about online communication. The related concepts I chose for the unit were communication, relationships, and citizenship. I felt that these three related concepts encapsulated the parts of digital etiquette that the students would be experiencing.

The lines of inquiry that I chose to guide the unit were 1) ways people communicate with technology, 2) factors to remember when communicating, and 3) consequences when communicating digitally. These lines of inquiry also connect to our teacher questions that we pose to the class as we go through the unit.

The learner profile attributes that I thought applied to the idea of digital etiquette were thinker, communicator, and caring. As a thinker, my goal is for my student to develop their critical thinking skills and to use those skills to take responsibility for their actions when communicating online. As a communicator, I am hoping my students will be able to express their ideas confidently and make a positive difference when communicating digitally. As a caring student, I want my class to show understanding, respect, and open-mindedness to different perspectives they might encounter.

The action box on the planner is used to describe what we hope to see our students accomplish on their own. My aim is that students will use the knowledge from the lessons when writing comments on their classmates' Seesaw feeds, as well as use this knowledge when communicating digitally outside of school.

The approaches to learning are a set of five skills: thinking skills, social skills, communication skills, self-management skills, and research skills. Each one of these headings has a subset of skills relating to that heading. There were a wide range of skills I thought were appropriate for this unit. Many of the approaches to learning also connect with the learner profile attributes, so identifying which thinking and communication skills I wanted my lessons to target was important. I also identified various social and self-management skills I hoped to see the students utilize and recognize as important elements when co-constructing criteria for the digital etiquette agreements.

The learning goals and success criteria are what I will ultimately be assessing. The ability to create the digital agreements, as well as successfully using the agreements to write comments, will be shown through their action.

The assessing prior learning box is a place for the teacher to write questions or notes for a conversation starter to assess where the class ability or knowledge level is. Questions I asked the class before starting the unit were: Has anyone used a device to text another person before? What kind of device did you use? Are there other ways to communicate through text that you know about?

Within our curriculum, it is also important for us to think about how we can connect this unit to other areas within the program of inquiry. I feel that this unit can connect into all our units that we teach in some way, knowing that the students post regularly on the Seesaw platform as

part of their ongoing student learning portfolio. Also included within this box are the ministry curriculum connections. I have only identified four outcomes from the grade 3 curriculum for this unit so far, but I am sure more outcomes will be added in the future as curriculum expands to include more information about the use of technology.

The second page of the planner, as seen in Figure 2, maps out the learning experiences that are used to reach the summative project activity, as well as how the learning experiences will be assessed. The assessment box allows teachers to target the three different types of assessment we strive for within our inquiry curriculum: assessment for learning (formative), assessment as learning (student goal setting and reflecting), and assessment of learning (summative). The formative assessments I identified were the scenario cards and the first comment posting on Seesaw. The goal setting and reflective assessments would be co-constructing the digital etiquette agreements as well as partner and class discussions about whether student comments were meeting the etiquette agreements. Finally, the summative assessment of the whole learning journey would be the final activity: having a student choose and take a screenshot of a comment that they have already posted about a classmate's work, post that screenshot on their own Seesaw account, and use the audio feature to prove that their comment met the co-constructed digital etiquette criteria.

The boxes along the bottom of this page look at several different things. Supporting student agency is a big part of our PYP curriculum. I feel this unit encapsulates that process of giving students voice and choice when expressing themselves through digital media text. Several student questions arose during this unit. Many questions had to do with the co-constructing process, but some were about communication in general. I feel these questions are important to remember as they could alter the course of the inquiry next time. There is a place to list resources

I used throughout the process, as well as a place for me to put reflections of a more permanent nature, such as reminders and dates that might be important.

The final page of the planner, as seen in Figure 3, is a space for us to put our reflections about the whole unit. We look at this from the student point of view (What action might the students have taken during this unit? What are ways that they were able to display their knowledge? What ways were they able to connect with the lessons?) It also gives us space to make sure that our summative assessment is a lesson that encapsulates the essence of what our unit was about. Finally, a space for the teachers to leave reflections on successes and recommendations for the next time the unit is taught. You can find my reflections for this unit below.

