

Digital citizenship: 9 elements

- 1) Digital etiquette
- 2) Digital Security
- 3) Digital literacy
- 4) Digital commerce
- 5) Digital access
- 6) Digital health and wellness
- 7) Digital Law
- 8) Digital Communication
- 9) Digital rights and responsibilities

Digital Access: Full electronic participation in society

- To become productive citizens, we need to be committed to make sure that no one is denied digital access.
- Working toward equal digital rights and supporting electronic access is the starting point for Digital Citizenship
- Helping to provide and expand access to technology should be the goal of all digital citizens.

Digital Literacy: Process of teaching and learning about technology and the use of technology.

- As new technologies emerge, learners need to learn how to use that technology quickly and appropriately.
- New technologies are finding their way into the workplace that are not being used in schools.
- Workers in many different occupations need immediate information. This process requires sophisticated searching and processing skills.

Digital Communication: The electronic exchange of information.

- One of the significant changes within the digital revolution is a person's ability to communicate with other people.
- The expanding digital communication options have changed everything because people are able to keep in constant communication with anyone else.
- Unfortunately, many users do not know how to make appropriate decisions when faced with so many different digital communication options.

Digital Etiquette: Learning right from wrong in the digital age.

- We recognized inappropriate behavior when we see it, but before people use technology they do not learn appropriate conduct.
- It is not enough to create rules and policy, we must teach everyone to become responsible digital citizens in this new society.
- It is our job as educators to model proper digital etiquette so that students understand the subtle and not so subtle rules when using technology.

Digital Rights & Responsibilities: Privileges and freedoms extended to all digital technology users, and the behavioral expectations that come with them.

- Digital citizens have the right to privacy, free speech, and the like.
- With these rights also come responsibilities. Users must help define how the technology is to be used in an appropriate manner.
- In a digital society, these two areas must work together for everyone to be productive.

Digital Security: The precautions that all technology users must take to guarantee their personal safety of their network.

- In our own homes, we put locks on our doors and fire alarms in our houses to provide some level of protection. The same must be true for all digital security. We need to have virus protection, backups of data, and surge control of our equipment.
- As responsible citizens, we must protect our information from outside forces that might cause disruption or harm.

Digital Commerce: Electronic buying and selling of goods.

- Technology users need to understand that a large share of market economy is being done electronically.
- Users need to learn about how to be effective consumers in a new digital economy.
- Students often buy online without understanding the consequences.
- Scams, identity theft, viruses, spyware...
- Protecting Privacy (credit card info, bank numbers, or personal data to insecure sites).

Digital Law: the ethics of technology within a society.

- Unethical use manifests as theft and/or crime. Ethical use manifests as abiding by the laws of society.
- Users need to understand that stealing or causing damage to other people's work, identity, or property online is a crime.
- There are societal rules that users must be aware of in an ethical society.
- These laws apply to anyone who works or plays online.
- Hacking into others' information, downloading illegal music, plagiarizing, creating destructive worms, viruses or creating Trojan Horses, sending spam, or stealing anyone's identity or property is unethical.

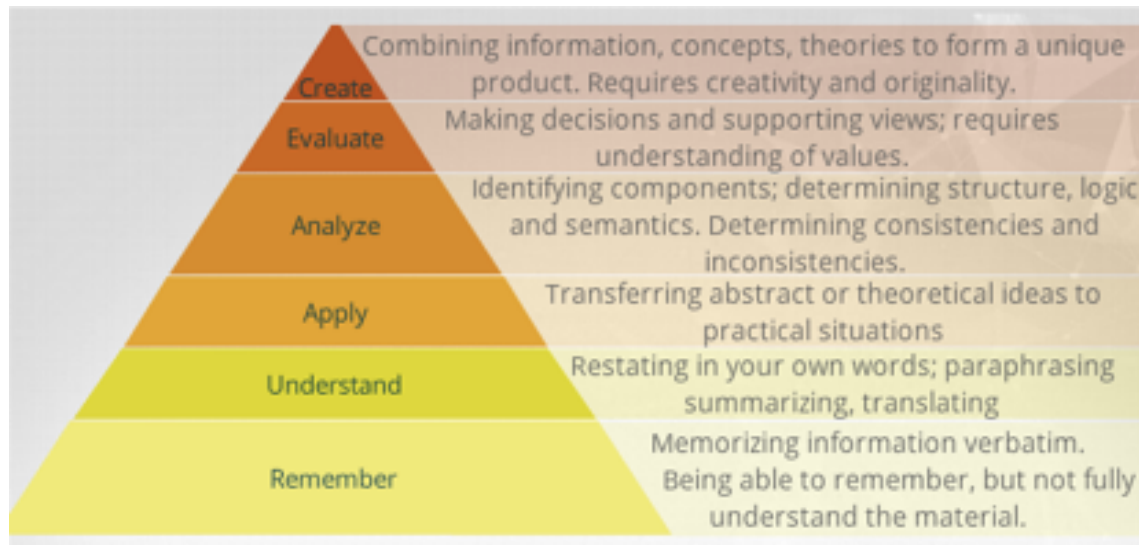
Digital Health & Wellness: Physical and psychological well being in a digital technology world.

- Eye safety, repetitive stress syndrome, and sound ergonomic practices are issues that need to be addressed in a new technological world.
- Beyond the physical issues are those of the psychological issues that are becoming more prevalent such as Internet addiction.
- Users need to be taught that there are inherent dangers of technology

Digital Citizenship includes a culture where technology users are taught how to protect themselves through education and training.

The three parts of the digital citizenship REPs are respect, educate, and protect.

