

M6-S7: Social Emotional Learning and Digital Citizenship

CLH	<p>Hello, Gina and hello, listeners. Welcome to Session 7 in Module 6 of the TALE Academy, Social Emotional Learning and Digital Citizenship.</p> <p>I like it when we put some names and faces to these concepts! Today's session is going to focus on a scenario we're calling: A Digital Dilemma for Carmen and Friends.</p>
GK	<p>I'm going to say the cast: Melanie, Elena and Carmen are middle school students. Mr. French is their world studies teacher, and Mr. Henry is the school librarian. And we're doing voices for this one.</p>
CLH	<p>Melanie and her classmates were getting ready to shift to remote learning. Mr. French, their world studies teacher, set up virtual learning rooms for the in-person learning groups formed during the previous weeks to check in, share notes and resources, and comment on their projects.</p> <p>Melanie was excited to be part of the Olympics study group - as were Elena and Carmen. Carmen was new to the school and was beginning to come out of his shell. Elena and Melanie enjoyed Carmen's quiet sense of humor.</p>
GK	<p>Mr. Henry, the library media specialist, knew that Carmen was profiling Lake Placid, New York, because the city had hosted two Winter Olympics. Mr. Henry used the learning room to post a few articles and videos about the Lake Placid Olympic Oval for Carmen to review. A few days later, Melanie noticed she hadn't seen or heard much of Carmen nor did Carmen post a response to Mr. Henry's resources. She missed his humor! "S'up?" Melanie texted Carmen. Carmen texted back about school and their Olympics project.</p> <p>When Melanie asked Carmen why he hadn't been in the learning room much, Carmen explained that Elena was bothering him. He went on to say that Elena texted after midnight several times and asked to FaceTime at odd hours of the night. Carmen said he felt funny about it because he wanted to do well on the project, but didn't know how to handle Elena.</p>
CLH	<p>Melanie remembered playing a game on the DigitalCompass.org site called "Anywhere" that used digital dilemmas such as this. She liked that the game was in English and Spanish so she could play it with her little brother. Melanie joked that Carmen should google "digital dilemma" and when he did, he was amazed at what he found.</p> <p>Later that day, Carmen texted: You would not believe what I found! There are lots of examples like what Elena is doing. And do you know there's something called digital citizenship? And there's a Digital Citizenship Week every year during the third week of October!</p> <p>Melanie joked: We better let Elena know!</p>

M6-S7: Social Emotional Learning and Digital Citizenship

	<p>Carmen texted: And Mr. French and Mr. Henry, too!</p>
GK	<p>Melanie replied: Hey, that's in two weeks. What can we do to get Elena, Mr. French, and Mr. Henry involved??</p> <p>Melanie and Carmen started their own learning room and filled it with resources about digital citizenship. They posted resources with tips for families and schools about how to teach digital manners and skills.</p> <p>They also researched each of the six core topics of digital citizenship, including relationships and communication. They learned what a red flag feeling is and realized that's what Carmen meant when he said he felt funny about Elena texting late at night. Having a name for it helped them talk about what made him uncomfortable and why.</p> <p>Melanie started a log of activities that her classmates could participate in to build their digital social and self-awareness and decision-making skills in digital spaces (that happened to also build social emotional skills at the same time). Melanie then wondered about younger learners such as her little brother and wanted to see what being a digital citizen might be like for him. She found and shared in the learning room an SEL in Digital Life: Skills and Dispositions Progression chart that outlined age-appropriate skills for kindergarten through grade 12.</p>
CLH	<p>Meanwhile, Carmen worked with Mr. Henry, and Carmen's mom set up a video conference for families and students to start conversations about their digital lives. Mr. Henry included links about social media platforms for families and students to learn about safety and content. Elena even joined in, offering to create a social networking site where parents and students could ask questions and post reviews about apps, platforms, games, rooms, and sites so their school community could share their knowledge.</p> <p>Melanie commented that what they created started as a project on the Olympics. Now their school was planning ways to incorporate Digital Citizenship Week into their studies next October with Carmen, Elena, Melanie, Carmen's mom, and Mr. Henry as the planning team. The planning team's goal?</p> <p>To build, strengthen, and maintain healthy relationships and group dynamics across learning environments.</p>
GK	<p>And...scene.</p> <p>Before we move on, let's look at those 6 Core Topics of Digital Citizenship Melanie and Carmen uncovered.</p> <p>These topics were developed by Common Sense Education as a free, comprehensive K-12 curriculum for healthy communities and responsible</p>

