

Integrated Technology Learning Experience

Unit Title	Digital Footprints
Unit Length	Four Weeks
Grade Level	Higher Education Students
Description of Students	<p>Students completing or repeating elements of this course fall into three distinct categories:</p> <ol style="list-style-type: none"> 1. New Students (Freshmen or Transfers) 2. Students who are enrolled in blended or fully online courses 3. Graduating Seniors
Project Description	<p>Everything posted about an individual online becomes part of their online presence known as a digital footprint. This educational strategy seeks to inform higher education students of the impact of digital footprints and offers information for building a positive online image.</p> <ol style="list-style-type: none"> 1. New Students - Digital footprint training will occur at new student orientation, establishing a positive online foundation for students. 2. Students who are enrolled in blended or fully online courses - In addition to posting ethical guidelines for online student behavior, instructors will include elements of this course that describe how to develop and maintain a positive presence as student work and information relevant to the course is posted online 3. Graduating Seniors – This course will serve as a Career Services Tool to help students improve and perhaps transition their online presence in preparation for professional careers. <p>Students access this course via a centralized learning management system.</p>
Goals for Unit	<p>Students will:</p> <ol style="list-style-type: none"> 1. Learn about an individual’s online presence known as a “digital footprint”. 2. Understand that information posted online can never be fully retracted. 3. Recognize that information posted online can be viewed positively or negatively by others. 4. Understand how information posted on the Internet can impact future employment or graduate school opportunities. 5. Reflect on how to present a positive online image.
Iowa Core Curriculum Standards	<p>Literacy Benchmarks Addressed: Students can comprehend what they read in a variety of literary and informational texts. Students can understand stated information they have read.</p>

	<p>Students can draw conclusions, make inferences, and deduce meaning. Students can make predictions based on stated information. Students can interpret nonliteral language used in a text. Students can determine the main idea, topic, or theme and make generalizations. Students can identify the author’s views or purposes. Students can distinguish among facts, opinions, and assumptions.</p>
Learning Outcomes	<ol style="list-style-type: none"> 1. Students will be able to define “digital footprint” and describe its personal relevance. 2. Students will be able to identify specific online activities and actions that create a digital footprint. 3. Students will understand how their personal views of identity management relate to those of their classmates. 4. Students will successfully identify examples of positive digital footprints and their impact on future employment or educational opportunities. 5. Students will develop an accurate and well thought out Individual Footprint Analysis and Action Plan.
Overall Sequence for the Multiple Lesson Unit	<ol style="list-style-type: none"> 1. Introduction 2. How are Digital Footprints Created? 3. Online Information Can Never Be Fully Retracted 4. Quantifying Digital Footprints 5. Analysis of Digital Footprints 6. Creating Your Digital Footprint 7. Your Digital Footprint Plan of Action
Unit Content	<ol style="list-style-type: none"> 1. Introduction <ul style="list-style-type: none"> • Define Digital Footprint • Explain Relevance to Students • Demonstrate a Google search on two well-known individuals, demonstrating the vast amount of information that can be easily retrieved and emphasizing that a footprint consists of information that you post, as well as information that others post. 2. How are Digital Footprints Created? <ul style="list-style-type: none"> • Student Activity #1: Complete the “Measuring Your Digital Footprint” online exercise to understand the various ways that a digital footprint is developed. 3. Online Information Can Never Be Fully Retracted

	<ul style="list-style-type: none"> • Student Activity #2: Read and discuss the article titled <u>“Our Digitally Undying Memories”</u> <p>4. Quantifying Digital Footprints</p> <ul style="list-style-type: none"> • Student Activity #3: Read and discuss the article titled <u>“Digital Footprints: Online Identity Management in the Age of Transparency”</u> <p>5. Analysis of Digital Footprints</p> <ul style="list-style-type: none"> • Student Activity #4: Review the <u>Common Sense Media “Admissions Packet Student Handout”</u>. Using the information presented, select the best candidate for graduate school admission based on the online information included for each applicant. <p>6. Creating Your Digital Footprint</p> <ul style="list-style-type: none"> • Student Activity #5: Watch the video <u>“Creating Your Digital Footprint”</u> for suggestions on positively preparing your online presence for the workplace or future educational endeavors. <p>7. Your Digital Footprint Plan of Action</p> <ul style="list-style-type: none"> • Student Activity #6: Google your own name and analyze your digital footprint. Prepare an “Individual Footprint Analysis and Action Plan” that identifies specific strategies for improving your online presence.
<p>Focus Lessons(s)</p> <ul style="list-style-type: none"> • Purpose • Model of Final Outcome 	<p>Introduction:</p> <p>The instructor will define the meaning of “digital footprint” and explain its relevance for each student, including the impact on relationships, reputations, and careers.</p> <p>To model this concept in a familiar setting, the instructor will perform a Google search using the names of two well-known individuals. The instructor will point out how easily a vast amount of information can be retrieved. In addition, the instructor will emphasize that a footprint consists of information that you post, as well as information that others post.</p> <ul style="list-style-type: none"> • Google Search #1: The instructor will 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.)