Bloom's Taxonomy: this has been used widely as a template for teaching critical thinking skills in the classroom setting. The concept warrants educators to focus on a six-step process:



Post structuralism: Rejection of totalizing discourses or meta-narratives, Rejection that there is any absolute foundation outside of history or discourse from which to cast authoritative statements, Rejection of the idea that there is or can ever be a universal subject that is divorced from history, culture, and society

Structuralism: The idea that phenomena of human life are not intelligible without discovering their deep structures and interrelations

Constructivist learning: begin with complex problems and teach basic skills while solving problems. Learning is building connections by actively interacting with the environment.

What is deconstruction?

- the analytical technique used by poststructuralists is called deconstruction
- the intention is not to discover what the real meaning of a text is
- deconstruction involves a consideration of what's missing
- absences and gaps help reveal what the text is privileging
- what is missing in the picture?

Langmia et al.'s taxonomy of practical applications: Monitoring, Connecting, Interacting, Recording, Understanding, Searching, Reacting → monitoring, searching, recording, connecting, interacting, community building

Rheingold's theory on the origins of collaboration:

Howard Rheingold (1993) was one of the earliest scholars to highlight the potential of the Internet for social construction. He defines the communities created in online environments as virtual communities and stipulates that these collectives are “social aggregations that emerge

from the net when enough people carry on [...] public discussions long enough, with sufficient human feeling, to form webs of personal relationships in cyberspace”

Social Networks are considered **Web 2.0** sites

Web 2.0 is defined as: A new way to utilize the world wide web using interactive capabilities

Bloom’s Taxonomy: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating

According to Langmia et al., the first social networking site was **SixDegrees.com** in 1997

Steeves defines privacy as: A social right, personal right, democratic component and human right.

According to **Langmia et al., Facebook** is the most **popular** social networking site on the internet

was **founded** by: Mark Zuckerberg and his college dorm mates

Ferdinand de Saussure’s approach to text meaning: Structuralism

The **original web (web 1.0)** was mainly used for: Browsing content, reading and watching videos online

Zone of proximal development: The zone between a learner’s actual development and his/her potential

The holistic framework for technology integration: Look at the the subject as a whole and include the entourage in the vision. Not only the subject

Hart & Taylor: the core components of a research paper: Intro, literature review, statement of hypothesis or research question, research methods, results, discussion, references

Orientalism – Edward Said : The ways that western cultures view eastern cultures as opposite, barbaric or exotic.

Main themes of Orientalism:

exotic east. east is east and west is west and the two shall never meet. white man’s burden: mission to civilize. human side is cut out of the images

Rheingold’s theory on the origins of collaboration: People naturally want to collaborate in order to get things done

Langmia et al., taxonomy of practical applications: 6 steps:, Monitoring, Searching, Recording, Connecting, Interacting, Community Building.\

Great technology debate: Clark compared media to a **delivery truck**. He believes that media are mere vehicles that don't influence our education more than a truck and that media does not influence learning under any circumstance.

Kozma says that media has the capability of affecting learning positively and negatively.

The ARPAnet, or Advanced Research Projects Agent Network: Created by the U.S military (1969)

The internet originated as a way to help: **Aid the US Department of Defense**

Random questions from Quiz:

1) In his civics class, Remy starts each lesson by finding out what his students already know about the topic and how it relates to their personal experiences. This helps Remy get students engaged with the material he is about to discuss. Which one of the following pedagogical approaches does he seem to be practicing? **“Constructivist learning”**

2) Technology has the power to seduce and numb the working classes and/or the general public to the extent that they stop thinking about important issues. Which theory subscribes to this view? **“Culture industry theory”**

3) An individual's right to a private life and the ability of technology to invade that privacy is an issue that started with the invention of: **“The telephone”**

Example and explanation of “chaining”:

Kavoori's (2012) “chaining” is best epitomized through the following scenario: Imagine that I have posted a video of myself playing golf near a beautiful beach. This is a way to introduce myself to people who like golf. But when I publicize this link to people who visit my site to watch my video, they will simultaneously be exposed to a series of semantically related videos on the sidebar of YouTube, for instance, with links they can also click to view. In about 30 minutes, these viewers would be inundated with countless other images of people and places about golf — learning about them, instead of learning the most they can about me. Their inability to learn about me would prevent them from forming an identity of me (my likes and dislikes, hopes and desires, etc.) in their mind. More specifically, these viewers no longer have an adequate amount of information about me, but have learned of me in insufficient bits and pieces, thus lessening their amount and degree of accuracy of knowledge of me in their knowledge bank. Ultimately, my identity formation in the cyber world has been distorted, reshaped, and counter shaped, and the result is that many people would leave the site with different perceptions of me and golf

Questions from teacher's guide:

5) What is Adorno's Culture Industry theory?

Adorno's culture industry theory entails that culture no longer exists and has instead been sold back to us in the form of products.

6) What do we mean by us-ness vs them-ness in social media?

The "us-ness" and the "them-ness," which often generate the tension originally espoused by Edward Said as "Otherism". The us-ness vs them-ness in social media: we-ness approach: we are all equal, equal thinkers and scholars. this should take precedence over any predispositions we have over the other. we need to understand the Other

7) Define: digital dissonance- chaining- lurking

8) What's Arab feminism? When did it emerge?

9) What is public discourse shaped by?

10) What is a participatory communication model?

11) What is a top-down communication model?

12) Why organizations (such as UNDP) choose top-down communication models?

Notes from Jennifer:

1. What is the definition of social media?

- Forms of electronic communication
 - (as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (as videos).
 - **Safko** defines social media as “the media we use to be social” (2012, p. 3). Expanding on the definition, social is described as the instinctive human need to connect with others, and the term media is defined as what humans use to make those connections.

2. How is Web 1.0 different than Web 2.0?

- Web 2.0 is the rate of which information changes (very dynamic and the rate that information is updated is extremely fast).
- With Web 1.0 the information displayed on-screen is mostly static and the data is only updated once in awhile.
- Web 2.0 is the introduction of web applications, which are software that are not located on your own computer but is hosted in online servers. Services like Google Docs provide an office suite that does not require you to install software on your computer aside from a browser.