M6-S7: Social Emotional Learning and Digital Citizenship

	<p>decision-making in the digital space. I went ahead and linked this in the transcript for you listeners. So, the six digital citizenship topics are:</p> <ul style="list-style-type: none"> ● Media Balance and Well-Being ● Privacy and Security ● Digital Footprint and Identity ● Relationships and Communication ● Cyberbullying, Digital Drama, and Hate Speech ● News and Media Literacy
CLH	<p>Good list. Now that we see the evolution of digital citizenship take root for Melanie and friends, we can also see the clear connection to social emotional learning.</p>
GK	<p>But can you spell it out, anyway?</p>
CLH	<p>Of course! There are three guiding principles in connecting digital citizenship with social emotional learning. They are:</p> <ol style="list-style-type: none"> 1. Promoting digital citizenship means empowering students to think critically, behave safely, and participate responsibly in our digital world. 2. SEL skills are crucial to managing these digital issues with perspective. 3. SEL skills can be integrated into any classroom or lesson — any day of the week — to further making good decisions at home, at school, in our communities, and in the workplace.
GK	<p>You know what I'm thinking, Christina? I'm thinking that this is the first session in the whole TALE Academy that actually is actually more at home with itself in a remote learning environment. All of the digital citizenship topics are interesting, but it's even better if these topics are explored in remote learning environments where the students can practice digital citizenship as they learn.</p>
CLH	<p>For sure. Okay, I want to move us to some of the content Common Sense Education. I am sending you "SEL in Digital Life: Skills and Dispositions Progression Chart", and I am also linking it in the transcript. They put together all of these discussion topics broken down by grade level - kindergarten through second grade, third to fifth grade, sixth to eighth grade, and ninth to twelfth grade. Why don't you pick one and walk us through it?</p>
GK	<p>Hoo boy. Basically I'm looking at a chart with the CASEL 5 along one side (self-awareness, self-management, responsible decision-making, relationship skills, social awareness), and the main developmental periods across the top...and I</p>

M6-S7: Social Emotional Learning and Digital Citizenship

	<p>pick....Self-awareness as a topic and grades 6-8 as age group. And the conversation they are suggesting is called Oversharing and Your Digital Footprint. “Reflect on how being on social media can impact your behavior, emotions and identity” and “Identify ways to make the most of social media while still caring for yourself and others.” I like it.</p>
CLH	<p>I like it too. I like the topic and I like the reflection questions.</p> <p>There’s something else to think about too, in addition to facilitating discussions. When we think about digital citizenship, many of us think about remote or hybrid environments, where student interactions can be unsupervised depending on the time of the day that they are engaged in instructional programming. This makes you, the teacher, the perfect model of healthy digital citizenship!</p> <p>Here are a few ways to model and support healthy online engagement for your students when teaching across learning environments.</p> <p>Our first Digital Citizenship topic is Media Balance and Well-Being. To model this and support healthy online engagement, you can offer your students device-free moments and acknowledge the ways in which technology can, at times, be a distraction from deeper learning, depending on the activity at hand.</p>
GK	<p>For Privacy and Security, you can offer age-appropriate lessons on protecting personal information and data privacy rights.</p> <p>For Digital Footprint and Identity, you can provide roles for group engagements in remote or hybrid settings to offer structure for how students engage in virtual collaborations, such as notetaker, facilitator, participant, or timekeeper. You can also provide sentence stems for acknowledging diverse perspectives when working across differences.</p>
CLH	<p>For Relationships and Communication, you can co-create norms with students for interacting on social media or online learning platforms, such as breakout rooms and asynchronous communication. Even Jamboard requires norms for interaction. You can also provide a mechanism for students to problem solve together through peer consultations before involving adults, such as “see three before me”. Finally, you can provide a checkpoint in a virtual group activity that allows students to privately share with you how group relationships are going.</p>
GK	<p>For Cyberbullying, Digital Drama, and Hate Speech, you can provide multiple mechanisms for students to comfortably report concerns. You can also encourage in-person and remote learners to be aware and accepting of different family norms, such as religious observances, cultural practices, and family timelines for being engaged in school and work.</p>

M6-S7: Social Emotional Learning and Digital Citizenship

	<p>Finally, for News and Media Literacy, you can provide age-appropriate tip sheets on such topics as finding credible information online and properly citing others' work. We encourage you to be transparent about your process for selecting, curating, and citing resources.</p>
CLH	<p>Now that you have learned about digital citizenship and SEL across learning environments, it's your turn: Choose a social emotional learning resource that is your "go-to" in your daily integration. Redesign the practice to include digital citizenship as students engage in learning across multiple environments.</p> <p>The goal of the TALE Academy is to help teachers rethink education so that everyone—students, families, educators, school leaders, and communities—all have the opportunity to succeed. You've just added another tool to your toolbox when you leverage social emotional learning to teach digital citizenship skills in your classroom.</p> <p>Thanks for listening.</p>