Because not everyone is familiar with a PYP inquiry planning template or document, I proceeded to map out a more traditional unit plan of how each lesson would develop.

Both plans have been uploaded to UVic Space as Crossley_Heather_MEdProject_2021_002.pdf for the IB PYP unit plan and Crossley_Heather_MEdProject_2021_003.pdf for the traditional unit plan. Also uploaded to UVic Space are the files for the Lesson 2 scenario cards (Crossley_Heather_MEdProject_2021_004.pdf) and the Lesson 3 slideshow (Crossley_Heather_MEdProject_2021_005.pdf). Dynamic versions, which are continually updated, can be found on my project site at https://teachercrossley.opened.ca.

The traditional unit plan contains the following lessons:

- Lesson 1: Etiquette is…
    - Instructional Objectives: Introduce etiquette; Connect etiquette to citizenship

- Lesson 2: Citizenship scenario cards
    - Instructional Objectives: Using scenario cards as a conversation starter, identify feelings and actions that come up when dealing with a situation that might be uncomfortable or make you upset.
- Lesson 3: Sticky note posts
    - Instructional Objectives: Students will use sticky notes to verbalize comments and feelings when viewing various pictures.
- Lesson 4 and 5: Going "live"
    - Instructional Objectives: Introduce group Seesaw account; Using the draft etiquette agreements as a guide, have students post comments in response to various pictures.
- Lesson 6 and 7: Student choice post and comment
    - Instructional Objectives: Students choose a piece of work they would like to post on the Seesaw account; Using the draft etiquette agreements as a guide, have students post comments in response to their classmates' work.
- Lesson 8: Proof post
    - Instructional Objectives: Review draft agreements one final time and transform them into essential etiquette agreements; Students review and choose a comment they have posted and take a screenshot of it; Students post the screenshot on their regular classroom account, along with an audio recording identifying why their comment meets the draft agreements, as well as what they could do to improve their comment for next time.

Reflection on Lesson 1: Etiquette is…

Today was the first lesson of the digital citizenship and etiquette lessons I created. I told my students this was going to be a learning journey for all of us and some of them might know about this topic more than others. I also said that as we went along, I was hoping they would have an open mind and they would be willing to try out some new lessons with me.

For the first lesson, I wanted to review what citizenship means. Our first inquiry unit of the year is a unit about who we are, a unit where we look at beliefs and values. Citizenship is one of the values that features prominently in a story that we read, but knowing it was read to them so long ago I felt a review was necessary. I thought a good place to start our conversation was to remind them about this story by showing them the cover of the book that we had read back in September. We talked a little about the book's plot and what they remember about the lessons the book centered around.

I wrote "citizenship" on the board and asked the class to see if there were parts of the word that would give us a clue to what it meant. As a class, they recognized the word "citizen" and that a citizen is a person. We expanded that definition to mean that a citizen is a person in the community and that community can be a small community, like a neighbourhood, or a big community, like a city. We also agreed that someone with good citizenship would be a citizen who helps that community. We started to brainstorm all of the different things that a good citizen or a person with good citizenship does, and I gathered that information in a visual web. The class answers were wonderfully varied—everything from someone who does good deeds to doing jobs that help people. Many children in the class agreed that a person with good citizenship was caring, which is one of the PYP learner profile attributes I wanted the students to identify in

themselves and their actions. This led me to ask if there were any other PYP attributes that also fit with being a good citizen. Being open-minded, a risk-taker, and a communicator were other attributes they quickly identified.

Soon, the conversation moved to talking about a good citizen being someone who is kind even to people they don't know. I asked them if they thought that having good manners might be a part of being a good citizen and asked the class to think about times they needed to have good manners. Were they being a good citizen when that happened? Holding open a door for someone, picking up something that someone dropped, saying please and thank you were all examples that were offered and that, yes, we agreed that those were great examples of being a good citizen. I then explained another word that describes these actions is "etiquette."