- Rigid structure in Web 1.0 where webmasters determine put up information on their sites, which are then viewed or downloaded by end users. (control over content is with the webmaster)
- Web 2.0, control = the user.
 - Ex: Facebook, MySpace, Orkut, and many more. These sites provide a blank slate to their users that they can configure to their liking and upload their own content for other users to see. Blogging is also one major factor as it made the task of broadcasting online much easier for the masses.
 - In Web 1.0, limited interaction between sites and web users
- Web 1.0 = information portal where users passively receive information without being given the opportunity to post reviews, comments, and feedback.
- Web 2.0 facilitates interaction between web users and sites, so it allows users to interact more freely with each other (encourages participation, collaboration, and information sharing)
- Web 3.0 is a semantic web which refers to the future (computers can interpret information like humans and intelligently generate and distribute useful content tailored to the needs of users).

3. What is facebook, wiki, blogs, what are some ways we could use these social media in the classroom?

- **FACEBOOK:** used more frequently for personal connections and sharing pictures, videos, and memes. In spite of its reputation for being a tool for procrastination, Facebook can be a powerful tool for educators, many of whom have employed an array of strategies for using the social media site in the classroom, ranging from simple viewing and searching to heavy interaction.
- **WIKI:** a collection of online pages designed to enable anyone to contribute or modify content, and blogs or weblogs, maintained by an individual or entity with entries, event descriptions, or other materials, are often used in educational settings → digital literacy
- **BLOGS:** anyone to publish information online using simple content management systems to organize and present text, pictures, videos, and other shared materials

What are some ways we could use these social media in the classroom?

Students in a classroom setting accessed the system, and they logged in using various mobile devices, iPads, laptops, tablets, or smartphones. They had the ability to view lecture slides, chat online with other students, send tweets to their Twitter followers, post items to their Facebook pages, and collaborate. Students could also answer, ask, and rate questions online; instructors could also administer quizzes and display visual results.

4. History of technology/social media and their corresponding dates.

Social media are no exception to the process of remediation, and thus, its history could be seen as beginning as far back as 550 B.C. when the first postal service was created, because written communication (in this case letters) being sent across distances represents part of the definition of social media]

- In 1792, the first telegraph was sent, thus increasing the speed and reliability of communication and communication technology.
- The invention of the telephone, itself a remediation of the telegraph, in 1890 helped to show how communication technologies could link communities together, right in their own homes or businesses, and solve problems that resulted from an inability to communicate quickly and efficiently.
- Radio signals, first used in 1891, Computer networks began to proliferate in the early 1970s, but many aimed toward either researchers or business.
- A major development toward social media sites occurred in 1978: the Bulletin Board System.
- 1984, Prodigy began offering online services for the Internet that included news, shopping BBSs, games, banking, stocks, weather, and travel services—all in one portal. The services were represented by a graphic user interface.
- In 1994, Prodigy offered access to the World Wide Web, and by 1997 it became a true Internet Service Provider (ISP) (Banks, 2008).
- Prodigy was followed by America Online in 1985, which allowed users to search member profiles within its member created communities (Goble, 2012).
- The most significant development, however, occurred at the end of the 1980s when Tim Berners-Lee's work with CERN (the European Organization for Nuclear Research) in Switzerland would lead to the creation of the World Wide Web (WWW).

5. What should teachers take into consideration when incorporating new technologies including social media in the classroom?

- Setting a historical foundation;
- Understanding students and their connections to technology;

- Knowing and respecting the learning environment;
- Learning how to select the appropriate social media sites for assignments,
- Making content relevant to students;
- Knowing the importance of bringing in experts to enhance the teaching of course content as well being an “expert” of the social media used in the course.
- Not sacrificing old tactics for new ones.
- Do not use the Top Down Approach
- Do not rely too much on Social Media

6. What were main arguments in the Great Technology Debate?

- Media does not influence learning under any circumstance (it is just a medium of delivery) still not 2007.
- Media produces unique learning experiences (you have to understand its capabilities)
- Media are mere vehicles that don't influence our education more than the truck ---
-(Clark says depends on humans not on technology he says that technology doesn't work alone... technology does not make a difference if u put a good teacher in t class) all about human element
- Kozma says that media has the capability of affecting learning positively and negatively.

7. What is the takeaway message from Howard Rheingold's TedTalk?

- Rheingold says he wants to continue to explore what forms of suffering could be alleviated and what forms of wealth could be created if we learn how to cooperate just a little bit more. (The prisoner's dilemma is actually a story that's overlaid on a mathematical matrix that came out of the game theory in the early years of thinking about nuclear war: two players who couldn't trust each other. Let me just say that every unsecured transaction is a good example of a prisoner's dilemma. Person with the goods, person with the money, because they can't trust each other, are not going to exchange. Neither one wants to be the first one or they're going to get the sucker's payoff, but both lose, of course, because they don't get what they want. If they could only agree, if they could only turn a prisoner's dilemma into a different payoff matrix called an assurance game, they could proceed.

make sure we all know how to read and make the new media that we're all creating together.)

What does this last sentence mean?^ can someone help pls

I would ignore it, it doesnt seem to add to the overall point. Just focus on the rest of the paragraph → thank you !

8. Identify the learning theories embedded in the game Little Big Planet.

- Skill building via tutorials, User created tools, and community based problem-solving, with the intention of phasing each strategy in one at a time to first see how they function independently within the classroom, and then integrating to see

9. What is a constructivist approach to learning? Constructivist = environment

Constructivist teaching is based on the belief that the learning occurs as learners are actively involved in the process of meaning and knowledge construction as opposed to passively receiving information.

