

Self-Assessment of Digital Citizenship

Being cognizant of ways that you currently address digital citizenship in your classroom is key to helping students become informed digital citizens for the 21st Century. The following questions have been developed as a means to help identify your level of readiness in addressing digital citizenship in the classroom.

For each of the questions, respond using the following scale:

No Knowledge: I am not aware of this area of digital citizenship

No Engagement: I am aware, but do not currently address this area of digital citizenship in my classroom

Interested: I would like to learn more about this area of digital citizenship, and would like to address this in my classroom

Knowledgeable: I understand this area of digital citizenship and would like to address this in my classroom

Engaged: I understand this area of digital citizenship and explicitly address this in my classroom

Using the scale above, answer the questions by placing a check in the response that most appropriately demonstrates your current practice.

	Not Applicable for my Students	No Knowledge	No Engagement	Interested	Knowledgeable	Engaged
My students complete activities in the library related to copyright and plagiarism.						
My students complete activities in my classroom related to copyright and plagiarism.						
I discuss with my students how to protect their work in Web 2.0 environments.						
I use my school's policy related to Web 2.0 tools and student use in my classroom.						
My students understand how social networking can be used for learning.						
Before students leave my class, they understand how to control privacy						

	Not Applicable for my Students	No Knowledge	No Engagement	Interested	Knowledgeable	Engaged
settings in common social networks.						
I explicitly teach my students about their digital footprint.						
I give my students strategies for creating a positive digital footprint.						
My students actively use technology tools that allow them to collaborate in realtime.						
My classroom assessments include student-designed products that are created using technology.						
Students generally develop positive attitudes about ways technology can be used for learning.						
I embed opportunities for students to learn about financial literacy in a digital world.						
Students gain a better understanding of responsible online buying and selling as part of our classroom curriculum.						
I share with students how I use technology to continue my own professional learning.						
In my classroom, students have opportunities for asynchronous learning.						
I provide my students strategies for effectively participating in asynchronous learning.						
In my classroom, students use technology to communicate with community members.						
In my classroom, students use technology to contribute in some way to the greater community.						
As part of their learning activities students have the opportunity to engage with individuals from outside of school by using technology tools.						
Students explicitly learn about differences in formal and informal						

	Not Applicable for my Students	No Knowledge	No Engagement	Interested	Knowledgeable	Engaged
communication when texting, emailing, writing, and speaking with different audiences.						
As part of my classroom teaching I make sure to include opportunities for quality face-to-face communication.						
I create opportunities for students to learn from school, community, and business leaders about our goals related to developing their technology literacy.						
Students have opportunities to learn and ask questions about online safety.						
Add up the total boxes check in each column						

If your highest scores were in No Knowledge or No Engagement you may be a Visitor	If your highest scores were in No Engagement or Interested you may be a Frequent Guest	If your highest scores were in Interested or Knowledgeable you may be a Tour Guide	If your highest scores were in Knowledge or Engagement you may be a Curator
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Visitor: You are not quite sure how digital citizenship can be taught, or you are unsure of how you might approach digital citizenship in your classroom. This uneasiness might come from being unfamiliar with many of the tools or technologies that digital citizenship has come to address. You can get started by learning more about digital citizenship from one of the resources available in the Digital Citizenship Resources document.

Frequent Guest: You have paid attention to issues like copyright and acceptable use with your students but you are still unsure of how those issues could be addressed in your classroom. Since you might access the expertise of librarians or other experts in your school, you are familiar enough to know that teaching digital citizenship is important, but not so familiar that you are ready to begin addressing these issues within your academic curriculum. You can get started by learning more about digital citizenship from one of the resources available in the Digital Citizenship Resources document.

Tour Guide: You are already addressing many of the issues related to digital citizenship in your classroom and are starting to think more about how you can embed these issues into student work. Your efforts to improve student engagement in your classroom are lending themselves to creative ways of addressing the nine aspects of digital citizenship. You can get a few more ideas from one of the resources available in the Digital Citizenship Resources document.

Curator: You are already integrating lessons related to digital citizenship into your academic curriculum and seeing the results in your students understanding of technology and use. You may be serving as a resource to others as they are seeking ways to help their students prepare for citizenship in the 21st Century. You might be able to offer a few more ideas from one of the resources available in the Digital Citizenship Resources document.