**Cyber Citizenry Assignment**
**Develop a Strategy for Educating Students, Faculty, and Parents**
**Digital Footprints**

| Topic | Digital Footprints |
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| **Audience** | Higher Education Students |
| **Learning Objectives** | Students will: <br> • Learn about an individual's online presence known as a "digital footprint". <br> • Understand that information posted online can never be fully retracted. <br> • Recognize that information posted online can be viewed positively or negatively by others. <br> • Understand how information posted on the Internet can impact future employment or graduate school opportunities. <br> • Reflect on how to present a positive online image. |
| **Teaching Schedule** | 1. New Freshman Orientation <br> 2. Online or Blended Classes:  In addition to posting ethical guidelines for online student behavior, include elements of this course that describe how to develop a positive presence as student work and information relevant to the course is posted online <br> 3. Career Services Tool used to Assist Graduating Seniors |
| **Content** | 1. Introduction <br>      • Define Digital Footprint <br>      • Demonstrate a Google search on two well-known individuals, demonstrating the vast amount of information that can easily be retrieved. Emphasize that a footprint consists of information that you post, as well as information that others post. <br>          ▪ Celebrity #1 = Demonstrate the footprint of an individual with a negative online presence, identifying elements that reflect poorly on the individual (i.e., legal issues, partying, questionable language, unflattering photos or video, etc.) <br>          ▪ Celebrity #2 = Demonstrate the footprint of an individual with a positive online presence, identifying the elements of the post that reflect favorably on the individual (i.e., achievements, milestones, affiliations with respected organizations, etc.) <br><br> 2. How are Digital Footprints Created? <br>      • Student Activity #1 – Complete the "Measuring Your Digital Footprint" online exercise to understand the various ways that a digital footprint is developed. |

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| | 3. Online Information Can Never Be Fully Retracted<br>  • Student Activity #2 - Read the article titled "Our Digitally Undying Memories"<br><br>4. Quantifying Digital Footprints<br>  • Student Activity #3 – Read "Digital Footprints: Online Identity Management in the Age of Transparency"<br><br>5. Analysis of Digital Footprints<br>  • Student Activity #4 - Review the Common Sense Media "Admissions Packet Student Handout". Using the information presented, select the best candidate for graduate school admission based on the online information included for each applicant.<br><br>6. Creating Your Digital Footprint<br>  • Student Activity #5 – Watch the video "Creating Your Digital Footprint" for suggestions on positively preparing your online presence for the workplace or future educational endeavors.<br><br>7. Your Digital Footprint<br>  • Student Activity #6 – Google your own name and analyze your digital footprint. Write an "Individual Footprint Analysis and Action Plan" that identifies specific strategies for improving your online presence. |
| **Visible Outcomes** | • Students successfully identify the post-graduate candidate with the most positive digital footprint (Student Activity #4).<br>• Students submit an accurate and well thought out Individual Footprint Analysis and Action Plan.<br>• Students complete a multiple choice quiz highlighting the major themes of this unit. |
| **Resources** | CindyRatzlaff. (2011, June 17). Creating Your Digital Footprint [Video File]. Retrieved from http://www.youtube.com/watch?v=AdWmhZsJQHo<br><br>Common Sense Media (2011). *Admissions Packet.* Retrieved from http://www.commonsensemedia.org/sites/default/files/9-12-privacy-collegebound-admissionpacket-handout.pdf |

Discovery (2006). Your Digital Footprint [Video file]. Retrieved from
        http://dsc.discovery.com/convergence/koppel/interactive/interactive.html

Madden, M., Fox, S., Smith, A., & Vitak, J. (2007, December). Digital Footprints: Online Identity Management
        and Search in the Age of Transparency. *PewResearchCenterPublications.* Retrieved from
        http://pewresearch.org/pubs/663/digital-footprints

Vaidhyanathan, S. (2010, January). Our Digitally Undying Memories. *The Chronicle Review.* Retrieved from
        http://chronicle.com/article/Our-Digitally-Undying-Memories/63747/

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| **Topic** | Digital Footprints |
| **Audience** | Higher Education Faculty |
| **Learning Objective** | Faculty will:<br>• Learn about an individual's online presence known as a "digital footprint".<br>• Understand that information posted online can never be fully retracted.<br>• Recognize that information posted online can be viewed positively or negatively by others.<br>• Understand how information posted on the Internet can impact student employment or graduate school opportunities.<br>• Understand how to promote and support the development of a positive student digital footprint<br>• Become sensitive to digital footprint implications when developing course materials and activities |
| **Teaching Schedule** | • New Faculty Orientation<br>• Delivered via eLearning to Instructors Teaching Online |
| **Content** | 1. Introduction<br>    • Define Digital Footprint<br><br>2. How are Digital Footprints Created?<br>    • Activity #1 – Complete the "Measuring Your Digital Footprint" online exercise to understand the various ways that a digital footprint is developed.<br><br>3. Online Information Can Never Be Fully Retracted<br>    • Activity #2 - Read the article titled "Our Digitally Undying Memories" |