Personal, social/environmental and behavioural factors always interact

- Learning is building connections by actively interacting with the environment
- Begin with complex problems and teach basic skills while solving problems
- Learning involves constructing one's own knowledge from one's own experiences
- emphasize active engagement of learners with the conceptual content through strategies such as talking (not just listening), writing (not just reading), interaction, problem-solving and other 'active' approaches.

10. What is a behaviourist approach to learning? Behaviourist = stimulus

- Learning is an expected response to a given stimulus; we can't see what goes on
- Learning occurs when students are able to provide the proper response to the given stimulus
- Students learn basic skills before moving to more complex processes
- changing behaviour through rewarding correct performance

11. What is the difference between the two?

Disagree on the importance of memory while behaviourism does not much emphasis on the use of memory constructivism holds it as a key element of learning process.

Disagree on the importance of individual differences; behaviourism does not take into account that everyone learns differently.

Disagree on the importance of the role of cognition/thoughts

Disagree on the importance of the effect of experiences

behaviourism emphasises the stimulus-response bond. , constructionist = environment

12. What are the steps in Bloom's taxonomy?

The steps in Bloom's Taxonomy are to Remember, (recognizing and recalling facts)

Understand (understanding what facts mean) Apply (applying the facts, rules and

concepts and ideas) Analyse (breaking down information into parts) Evaluate

(judging the value of information and ideas) and Create (combining parts to make a whole)

13. Give an example of each step in Bloom's taxonomy.

6 STEP PROCEDURE TO ENHANCE CRITICAL THINKING IN A CLASSROOM:

Remembering, understanding, applying, analyzing, evaluating and creating.

- **REMEMBERING:** is defined as recalling the many ways material/information can be read or written online. Every beginning of every class, the teacher can hand out a quiz pertaining on the teachings of the previous class to identify their level of retention of information.
- **UNDERSTANDING**, involves properly comprehending and uploading any material that is posted or read online. Students can answer specific questions given by the teacher such as what are the proper steps to uploading certain applications or social media sites or they can be tested in class by doing it themselves on their laptop or computer.
- **APPLYING** will aid the students learn exactly how to use and apply these specific formats in their future career. Teachers can give online case studies to evaluate the student's ability to apply their class teachings to analyze to a real complex issue.
- **ANALYZING** will help and show all students how to improve their ways of studying online books and hard copy materials. Both materials might have the same information, but are not studied the same way. Students can prove their understanding of the material by researching and writing a well-structured and documented analysis on a certain topic. This will demonstrate the ability to apply in class teachings to the real world.
- **EVALUATING** includes making specific rubrics to evaluate the online written material. Students can make Facebook groups with their classmates, anonymously post their papers and correct them between one another.

- **CREATING** will teach students how to create their own blogs or online materials to express their opinion and thoughts and get feedback if they desire. For example, the teacher can give the students a project where they need to create a social media product which will demonstrate all the aspects that they have learned.

14. Define the zone of proximal development.

- The distance between a learner's ability to solve a problem independently and the learner's potential level of comprehension when given guidance or in collaboration with more knowledgeable others.
- The difference between what one can do alone or with assistance. Learning occurs in this zone (between independence and learning guidance)
- Learning occurs in this zone (in between independence and learning guidance).
 - Example: a child baking cookies, independently he can't figure out the task, he talks to parents and learns basics, or teachers and discovers new recipes, then with peers and discovered about pre packaged cookies. Through interactions, he learned how to internalize concepts and relate them to baking cookies. -Vygotsky

15. What is the takeaway message from Sherry Turkle's TedTalk?

- Online communication is simplifying communication and altering complex and messy face-to-face relations.
- Not to stay away from technology but that we develop a more self-aware relationship with our loved ones and ourselves, find ways to demonstrate this value for our children, make sacred places where we need to communicate and think. The things that matter. We need to listen to each other, even the boring bits.
- We have everything we need to become successful as long as we recognize our vulnerability. Technology needs to promise something simpler, life is hard- let's work towards becoming better and more self-aware.
- Technology is taking away from our real life communications and reality.
- Online communication is simplifying communication and ALTERING COMPLEX MESSY FACE TO FACE RELATIONS

16. What are the tensions related to social media uses?

Consumerism: connection to material practices in the participation of online communication

Bias and liberty of expression

- The connection to material practices in the participation of online communication

- The comprehension of the relationship between discursive practices and citizenship education
- The schism between the nature and function of an emphasis on civic virtues as a major focus of citizenship education
- Who has the right to participate

17. What is the goal of digital citizenship?

- The focus of technology education should not just be on the programs of technology itself but also on the appropriate use of technology.
- We need a digital citizenship program which students/parents and teachers can explore and respect so that we all have a common framework.
- We need to be aware that it is also constantly changing with new tools, helps prepare students/technology users for a society full of technology.
- The goal of digital citizenship is to provide a consistent message to students and education professionals so that they can become productive and responsible users of digital technologies.

19. Define the 9 elements of digital citizenship programs.

- Digital access, digital commerce, digital communication, digital literacy, digital etiquette, digital law, digital rights & responsibilities, digital health & wellness, digital security (foundation on which the digital society is based)lm
- **DIGITAL ACCESS:** denotes that technological devices should be available to everyone in society. In order to visualize the impact and the importance of technology for today and the future to come, students can search on google as well as social media countries where technology has revolutionized the way people do things and think. Also they can then further analyze how these countries used technology to increase their national wealth.
- **DIGITAL COMMERCE:** which includes any online transaction. What can be very interesting but very basic for the students, since we are constantly using the net to purchase stuff, the teacher can place the students in a circle and make each person state an interesting tactic that they use to improve the online purchase experience and security of their transaction.
- **DIGITAL COMMUNICATION:** involves electronic exchange of information (p.16). Even though students of our generation seem to excel at exchanging information online with friends, teachers can show them how they can use those skills to help them learn

more about their field of interest. Teachers can show students how to connect and interact (exchange information) with people on social media such as LinkedIn who greatly succeeded and had the same career goals as the student.

