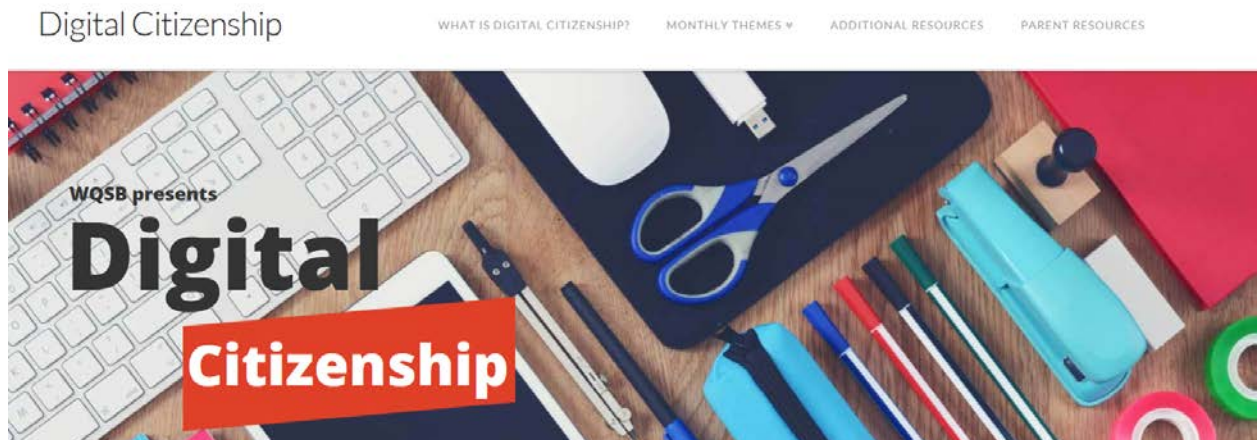


CITOYENNETÉ NUMÉRIQUE (OU ÊTRE UN BON CITOYEN EN LIGNE) - PD12972

Website : <http://digitalcitizenship.wqsb.qc.ca>



Criteria Content to include

1. Project Description Describe/show to what degree the project was carried out as planned. Include what went well and what proved to be a challenge. Include a synthesis of your journal entries.

- As we venture into cloud computing and more precisely O365, being good online citizens is crucial.
- We need to support our teachers as they support the students with all the new concerns and "issues" that may arise as we all venture into the digital world.
- We need to be a structure that supports teaching students (and parents) how to act with respect to this technology. This project will help further define the norms for appropriate and responsible online behaviour at the various grade levels and search for and/or create resources to support teachers in their classroom.
- The tools created within this PDIG will provide for teachers a clear path of instruction and support in their teaching of these concepts.
- The exciting part of the project is to bring teachers from three different schools together to collaborate in the creation of resources for our Digital Citizenship website

WWW:

- The teachers worked collaboratively
- Teachers with various background knowledge on digital citizenship worked collaboratively
- Resources were vetted and uploaded to the website
- Our first session had teachers construct their understanding of what is Digital Citizenship and then, using that knowledge, they were able determine the appropriateness of the resources based on our goals

Challenges:

- As the teachers were all primary French teachers, they were unfamiliar with the appropriate level of difficulty in the French text appropriate for high school
- With the vastness of resources available and to go through, we did run out of time

2. Project Goals Describe/show to what degree the goals of the approved project were met. If the goals were only partially met or not met at all, describe the reasons for this.

Day 1:

GOAL: Define Digital Citizen explore existing resources

ACTIVITIES:

- Define Digital Citizenship
- Explore the 9 pillars of Digital Citizenship
- Ensure everyone has a common understanding of the 9 pillars and how they can be interpreted based on the age of students
- Begin the exploration of the <http://www.digitalcitizenshipquebec.ca/> and <http://dcp.lbpsb.qc.ca/> websites
- Establish the grade level/pillar focus
- Identify and review already existing materials/resources/websites

Day 2:

GOAL: Divided by age (cycle) group determine appropriate areas of instruction

ACTIVITIES:

- Divide into sub-groups according to teachers grade-level expertise
- Explore the stages of development of sub groups (by age group)
- Within age/cycle groups, linking focus points to stages of student development so as to properly meet the needs of the students. In other words, if online purchasing isn't appropriate for kindergarten, we didn't focus time on that one pillar but spent time looking for more appropriate elements
- Explore existing age-appropriate resources vetting for what the teachers feel are appropriate for the grades

Days 3

GOAL: FOCUS on continuing the vetting process.

ACTIVITIES:

- Explore existing age-appropriate resources vetting for what the teachers feel are appropriate for the grades
- We discovered that there were a limited number of French resources so the investigation took a little longer than anticipated
- Teachers then created some lessons from various videos and/or resources they found adding to the collection we have on the website

Day 4

GOAL: Post presentation wrap-up (What Went Well, Even Better If...)

ACTIVITIES:

- Even though teachers were asked to test their content on their students, it wasn't done, unfortunately.
- The teachers will be given time to tweak their resources and refine the presentations of each lesson

3. Project Outcomes Describe/show the gains that the participating teachers achieved through this project.

PROJECT OUTCOMES & ASSESSMENT

- The outcome is the created content and resources

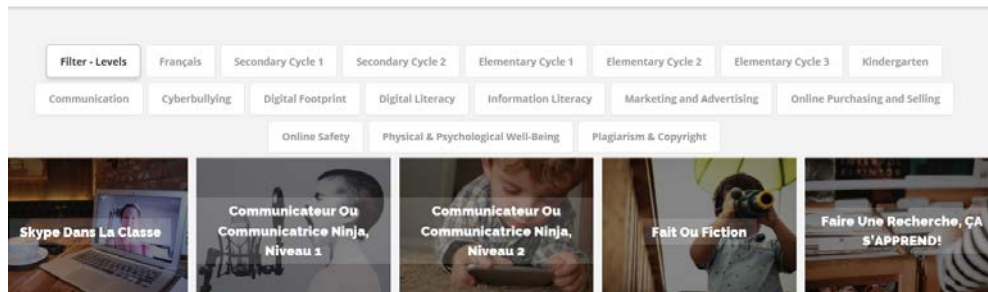
- Teachers will work collaboratively to create resources to be shared not only with their home school but with WQSB as a whole.
- The teacher team will provide feedback throughout the process and support each other in the creation process
- I, as RECIT, will develop an action plan for distributing and sharing the information and resources gathered on the website
- The resources can be found on the home page – right side of each page



- This leads to the list of themes



- Once a month/topic is selected, it will lead to French lessons



- Please note that there are still modifications to be made, and they will be completed by the end of June

4. Reinvestment Clearly describe how the resources created and/or the learning achieved by the participants can be of benefit to the educational community at large. If applicable, comment on whether or not this project should be carried out by other teams and if so, how it could be improved.

- Asking teachers to teach digital citizenship sounds easy enough but if you Google the topic, you get hundreds of links that would lead to hundreds more
- Our goal was to do the leg work, if you will and create a spot where teachers could go to in order to start the process.
- As we have many French immersion schools, we felt it was essential to also have vetted resources in French.
- The website mention above has some French resources now, but not all the ones we created. Over the next few weeks, I will upload the resources we created this year
- I, as RECIT, will develop an action plan for distributing and sharing the information and resources gathered on the website

- I will also meet with the librarians showing them the resources we have and, working collaboratively, will ensure part of the information is shared based on the schools request.