After hearing the examples, we looked back at the brainstorming board and circled the different things on our board that were directly related to etiquette. We circled communication, being caring, respectful, open-minded, a risk-taker, and kind to other people even if you don't know them. I'm excited that we got to start defining etiquette, and I know that this definition will become more focused as the inquiry continues.

Reflection on Lesson 2: Citizenship scenario cards

This is a lesson where I wish we were not under health regulations mandated due to the pandemic. I would have loved this lesson to be one where the small groups of students could be more fluid and move between groups or at least try more than one scenario. However, in the end the lesson still went well.

The students seemed excited to be given scenarios to discuss with a (socially distant) partner. There were seven scenarios in total, so some scenarios were used with more than one group. I circulated amongst the students to see if they had any questions and listen to snippets of

conversations to make sure everyone was on track. When the groups seemed to be finishing up, I gave them a two-minute wrap-up warning and had them return for the whole class discussion.

I displayed the scenarios on the board using my computer and the projector. I read each scenario out loud, one at a time, for the rest of the class to hear. I asked the students who had each scenario to speak first, and then opened the conversation up to the whole class. Overall, everybody did well. There was a good level of participation from the whole class, and it was interesting to hear the different emotions that arose with each scenario. As they talked, I wrote the "feeling" words they expressed on the board. After the last group shared their thoughts, I read aloud the words on the board. I asked them to consider how they might feel if they felt all of the feelings on the board on a regular basis when they were at school. What do you think your school day might be like if that was the case? Sad, mad, and confused were some of the responses offered. I then asked if there were some agreements or rules that we could write that could help stop feeling this way. This was the lead-in to our draft etiquette agreements document. At this point, this is what the class agreed on:

- Be kind
- Be respectful to others
- Be mindful of people's feelings
- Be a good role model
- Be responsible and ask for help

I said to the class that this document is in draft form, meaning that we can change it at any time until we feel like it looks like a good fit. I closed the lesson letting the class know that tomorrow's activity would involve them taking a more active role.

Reflection on Lesson 3: Sticky note posts

Lesson 3 was great! The kids really enjoyed writing their comments on sticky notes and then pasting them onto the large sheets scattered around the room. The pictures were good. I think next year I might try and find a picture of something a bit uglier (for lack of a better word) to try and elicit more varied comments. Reading the comments on each piece of chart paper had the effect I was hoping for. For example, with the picture of the puppy, all the students agreed that it was very cute and would tell a friend that in their comment. For one of the more controversial choices (like the snake), the comments were varied, and we had a great discussion about how people might view pictures depending on their likes and dislikes or point of view. I asked questions like, "How many of them would feel hurt by some of these comments if this was their pet snake that they loved with all their heart?" The class was able to see other possible perspectives, and they expressed empathetic comments of support.

However, reading the comments about the picture of the shark was the one part of the lesson that surprised me. What I did not consider was that most of the class had done an endangered or protected species report the previous year, and sharks was one of the animals that was heavily featured. There were many empathic comments for the shark, which was unexpected on my part as I was hoping to elicit some different comments. In the end, we had a very good discussion about how not knowing the background information or perspective about why someone was posting a photo could also lead to misunderstanding on the commenter's part.

We then added to our draft agreements and added that it would be important to take the time to think about other possible points of view before posting a comment.

Draft agreements after Lesson 3:

- Be kind

- Be respectful to others
- Be mindful of people's feelings
- Be a good role model
- Be responsible and ask for help
- Remember to think of the other point of view

Reflection on Lesson 4: Going "live"

Before class, I had uploaded five or six photos from Unsplash to Seesaw. They showed various things, such as animals in their natural habitats or people dancing, similar to the ones shown in the previous lesson.

Lesson 4 went well. The students were very excited to actually post their own ideas about each picture—I asked that they post comments on three or four of the pictures—and then we went through them one by one to see if their comments fit our draft criteria. (Seesaw doesn't let the comment just appear; each one is pending approval by the teacher before it will be seen by the students.)