- **DIGITAL LITERACY:** contains continuously learning and teaching about the use of technology and its benefits at school, work or for any day activity. The teacher can assign online readings on how students can use technology to further increase their knowledge, and how they can use this technology beneficially for their career.
- **DIGITAL ETIQUETTE:** depicts the standards of “conduct or procedure” of using technology (p.16). I think it is very important for not only parents, but teachers in class, to teach their students the appropriate times and way of using technology. Firstly, the teacher should separate the class into four. Then, teachers should put the students in 4 different contexts, example a meeting, a supper at the table with family, a conversation with a friend etc., and for every context each group needs to come up with 2 different actions that a person they were with or have seen from their past experiences that to them seem unsuitable in that certain situation.
- **DIGITAL LAW:** includes the responsibility that people have to abide to with technology. The teacher can make the students read specific interesting cases where people used technology illegally and got caught, then discuss it amongst groups in order for them to truly see how one can affect other people as well as themselves if one use π s something that is available and decided to take advantage of it.
- **DIGITAL RIGHTS AND RESPONSIBILITIES:** mention that with the invention of technology, people gain a lot of power to do the right or wrong things, therefore, people have requirements to act responsibly. It is not because students can publicly or privately intimidate one other on social media that they should. Therefore, in class students make a list with one what is right side and one what is wrong side where they could all come into class everyday and individually list something that they find would be hurtful or not acceptable on social media.
- **DIGITAL HEALTH AND WELLNESS:** includes the π physical and psychological well-being \ll of all citizens who use technology (p.16). For example, in class students can search their Facebook or Twitter and pick out particular comments, tweets, posts that they deem are inappropriate, and discuss with a peer how it could have been worded better in order for it to be acceptable and non-bias.
- **DIGITAL SECURITY:** most importantly, [dhttps://quizlet.com/249750341/learnates](https://quizlet.com/249750341/learnates) how people who use technology should constantly protect themselves (their identity), their money or anything that could harm them indirectly. In class, students can, in groups, search the net for practical security softwares that they can download at home on their laptop or on their phone in order to prevent their personal information from being stolen.

20. Define Edward Said's concept of orientalism.

- All about stereotyping Muslims, regulated system of producing knowledge
- Main themes are: Exotic East, East is East and West is West and the two shall never meet, white man's burden: Mission to civilize
- Depictions of the middle east trying to demonstrate how they will never be like the east, they are made out as Orientals and exotic and told they are a man's burden.

21. What is Adorno's Culture Industry theory?

- Culture no longer exists, its been replaced by commercial products and administrative logic of what is called "culture industry"
- Media has twisted and distorted culture to the point that it's become empty media and economics has hi-jacked cultural creations and activities turned them into mass produces consumer goods, sell them back to us as pre-packaged items that aren't really ours anymore.
- They proposed that [popular culture](#) is akin to a factory producing standardized cultural goods—[films](#), [radio](#) programmes, [magazines](#), etc.—that are used to manipulate [mass society](#) into passivity

22. What do we mean by us-ness vs them-ness in social media?

- The us-ness and the them-ness, which often generate the tension originally espoused by Edward Said as Otherism, can dig a big gulf between people when referring to interaction on social media.
- For technology to be effective, the we-ness needs to overcome the us-ness and the them-ness. We-ness approach : we are all from cultural backgrounds interacting in cyberspace with the same mind sets

23. How can we use Bloom's taxonomy to implement critical thinking in pedagogy? Give an example.

Bloom's Taxonomy is a challenge for teachers because it flies in the face of traditional education. It posits that getting students to recite facts or answer correctly a series of multiple choice or short answer questions is the bare minimum of what a teacher can do. Passing these kinds of traditional tests, according to the taxonomy, is the lowest order of thinking a student can be

expected to do. In order to get students to the level of creation, the highest level of cognitive behavior, the teacher can exercise a variety of methods.

One of these methods is to combine and therefore elongate units. Because Bloom's Taxonomy requires an intricate pedagogy, students are often not afforded the time to reach their highest possible cognitive level. This is not due to a lack of effort on the part of the teacher, but rather that entire curricula must be taught within a certain amount of time. Combining two units into one unit via a unifying theme (Heart of Darkness and The Jungle becoming a larger unit: Early Twentieth Century Literature) can allow for more flexibility within the unit while simultaneously ensuring the curriculum is taught. Furthermore, this format allows the teacher to move beyond tests consisting at least in part with multiple choice or true-false answers necessitated by the cramped nature of the school year. Instead, they can assign evaluations that require a higher level of cognitive behavior because not only are the students prepared for such high level thinking, but the teacher then has time as the next synthesized unit starts to grade these evaluations.

Another reason teachers and administrations might steer clear of the implementation of Bloom's Taxonomy is that it does not immediately address standardized testing scores. These scores have become all-important in the American public school system, and, as far as teachers and administrators are concerned, for good reason. Their jobs depend on high test scores, so why spend time not preparing the students for these tests? The answer is, though it may not always appear to be the case, Bloom's Taxonomy, by virtue of its requirement of high level thinking, is constantly preparing students for standardized tests. Consider this: a test of the nature most standardized tests utilize the lowest level of cognitive behavior on Bloom's Taxonomy.

Apply: teach them how to apply the formats in their lives

Evaluate: create rubrics for evaluation

Create: teach them how to create their own blogs, edit, upload

24. What is structuralism?

Structuralism is the belief that phenomena of human life are not intangible except through their interrelations. (That makes structures that are fixed) → interrelations constitute structures and structures are fixed in any given situation, the structures would remain the same – they are rigid

- Language relies on a shared understanding of “rules”.
- The search for deep structures that are universal to all cultures.
- Once we have discovered the underlying characteristics of a text, we can open it up to discover its meaning.
- Determines how texts produce meaning.