	<ul style="list-style-type: none"> • Google Search #2: The instructor will 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.).
<p>Guided Instruction</p> <ul style="list-style-type: none"> • Activities • Guidance • Formative Assessment 	<p>How are Digital Footprints Created?</p> <p>Individually, students will complete the Discovery Channel’s “Your Digital Footprint” online exercise to understand the various ways that a digital footprint is created during the course of daily life. Upon completion of the activity, the instructor will compile the results and discuss with the class common trends. The class will be divided into small discussion groups to explore how simple changes in daily behavior can positively impact digital footprints. The instructor reviews group recommendations with the class, offering suggestions and clarity to the behavior changes put forth.</p> <p>Online Information Can Never Be Fully Retracted</p> <p>Students will read the article titled “Our Digitally Undying Memories” to learn that, in its current state, information posted online cannot be fully removed and may result in unintended consequences. To illustrate the primary message of the article, students will read a speech delivered by Judge Sonia Sotomayor at a conference at the University of California at Berkeley (referenced in the article). Students will then view two videos of Judge Sotomayor attempting to address the resultant “warped perception” of her words that have been recorded and continue to be available online. Students will discuss what occurred and the implications for Judge Sotomayor.</p> <ul style="list-style-type: none"> • Judge Sotomayor’s Speech at the University of California at Berkeley • Sotomayor Clarifies “Wise Latina” Comment <p>Quantifying Digital Footprints</p> <p>Students will read the article titled “Digital Footprints: Online Identity Management in the Age of Transparency” and complete an online survey to measure how their digital footprint views compare to others. Results of the survey will be compiled by the instructor and discussed with the class.</p>
<p>Productive Group Work</p> <ul style="list-style-type: none"> • Collaborations 	<p>Analysis of Digital Footprints</p>

<ul style="list-style-type: none"> • Technology-Enhanced Collaborative Processes Used • Accountability 	<p>Working in pairs, students will review the <u>Common Sense Media “Admissions Packet Student Handout”</u>. Using the information presented, students will select the best candidate for graduate school admission based on the online information included for each applicant. Based on their findings, each pair of students will prepare a multimedia presentation that models either a positive graduate school admissions packet or portfolio for use during a job search. Each team presents their production and responds to questions posed by the class, as well as the instructor.</p>
<p>Independent Learning</p> <ul style="list-style-type: none"> • Activities • Assessment 	<p>Creating Your Digital Footprint</p> <p>Individually, students will watch the video “Creating Your Digital Footprint” to learn how to positively prepare their online presence for the workplace or for future educational endeavors.</p> <p>Your Digital Footprint Plan of Action</p> <p>Individually, students will perform a Google search on their own name and analyze their personal digital footprint. Each student will prepare an “Individual Footprint Analysis and Action Plan” that identifies specific strategies for improving their online presence. The action plan can be submitted in any form including written, video, audio, etc. The instructor will review each action plan for completeness and accuracy and, if necessary, make specific recommendations for improvement.</p>
<p>Describe Other Lessons</p>	<p>All learning units and lessons are described in the Gradual Release of Responsibility sections of this document. However, if desired, the instructor could consider converting this course to a learning module for a broader course addressing online security and privacy.</p>
<p>Integrated Digital Technology (TIM)</p>	<ol style="list-style-type: none"> 1. Introduction: <i>Constructive Entry</i> - The instructor uses the Google search engine to retrieve, present, and explain information for students that demonstrates the digital footprints of two well-known individuals. 2. How are Digital Footprints Created? <i>Active Adaptation</i> - The instructor selects the technology tool (Discovery’s Your Digital Footprint evaluation tool) and specifies when the tool is used. Students work independently with the technology tool in a conventional manner. 3. Online Information Can Never Be Fully Retracted

	<p><i>Collaborative Adaptation</i> – Students independently use technology to read the “Our Digitally Undying Memories” article on the Internet and to view video of Judge Sonia Sotomayor. Students use the discussion board feature of the learning management system to collaborate with others to discuss the article and videos.</p> <p>4. Quantifying Digital Footprints</p> <p><i>Active Adaptation</i> – After students independently use technology to read the article “Digital Footprints: Online Identity Management in the Age of Technology”, the instructor delivers an online survey to measure their view on footprints and how they compare to others in the class.</p> <p><i>Collaborative Adaptations</i> - Students use the discussion board feature of the learning management system or video conferencing to discuss with others the survey results.</p> <p>5. Analysis of Digital Footprints</p> <p><i>Collaborative Infusion:</i> Students collaborate with a partner, selecting appropriate technologies to prepare a multimedia presentation that models a positive admissions packet or job search portfolio. Team presentations are delivered online to the class.</p> <p>6. Creating Your Digital Footprint</p> <p><i>Active Adaptation</i> - The instructor selects the technology tool (“Creating Your Digital Footprint” video) and specifies when the tool is used. Students work independently with the technology tool in a conventional manner.</p> <p>7. Your Digital Footprint Plan of Action</p> <p><i>Constructive Adoption</i> - Students use technology tools to build on their knowledge of digital footprints, constructing meaning as they prepare their “Individual Footprint Analysis and Action Plan”.</p>
21st Century Classrooms	Characteristics of Core Instruction: The following topics and items were taken from Iowa Core