It was wonderful to get the class to take on the role of the teacher. I projected the Seesaw account on the board for everyone in the class to see. As we went through the comments, I would stop and ask, "Does this comment fit our criteria?", to which they would answer with a thumbs up or down. Giving them the opportunity to be the deciding factor of whether a comment was acceptable or not lent a great deal of importance to their task. If there was a mixture of yay and nay responses, we talked about why that might be. Quite often the original commenter would speak about what they could add or delete from the comment to make it fit with the criteria more closely.

Finally, we adjusted and added two more items to our agreements: take your time with what you want to say and try to write your comment using correct punctuation (capitals and periods) as well as spelling words to the best of your ability.

Draft agreements after Lesson 4:

- Be kind
- Be respectful to others
- Be mindful of people's feelings
- Be a good role model
- Be responsible and ask for help
- Remember to think of the other point of view
- Take your time to think about what you want to say
- Remember to try your best with punctuation and proper spelling

Reflection on Lesson 5: Going "live" – Part 2

Lesson 5 went much the same as Lesson 4, just much quicker. The students are beginning to post comments that are mostly or fully meeting the draft criteria. When reviewing them, the class is becoming much better at analyzing them against the draft criteria. I heard more comments of, "Maybe you could say it this way…" or "If you added more description…" coming from the group discussions. I think this shows great progress in their ability to identify good digital etiquette.

The class is looking forward to the next lesson when they will get to share their thoughts about their classmates' culture boxes.

Reflection on Lesson 6: Student choice post and comment

Again, this lesson worked well. In class, we had just finished a unit on how culture shapes a society. Each child created a culture box (decorated shoebox) that included three items of cultural importance the student wanted to pass on to future generations. We reviewed the draft agreement document once more, and talked about the new agreement where we would do our very best to remember correct spelling and punctuation as well as the agreements that have been in place since the very beginning. I also asked the students to notice whose project they were commenting on, and to ensure if a classmate already had two or three comments for their post, they should choose someone else who did not have a comment.

The students had no problem taking a photo of their work and uploading it to the Seesaw account. Once they had done that, they were able to start commenting on their classmates' projects. However, one thing I realized as the students began writing their comments is that the students are not able to see the comments until I approve them. So even though they were doing their best to comment on posts that had no comments showing, they had no idea if they were actually commenting on projects that needed to be commented on. This meant that they couldn't be the ones to reflect on whether the posts were meeting the criteria of the draft agreements.

I had the students stop and reflect on this problem. Would they be okay with me approving comments for them? They agreed, and I was quickly able to approve their comments so that they knew whose work they needed to go to next and seek out their classmates who didn't have any posts attached to their work. I feel like as we move forward the students will not being a situation where everyone is commenting at once and because of that they'll know who has comments and who doesn't.

The comments that the students did make were fantastic and, for the most part, followed the agreements. I'm really trying to encourage them to leave a two-pronged comment—have something nice to say AND leave a question or a comment specific about the work they are commenting on. This would leave the original poster with some constructive comments or the option to reply to the commentors.

I think the best thing that came out of this lesson, though, is one student said that reading everybody's comments made them feel so happy and other students instantly agreed. As a class, we made a connection to how leaving kind comments was much like how other aspects of etiquette, like helping pick up dropped papers or holding open a door, can be a "bucket-filling" action (in reference to How Full is Your Bucket? For Kids by Mary Reckmeyer and Tom Rath, a book well-known to this group).

Reflection on Lesson 7: Student choice post and comment – Part 2

Again, this lesson went much more quickly, with a greater number of the class remembering to use a two-part comment. They are really enjoying this process, and it is wonderful to see everyone writing such supportive comments.

Reflection on Lesson 8: Proof post

This was the final planned lesson of the unit. This culminating lesson required the kids to look back through their comments that they have already posted in previous lessons, take a screenshot of that comment, post the screenshot back into their Seesaw account, and record an audio clip reflecting on how their comment meets the draft etiquette agreements.

Before all of this happened, though, we looked at the draft essential agreements and talked about making these agreements our permanent agreements. I explained that, just like our

classroom essential agreements, you all need to believe that 1. you can follow them and 2. you believe they are true and will be helpful.