- Basically it's the belief that the phenomena of human life are not intelligible except through their interrelations
 - These interrelations constitute structures and these structures are fixed: in any given situation these structures would remain the same, they are rigid.
- It's a-historical, doesn't depend on history, doesn't depend on context, its universal and has a unchanging order of things.
- Founders of structures: **Ferdinand de Saussure** – theory focused on language structures (linguistics) language produces meaning by a system of relations.

25. What is post-structuralism?

- Rejection of totalizing discourses or meta-narratives. Believes that there can't be a universal human subject that is divorced from history, culture and society. Basically a question why structuralism thinks it's rigid.
- Rejection that there is any absolute foundation or metaphysical platform outside of history or discourse from which to cast authoritative statements
- A rejection of the idea that there is or can ever be, a universal human subject that is divorced from history, culture and society
- Meaning in a text is uncertain, unstable, changing and contextual
- Without an audience for a text the language has no meaning

26. What is deconstruction?

- The analytical technique used by poststructuralists is called deconstruction
- The intention is not to discover what the real meaning of a text
- Deconstruction involves a consideration of what's missing
- Absences and gaps help reveal what the text is privileging
- A deconstruction of a Facebook advertisement would include a discussion on the types of people who are missing from the images
- “Trying to get out of the established meaning”.

27. Define: digital dissonance - chaining - lurking

- **DIGITAL DISSONANCE:** Digital dissonance occurs when the sheer complexity of the technologies involved and the magnitude of their implications exceed our existing mental frameworks. We see the technologies, we see the changes they bring, we instinctively understand their importance but we don't know how to make sense of them or take action based on their impact. labels the existing tension between learners' in- and out-of-school

use of social media and related technologies

- **CHAINING:** Multiple identities create chaos and confusion and this can be exacerbated with the endless hyperlink that are connected and reconnected to a video on YouTube with a single click of the mouse. That single click can then be extended to endless other interconnected videos of similar themes.
- **LURKING:** Lurking is the very common practice of reading an online or e-mail discussion without taking part in the discussion. Most visitors to discussions on Web sites, Usenet groups, e-mail discussion groups, Internet Relay Chat channels, or bulletin board systems understandably spend much more time reading or "listening" than writing or "speaking."
 - What this term seems to imply in its usage is that some people benefit a great deal from a discussion without ever offering to enrich it with their own information or ideas. It is well understood and accepted, however, that there will always be lurkers in any discussion. And people new to a discussion are sometimes advised to lurk until they become familiar with the discussion.

28. What is the holistic approach to integration of technology in education? What are its benefits?

- Higher engagement levels in the classroom, prepared for the future, ready for the job market, more resourceful learning, collaboration, safety. Confirm how learning technologies guarantee effective and improved education at all times across all contexts.
- Develop new understandings of the debates surrounding ICT integration in education
- Provide us with the necessary foundation to develop realistic understandings of the current educational technology integration in pedagogy
- Demonstrate how different contexts such as personal, pedagogical, social, cultural and structural contexts may be impacting the integration of ICT in the student's classroom

29. What are the components of research reports? Define each.

- **Introduction:** introduce the problem/indicate variable examined in the study
- **Literature review:** indicate what is known about the problem
- **Hypothesis or research question:** quantitative (relationship between variables in operational terms) or Qualitative (sense of what study might show)
- **Research methods:** participants (qualitative/quantitative) instruments, design, procedures

- **Results:** Statistical techniques, applied to data and result of analyses
- **Discussion:** interpret results, draw conclusions, make recommendations
- **References:** all relevant sources, APA

INTRODUCTION: “introducing the problem-indicating the variables examined in the study”.

REVIEW OF LITERATURE: which indicates what is known exactly about the problem. Then, the next paragraph involves a statement of the hypothesis that can be either quantitative (relationships between variables in operational terms) or qualitative (sense of what the study might demonstrate).

METHODS that were taken. Participants should be the first section of the methods paragraph, outlining quantitative (“describes how the subjects were selected, the population they represent, the sample size, and the major characteristics of the subjects”) and qualitative (“information about the site and the participants”) information about the participants. Following the first short paragraph of participants, instruments for the research report such as “all the data collection procedures and protocols indicating their purpose. For example, as the slides mention, validity, reliability and scoring. Method should also have a paragraph on design and procedures. The section on design should “describe the rationale for the selection of a specific design” as well as a “description of the threats to validity and the steps taken to minimize these threats”. Procedures, however, should “describe chronologically the steps to followed in conducting the study in sufficient detail to allow for replication”. The section of the research report should also involve a section called “results” which as described in the slides the statistical techniques applied to the data and results of the analyses. The discussion and conclusion are the last two paragraphs of the report. The discussion section should “interpret the results, draw conclusions, state implications and make recommendations”. Lastly, but most importantly, references should be on the last page clearly indicated, alphabetically listed, with the right format (either APA or MLA) with different sources such as papers, books, journal articles or electronics sources

30. What is the definition of privacy according to Steeve’s 2014?

A social right, personal right, democratic component, and human right.

The definition of privacy according to Steeve’s is “a component of a democratic citizenship, a social right that gives individuals the right to control what their community knows about them, a personal right to manage personal data, a human right that rests on the idea of personal integrity.

31. What is the link between privacy, technology and Foucault's Panopticon?

- **PANOPTICON:** feeling like you're being watched.
 - In a technological era people might not know they are being watched online if they are, which is an important factor of privacy.