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| | 4. Quantifying Digital Footprints<br>    • Activity #3 – Read "Digital Footprints: Online Identity Management in the Age of Transparency"<br><br>5. Supporting Positive Student Footprints<br>    • Activity #4 – Read the following articles to learn how to support students in the creation of positive online footprints:<br>        ▪ Positive Digital Footprints<br>        ▪ Footprints in the Digital Age<br>        ▪ The Power of a Positive Footprint for Students<br><br>6. Course Evaluation and Reflection<br>    • Activity #5 – Faculty will select one online or blended course that they currently deliver and evaluate the impact on student digital footprints. Faculty will review online course activities, evaluate the nature of the impact, and identify specific strategies for positively influencing student online presence. |
| **Visible Outcomes** | • Faculty will complete a multiple choice quiz highlighting the major themes of this unit.<br>• Faculty will submit a digital footprint course evaluation, identifying specific strategies for improving the impact on student online presence. |
| **Resources** | Discovery (2006). Your Digital Footprint [Video file]. Retrieved from<br>        http://dsc.discovery.com/convergence/koppel/interactive/interactive.html<br><br>Ferriter, W. (2011, April). Positive Digital Footprints. *Educational Leadership (68)*7. Retrieved from<br>        http://www.ascd.org/publications/educational-leadership/apr11/vol68/num07/Positive-Digital-Footprints.aspx<br><br>Jalger. (2011, April 11). The power of a positive digital footprint for students [Web log comment]. Retrieved<br>        from http://edjudo.com/the-power-of-a-positive-digital-footprint-for-students.html<br><br>Madden, M., Fox, S., Smith, A., & Vitak, J. (2007, December). Digital Footprints: Online Identity Management<br>        and Search in the Age of Transparency. *PewResearchCenterPublications.* Retrieved from<br>        http://pewresearch.org/pubs/663/digital-footprints |

Richardson, W. (2008, November). Footprints in the Digital Age. *Educational Leadership (66)*3. Retrieved from http://www.ascd.org/publications/educational-leadership/nov08/vol66/num03/Footprints-in-the-Digital-Age.aspx

Vaidhyanathan, S. (2010, January). Our Digitally Undying Memories. *The Chronicle Review.* Retrieved from http://chronicle.com/article/Our-Digitally-Undying-Memories/63747/

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| **Lesson** | Digital Footprints |
| **Audience** | Parents |
| **Learning Objectives** | Parents will <br> • Learn about an individual's online presence known as a "digital footprint". <br> • Understand that information posted online can never be fully retracted. <br> • Recognize that information posted online can be viewed positively or negatively by others. <br> • Understand how information posted on the Internet can impact student employment or graduate school opportunities. <br> • Understand how to promote the student development of a positive digital footprint <br> • Identify strategies for improving their own digital footprint <br> • Become sensitive to the potential impact of their digital footprint on their student |
| **Teaching Schedule** | • Parent Presentation During New Student Orientation <br> • Course Available Online via an online Parent Portal |
| **Content** | 1. Introduction <br>   • Define Digital Footprint <br>   • Demonstrate a Google search on two well-known individuals, demonstrating the vast amount of information that can easily be retrieved. Emphasize that a footprint consists of information that you post, as well as information that others post. <br>     ▪ Celebrity #1 = Demonstrate the footprint of an individual with a negative online presence, identifying elements that reflect poorly on the individual (i.e., partying, breaking the law, questionable language, revealing photos, etc.) <br>     ▪ Celebrity #2 = Demonstrate the footprint of an individual with a positive online presence, identifying the elements of the post that reflect favorably on the individual (i.e., achievements, milestones, affiliations with respected organizations, etc.) |

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| | 2. How are Digital Footprints Created?<br>    • Student Activity #1 – Complete the "Measuring Your Digital Footprint" online exercise to understand the various ways that a digital footprint is developed.<br><br>3. Online Information Can Never Be Fully Retracted<br>    • Parent Activity #2 - Read the article titled "Our Digitally Undying Memories"<br><br>4. Privacy and Reputation<br>    • Parent Activity #3:  Watch this Common Sense Media video that discusses the impact of digital footprints on a student's life.<br><br>5. Encourage Your Student to Create a Positive Digital Footprint<br>    • Student Activity #4 - Watch the video "Creating Your Digital Footprint" for suggestions on positively preparing your online presence for the workplace or future educational endeavors.<br><br>6. Review Your Own Digital Footprint – Identify Strategies for Improvement and Evaluate Your Footprint's Impact on Your Student<br>    • Student Activity #5 – Google your own name and analyze your digital footprint. Write an "Individual Footprint Analysis and Action Plan" that identifies specific strategies for improving your online presence. |
| **Visible Outcomes** | • Parents will identify ways to help their student improve their footprint.<br>• Parents will perform a personal digital footprint evaluation, identifying specific strategies for improving their online presence and the potential impact on student online presence. |
| **Resources** | CindyRatzlaff. (2011, June 17). Creating Your Digital Footprint [Video File]. Retrieved from<br>    http://www.youtube.com/watch?v=AdWmhZsJQHo<br><br>Common Sense Media (2011). Digital Life [Video file]. Retrieved from<br>    http://www.commonsensemedia.org/video/modal/2078099<br><br>Discovery (2006). Your Digital Footprint [Video file]. Retrieved from<br>    http://dsc.discovery.com/convergence/koppel/interactive/interactive.html |

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| | Vaidhyanathan, S. (2010, January). Our Digitally Undying Memories. *The Chronicle Review.* Retrieved from http://chronicle.com/article/Our-Digitally-Undying-Memories/63747/ |