The class questioned the agreement about being a good role model. After listening to their comments, I think the confusion was in the wording. We talked about the importance of being a good role model for face-to-face etiquette and civility, and how that can transfer over when you are working digitally. In the end, the class decided they would rather not have that agreement on the list because all the agreements together made sure you were being a good role model.

Final agreements after Lesson 8:

- Be kind
- Be respectful to others
- Be mindful of people's feelings
- Be responsible and ask for help
- Remember to think of the other point of view
- Take your time to think about what you want to say
- Remember to try your best with punctuation and proper spelling

The lesson task itself was a little bit complicated because the students had to switch from the project account to the regular classroom account to complete their posts. Overall, their recordings were fantastic, and they showed that as a group they really understood about going back to check that each comment met the draft agreements. They also gave information about how they might have been able to make their comment better and what they would remember to do for the next comment that they write. Some students had very detailed recordings, almost dissecting their comments with a fine-tooth comb. In future, it will be good for me to know this

in case there is a student who could use some peer help or mentoring when posting their comments.

Chapter 4: Reflections

Since the beginning of my career, I have seen the role of a teacher shift dramatically. Instead of teaching the same material in the same way every year, I am creating learning engagements for my students to discover and inquire. I am no longer the giver of knowledge to a group of students. Instead, I am a facilitator. In fact, the cycle of learning that I try to achieve in my classroom often has me pivoting in different directions as the students direct their learning.

Technology helps both me and my students achieve this. As a creator and facilitator, I am using technology to build and deliver content. My students are using technology to assist them in their discoveries and, for some, present their knowledge. As technology becomes more ubiquitous in the classroom, the ways in which we are using technology is becoming broader. Because of this, I feel our jobs as teachers is to ensure the students in our classroom have the skills they need in order to be successful with that technology throughout their life.

These past two years have been eye-opening for me. It had been a very long time since I attended university. Would I be able to do it and keep up? From the very first course, I was swept up with a group of like-minded people, embarking on a journey that our teachers had prepared to give us the tools that we also would need to be successful. For me, whether we were learning about more theoretical topics such as research methods or curriculum studies right down to more hand-on work with digital storytelling, the path was illuminating. Doors were opened and possibilities explored. I cannot tell you how many times I found myself going down a rabbit hole reading article after article of things that just sounded interesting. It was exciting and mentally exhausting all at the same time. Overall, my learning journey was one of exploration and being open to new ideas, and one I am happy I took part in.

Project Summary

It was in one of our first classes with Valerie Irvine that our guest speaker, Alec Couros, came to talk to us about the changes he sees happening with children and social media. In his presentation, he mentioned an activity that had students practising digital citizenship and texting on paper prompts spread around their classroom walls. I'm not sure what first sparked my interest in this particular activity, but the idea was firmly stuck in my head. This was something I had never thought about before. I then began reading, researching, and becoming interested in digital citizenship. My final presentation for EDCI 568 highlighted a MediaSmarts survey given to 800 Canadian parents of children ages 0–15. It stated that 42% of children ages 0–4 had their own smartphone. To me, this seemed almost impossible; however, it solidified my desire to begin what would eventually become this project.

In our first fall class, I wrote a partial literature review on the need for digital citizenship in schools. In academia, this topic is massive. As I read, though, I continued to be drawn to the articles specifically about the effects of social media on the mental health of adolescents. I found researching digital citizenship and digital etiquette a challenging task. I quickly found myself immersed in articles describing terrible and negative online behaviours. Cyberbullying, online aggression, and hate speech were common themes researchers studied among adolescents. From there, I was reading about the effects of the behaviours on the victims, like anxiety, self-harm, depression, and other disorders that were on the rise in part because of negative online behaviours. Knowing the obstacles my students could possibly face in the future, I saw a big need to add digital etiquette into my curriculum.

Influencing my path was the reported rise of inappropriate social media displays by high-ranking officials south of the border. World leaders are people who should be looked up to. If

they were allowed to spread messages without consequence that ostracized people of colour, different sexual orientations, and other minorities, what message does that send to today's youth?