32. How can we increase awareness of privacy using stakeholder's agency?

- Stakeholder involvement to help educate others on the tools they could use to protect themselves.
- Stakeholders have an involvement in policymaking
- Efforts to raise awareness about online privacy

33. What is feminism? What are the three waves of feminism?

Feminism is the recognition and critique of male supremacy combined with efforts to change it first wave (all about the liberate movement: women suffrage, getting property rights, voting rights, legal rights),

second wave (different cultural aspects of being a women, gender identity, differences between men and women), and

third wave (differences of gender was focused on white women not about Arab women or BITHblack women for example, feminism looking at conflicting perspectives

Feminism is not a unified movement; It is often thought of to be "man hating" but that is not the case, it is simply the belief that women and men should be equal. we have many waves of feminism.

First Wave; Is all about the liberal movement, women's suffrage, Getting all voting, Legal rights. Even after the rights, women realized we still being not equal, that's when second wave began.

Second Wave; All about gender roles, how they dictate roles, abortion, gaining consciousness, getting liberation

Third Wave; brought about a different type of feminism; relating to racial roles, black women and white women have different issues. Recovery of discourse, oral defiance, tied to nationalism. Combat inequalities for all women.

34. What's Arab feminism? When did it emerge?

Third wave – recovery of a discourse, oral defiance, tied to nationalism.

Feminism didn't start in Arab world, Beginning invisible feminism tied to nationalism

- Recovery of a discourse
- Oral defiance
- Tied to nationalism

35. What did social media give back to Arab feminism?

- Affordances of new spaces
- Interactivity potential- allows for multiple viewpoints to coexist together
- Anonymity vs. visibility- user has the capability of being anonymous if they want to, can choose what they post
- Ripple effect- viral effect
- Allows for multiple viewpoints to coexist with one another

Feminists are using Web 2.0 mediums such as blogs or cyberspace to: fight their oppression and gain greater agency” while conveying messages or terrifying stories they have personally lived in order for them to be able to create “acts of resistance hidden yet public at the same time” (101, 103). Even though most women in poor underdeveloped countries used to not have any internet, it is becoming less and less expensive allowing for woman all over the planet to voice their pain, something they couldn't do before. As the book mentions, “there is no particular law that censors online social media”, thus, many women find themselves reporting their stories/experiences through blogs (102). With the increase of popularity of blogs in Lebanon, woman are taking this chance to: challenge the conventional assumptions and structural oppression (103). Blogging is an extremely powerful medium since not only does it “challenge hegemony of traditional media outlets” but it is based on “collaborative information production” (103). Social media allowed for woman, especially of Arab descent, to be heard by politicians, government, citizens, and most importantly, the world. It finally allowed for change, since people in every continent were aware of the issues and problems these women were living,

36. What is public discourse shaped by?

by social groupings, culture and constructs and has the power to limit our knowledge and beliefs and stereotyped media representations

37. What is a participatory communication model?

Not top down

As the connection between communication and social change are further explored, alternative models have been suggested by development scholars and practitioners alike. Top down impositions of messages about development related issues only seemed to lead to the alienation

of intended audiences. Therefore, models that favored audience ownership of messages as well as referenced their lived experiences were proposed (Tomaselli, 1997; Melkote, 2000; Wilkins, 2000; Figueroa et al, 2002). As Tomaselli (1997) noted, “subject generated expression and messages are argued to be much more effective in changing social attitudes among specific communities and groups than...glossy, and audience-remote messages of the mass media” (p. 4), and arguably development organizations themselves. Participatory models of communicating for social change position community members at the centre of dialogue and construe them as agents of their own change. Subsequently, participatory communication shifts focus from the previous paradigms emphasis on persuasion and transmission of information from external technical experts to dialogue, debate and negotiation on issues that connect with community members (Figueroa et. al, 2002, p. ii).

For the purposes of this chapter, the model of participatory communication proposed by the Johns Hopkins University Centre for Communication Programs will be used as the primary theoretical framework to assess the nature of the communication found on UNDP’s Facebook and Twitter pages. The model is known as the Integrated Model of Communication for Social Change (IMCFSC) and focuses on the process by which dialogue as a participatory form of communication is related to collective action (Figueroa et. al, 2002, p. iii). IMCFSC was chosen for this study because it offers a very useful framework for examining participatory communication; that is, it offers established evaluative criteria that help a researcher determine the degree or actual presence of participatory practices in various development communication strategies. IMCFSC is a very extensive model that also incorporates assessment tools for determining whether or not social change has actually occurred as a result of implemented participatory communication strategies.

IMCFSC posits that for social change to occur, a model of communication that is cyclical and relational in nature is necessary, meaning that community members engage in a communication oprocess that is continuous and in which they take turns creating and sharing information with each other and then “interpreting and reinterpreting its meaning until a sufficient degree of mutual understanding and agreement has been reached” (Figueroa et. al, 2002, p. 4). Further, this model must lead to outcomes that depict mutual exchange rather than one-sided, individual change. In addition, a key component of this model of communication for social change is an iterative process that starts with a catalyst or stimulus. While this catalyst/stimulus can be external or internal to the community, it must trigger dialogue within the community and among its members equally, to the point where collective action and resolution to social problems is the outcome (p. iii). An important thing to consider regarding this model is that participatory communication is conceived of as community dialogue. As part of this dialogue, community

members themselves identify particular social problems and then take collective action to resolve them.