Then, four months later, the COVID-19 pandemic closed classrooms and workplaces around the world. All of a sudden, people were relying on technology like never before. Work- and learn-from-home orders meant video conferencing was sometimes an all day, everyday occurrence. My students, as well as my own children, were aching for contact with their friends. As our online classes began, my students started to talk to me about what they were doing to stay connected with their classmates. Online games, FaceTime, Zoom playdates, and messaging with friends were becoming pretty regular topics of conversation. Knowing that the speed at which things change with technology, the idea that students are beginning to communicate online with one another without the proper skills is one that was worrying for me. I soon began to realize that I needed to introduce the idea of digital etiquette to help them navigate this new form of communication, and I started to plan how to add these ideas into my everyday teaching.

As a whole, we have one period a week for a classroom meeting, a time to discuss situations and various problems my students may be having with their classmates on the playground. During this time, we all use a welcoming and inclusive attitude to address these problems in general terms. I felt this was a good base to work with when transferring these skills over into a digital model.

As I thought about what I wanted my class to achieve overall, I realized that the unit would be an excellent fit as an inquiry-based unit because so much of what the students need to learn and understand has to come from them in order for them to be able to feel and take ownership. When it came to creating lessons for this age group, I felt pretty lucky I already teach grade 3. This class had a good mix of experience with sending text messages to friends, like with

Messenger for Kids or in an online gaming situation, that it gave the lessons a sense of importance. “I’m learning something that directly applies to me.” I think if I had started this lesson in a grade one or two class, some of that meaning and empowerment might have been lost due to the infrequency of their online activities. The look in my students’ eyes and the mood around the room when we were co-constructing the digital etiquette criteria was pretty special. They quickly understood that the etiquette document was something they were creating, and no one else in the school had done this before.

Research Connections

When creating this unit plan, I used much of the advice mentioned in the positive side of social media section of my literature review. Holloway et al. (2013) stated that responsible use of computer and internet skills promoted self-expression and self-identity. It was a reaffirming feeling to see the look of joy on my students’ faces when reading the comments posted by their classmates about their culture boxes, and it was great to see the students begin the process of self-expression through online messaging.

Livingston et al. (2018) reported that social media is a way for children to share their perspectives and learn through others’ perspectives. Throughout the process, I stressed the importance of my students taking a step back and thinking about the other perspectives before posting any comment. “Will my friend be offended if I call his much-loved snake gross?” My overall hope was, if I can start instilling the principles of etiquette and civility now, my students will have the skills to fend off trouble later.

I also looked at the research from Steeves (2014) and Curran and Ribble (2017) and their idea of including empathy-building content. Building my unit through a caring, thoughtful lens was important to me, knowing that not only do I want to include information about how to be

kind but also how to encourage others to do so too. Sprung and Froschl (2016) also talk about embracing the early education principles of kindness and fairness when discussing digital citizenship. I feel that bridging the conversations from a class meeting scenario to a digital etiquette scenario fit with these values.

The themes of tolerance and respect are also prevalent throughout this plan. Steeves (2014), Curran and Ribble (2017), Sprung and Froschl (2016), and Jones and Mitchell (2016) agree that tolerance and respect should become a more direct focus of digital citizenship education. I feel like this unit plan definitely gets students started off on the right foot with these concepts.

I was very glad to have the Seesaw platform to work with, knowing that having real-life examples is something Gleason and Gillern (2018) and Kim and Choi (2018) agree is important when teaching about online communication. Sprung and Froschl (2016) also agree with using real-life examples along with modelling. I feel that having the students be active participants with deciding whether the class' comments met the etiquette criteria, and then offering up other suggestions to make a comment be a better fit takes into account these research suggestions.

Recommendations for Future Research

Without a doubt, I feel the area where more research is needed is looking at digital citizenship in the younger grades. So much of what I found throughout my research for my project and my literature review was about digital citizenship in secondary school or university, with only a few articles about digital citizenship in middle school or in upper elementary grades. Technology is everywhere. My students today have no concept of what life was like without iPads, texting, FaceTime, and all sorts of other ways to communicate beyond a telephone or writing a letter. Digital citizenship skills are needed for students to thrive in a digital

environment, and I believe they need to be taught starting at a young age so they can become more principled technology users. Research to support this would be helpful.