IMCFSC posits that for social change to occur, a model of communication that is cyclical and relational in nature is necessary, meaning that community members engage in a communication process that is continuous and in which they take turns creating and sharing information with each other and then “interpreting and reinterpreting its meaning until a sufficient degree of mutual understanding and agreement has been reached” (Figuroa et. al, 2002, p. 4). Further, this model must lead to outcomes that depict mutual exchange rather than one-sided, individual change. In addition, a key component of this model of communication for social change is an iterative process that starts with a catalyst or stimulus. While this catalyst/stimulus can be external or internal to the community, it must trigger dialogue within the community and among its members equally, to the point where collective action and resolution to social problems is the outcome (p. iii). An important thing to consider regarding this model is that participatory communication is conceived of as community dialogue. **As part of this dialogue, community members themselves identify particular social problems and then take collective action to resolve them.**

IMCFSC posits that for social change to occur, a model of communication that is cyclical and relational in nature is necessary, meaning that community members engage in a communication process that is continuous and in which they take turns creating and sharing information with each other and then “interpreting and reinterpreting its meaning until a sufficient degree of mutual understanding and agreement has been reached” (Figuroa et. al, 2002, p. 4). Further, this model must lead to outcomes that depict mutual exchange rather than one-sided, individual change. In addition, a key component of this model of communication for social change is an iterative process that starts with a catalyst or stimulus. While this catalyst/stimulus can be external or internal to the community, it must trigger dialogue within the community and among its members equally, to the point where collective action and resolution to social problems is the outcome (p. iii). An important thing to consider regarding this model is that participatory communication is conceived of as community dialogue. As part of this dialogue, community members themselves identify particular social problems and then take collective action to resolve them.

The view of participatory communication as community dialogue recognizes ten steps that describe a somewhat sequential process in which participatory exchanges takes place. As the authors of the model point out, all steps may not happen as the **process is context driven**. However, these descriptive identifiers are useful for evaluating if activity on the social media platforms being examined qualify as being participatory.

The ten steps comprise: Recognition of a problem, Identification and involvement of leaders and stakeholders, Clarification of perceptions, Expression of individual and shared needs, Vision of the Future, Assessment of current status, Setting objectives, Options for action, Consensus on action and Actual plan.

38. What is a top-down communication model?

Information from the highest-ranking officials within the company filter down to employees using the company's managerial structure

- Top-Down communication practices have **actually worked to increase the communication divide** rather than bridge it
- Since social media have the capacity to challenge hierarchical management structures of messaging, users can generate alternative messages that oppose or threaten the positions of the dominant group

39. What was so special about the online videos utilized in the Arab Spring?

- The narrator is absent from the videos. Therefore, the impact is experienced by the viewer who watches the scenes of protest, free of journalistic interpretations, and, perhaps, with an even greater level of engagement allowing him to discern these events on the screen for himself
- The videos are raw and unedited. The unedited equality of the videos immediately conveyed the work of a bystander, thereby signaling these accounts to be first-person experiences
- The video becomes a live window through which to view the event and then work out its meaning

40. What kind of participatory communication did we witness in the Arab Spring?

- we saw an intercultural experience shared digitally between citizens → intercultural communication

41. Why organizations (such as UNDP) choose top-down communication models?

- Despite the evolution of information communication technologies that makes it possible for more democratic approach to idea exchanges, old patterns still persist
- The UNDP (United Nations Development Programme) organization has a Facebook page. But also has a disclaimer on its page that says as much, i.e. it reserves the right to delete or edit any comments that it considers inappropriate or unacceptable
- Since social media have the capacity to challenge hierarchical management structures of messaging, users can generate alternative messages that oppose or threaten the positions of the dominant group
- A marketplace of ideas ALSO is undesirable, if organizations wish to maintain a uniform identity and consistent message

The issues of participation and community dialogue are grounded in the power dynamics that direct global politics and not in the use of any particular medium

42. What are the take-away messages from the movie *Mickey Mouse Monopoly*?

- A shrinking number of corporations now own the world's major media outlets, and therefore increasingly control the kinds of narratives and information people have access to.
- The control of information exercised by the Walt Disney Company, one of the largest of these global media conglomerates, is especially important given its influence on the imaginative lives of children.
- The female characters in Disney movies tend to present a distorted version of femininity — highly sexualized bodies, coy seductiveness, always needing to be rescued by a male.
- Snow White cleans the dwarfs' cottage to ingratiate herself; Ariel gives up her voice in order to win the prince with her body in *The Little Mermaid*; Mulan almost single-handedly wins the war only to return home to be romanced; and *Beauty and the Beast's* Belle endures an abusive and violent Beast in order to redeem him.
- Representations of race and ethnicity are similarly skewed in the world of Disney.
- People of color in Disney's animated features are perhaps most notable for their general scarcity. But when they do appear, they tend to reinforce the most regressive racial and ethnic stereotypes.
- Latinos are portrayed as irresponsible Chihuahuas in *Lady and the Tramp* and *Oliver and Company*.
- African-Americans are presented as “jive” crows in *Dumbo*, as human-wannabe orangutans in *Jungle Book*, and are totally absent in *Tarzan's* Africa.
- Other examples include Latinos and African-Americans depicted as street-gang thugs in *The Lion King*; Asians as treacherous Siamese cats in *Lady and the Tramp*; Arabs as barbarians in *Aladdin*; and Native Americans as savages in *Peter Pan* and *Pocahontas*.
- Beyond racial and ethnic stereotyping, the stories Disney tells are full of commercialism and commercial values.
- The seemingly innocent stories Disney movies tell seem to be secondary to their being used as vehicles for the merchandising of videos, toys, clothing, video games, etc.
- Similarly, the product tie-ins and toys and games have displaced children's spontaneous creative play in favor of merely replicating the ready-made Disney version of play.
- This kind of commercialization should not be surprising. As former Disney CEO Michael Eisner said a few years back, "To make money is our only objective."

43. What remained consistent about gender and racial/ethnic portrayals in Disney films?

Added by Bayley: They were all very much stereotypically portrayals. The consistent message for women in Disney is that they are “damsels in distress” and need saving from men, or should accept abusive relationships, for example. Aladdin showed very stereotypical images of what they think or want us to think Middle easterners look like. (Orientalism)

44. What is the role of the digital code?

Digital Code delivers and dictates the content we see and learns from how an individual interacts with others. It is far from egalitarian with content as it amplifies patterns and popularity, which results in homogenous experiences and thinking for users