Recommendations for Future Practice

While working on my project, I volunteered to be a part of a digital citizenship task force organized by the administration at my school. This task force met once every two or three weeks during this current school year to talk about ways we could strengthen our digital citizenship curriculum within the school. I really enjoy being part of a focused group talking about an issue I feel strongly about. After several meetings, our new agenda is to move forward with designing a K–12 digital citizenship scope and sequence. My hope is to be able to work with our educational technology specialist and our learning commons librarian to help construct a K–5 campus document.

Moving forward, I would like to take this piece of digital citizenship curriculum and scaffold it to the various grades above and below grade 3. I think digital etiquette is a piece that is missing from our lessons in general. Even if texting and communicating digitally is not something that occurs at school, the effects of bad digital etiquette can have far reaching implications at school (Armfield et al, 2016). Being able to start learning at a young age about expectations with etiquette agreements and with digital etiquette is a great starting point.

Once scaffolded for the older grades, I feel the introduction of digital etiquette is a great first step in being able to leverage those skills into spreading positivity on social media. Teaching about being open minded, kind, and a critical thinker are all things that come into play as students speak out and voice their opinions. We now live in an age where so much of our connections happen digitally, whether through texting or video conferencing. Dotterer et al. (2016) describe the benefits of how adolescent can view themselves in their community and their

world through social media. Being able to introduce the ideas around this concept would be exciting.

Starting these skills early also gives a window into opening up the conversation about a digital footprint. The introduction of how to create a good comment plus the scaffolding that happens as students earn the release of teacher responsibility are great introductions to knowing that what you put “out there” is going to be permanent. Of course, the bonus with using a platform such as Seesaw means the pending teacher approval process is a safety net. However, I think it serves as an important reminder of possible consequences. Having that safety net along with referring to the digital etiquette agreements means students can critically analyze their comments and make changes to a comment that could express their message to an even greater extent.

I also think it will be very important to get parents involved with the idea of reinforcing and encouraging good digital etiquette. With our technology specialist and school counsellor, I am hoping to co-create a parent presentation on the importance of teaching digital etiquette to children. I believe as parents allow their children to use a texting platform, like an online game or written message app, it is important for parents to be reinforcing and modeling good etiquette in their own communications. Much like parents model good manners at the table or how to safely cross a road, modeling texting behaviours and talking out loud about what you want to say how and how you want to create that message is an important process for children to see and experience.

I'm also excited to try Nicole Krueger's (2019) idea about students mentoring students. Next year when my new batch of grade three students come into the classroom, I would like to get my previous class to come in and mentor my students on what it means to be a digital

communicator with good etiquette. As we move forward, it would also be wonderful to get members of the middle school and senior school to come to our campus and talk with our junior school students about their experiences with texting. I feel that quite often children need to hear more than one example from more than one source. Connecting with a student that is older than themselves would be a really great way to have an authentic conversation about the dos and don'ts of online communication, and may have positive outcomes for the older student, as well.

I also think I need to have more time to discuss what happens when students encounter comments that don't meet our etiquette agreements. I feel as I have created this bubble of protection surrounding my students' online interactions, and I would like to bolster their sense of empowerment when tackling communication issues that might happen outside of school. Weaving these conversations into our technology lessons as well as our class meeting lessons will hopefully give my students a solid foundation when dealing with etiquette issues in the future.

Final Thoughts

I love being an elementary school teacher, especially when introducing concepts and skills that students will use for the rest of their lives. Teaching digital etiquette is just one, small step in a student's journey to becoming a responsible digital citizen, but one that my students enjoyed immensely and are excited to learn and explore more about. I feel confident knowing I am giving my students a solid platform to spring into learning about digital footprints, using social media to help bring awareness to causes they feel strongly about, and communicating with more than just their peers and friends to bring about positive change. I look forward to using my new-found knowledge to support my students' digital citizenship journey.

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