	<p>Curriculum sessions and reflect the <i>Characteristics of Effective Instruction</i> outlined by the Iowa Core.</p> <p>Student-Centered Classroom:</p> <ul style="list-style-type: none">• <input checked="" type="checkbox"/> Students at center of learning, teacher facilitating process• <input checked="" type="checkbox"/> Cooperative or collaborative learning taking place• <input checked="" type="checkbox"/> Teacher leading students to the answer not giving it out• <input checked="" type="checkbox"/> Students have choices• <input checked="" type="checkbox"/> Students are engaged in challenging work• <input checked="" type="checkbox"/> Teacher questions and probes• <input type="checkbox"/> Not visible during walkthrough <p><i>Specific comments about the Student-Centered Classroom:</i></p> <p>During this course, students learn about digital footprints and how to project a positive image online. Throughout the course, students collaborate with each other, with the instructor monitoring and guiding learning. The final personal analysis project provides students with an opportunity to personalize the information, with the instructor offering suggestions and asking probing questions of the student.</p> <p>Teaching for Understanding:</p> <ul style="list-style-type: none">• <input checked="" type="checkbox"/> Problem or project based learning• <input checked="" type="checkbox"/> Hands on, minds on• <input checked="" type="checkbox"/> Students think and demonstrate understanding• <input checked="" type="checkbox"/> Visual learning (conceptual models, graphic organizers, webs, etc.)
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- Factual knowledge is transferred to usable knowledge
- Students involved in designing, problem solving, decision making, and investigating
- Summarize targeted concepts and skills
- Multiple means of presenting information
- Not visible during walkthrough

Specific comments about Teaching for Understanding:

As previously stated, learning has a project-based element (final analysis), providing students with an opportunity to demonstrate their understanding of the course content. Information is presented using a variety of technologies. Students work in groups to evaluate and design a portfolio that demonstrates their understanding.

Assessment for Learning:

- Formative assessment is used as a tool to adjust teaching
- Essential concept and skill is clear and evident to the students
- Teacher provides criteria of quality work
- Teacher provides examples of both high and low quality work
- Self or peer assessment is evident
- A collaborative classroom environment
- Assessment for learning takes place DURING instruction
- Variety of feedback to students (web, tapes, oral, written, video, etc.)
- Not visible during walkthrough

Specific comments about Assessment for Learning:

Learning was organized into modules based on clearly stated objectives, goals, and tasks. Group discussion takes place using synchronous and asynchronous technologies. Feedback was provided electronically, in written form. The instructor uses classroom discussion and analysis of work to assess progress.

Teaching for Learner Differences:

- Plans for variance in learning
- Assesses the interests and needs of individual students
- Learning goals are clearly stated
- Flexible grouping (supplemental and intensive)
- Engages students in self-reflection, collaboration, and learning choices
- Works in variety of settings (large group, small group, individual)
- Engages students in self reflection
- Not visible during walkthrough

Specific comments about Teaching for Learner Differences

A comprehensive course syllabus and calendar will be provided to students at the onset of the course. At the beginning of each learning module, the instructor will provide students with detailed learning module information including:

- Module Objectives and Associated Learning Goals (from syllabus)
- Reading Assignments
- Activities to Complete
- Due Dates

	<ul style="list-style-type: none"> • Reflection Questions <p>The final personal analysis project provides students with a mechanism to reflect on the material, identify questions raised, apply the materials to individual circumstances, and state personal views. Students collaborate with each other via discussion groups and peer review of assignments. The instructor is available to students, adjusting and facilitating learning as needs arise.</p> <p>Technology Infusion:</p> <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Web 2.0 tools being used • <input checked="" type="checkbox"/> Technology used as a reference • <input checked="" type="checkbox"/> Technology used as a textbook • <input type="checkbox"/> Technology used to differentiate learning • <input checked="" type="checkbox"/> Technology used for collaboration or communication • <input checked="" type="checkbox"/> Using technology to create a "product" or "project" • <input type="checkbox"/> Technology was not being used during the walkthrough • <input type="checkbox"/> Other <p><i>Specific comments about Technology Infusion:</i></p> <p>The course was delivered via a learning management system. Links to electronic resources, including web sites, journals, and books, are posted for student viewing. Discussion takes place in chat rooms, discussion boards, and via video conferencing. Various software packages are used to develop and deliver the final project.</p>
CyberCitizenry	<p>The primary theme of this course, digital footprints, is one of the digital citizenship topics referenced by Common Sense Media. This course will encourage students to consider how to present an authentic image of who they are online, recognizing the important of context. Privacy issues are also spotlighted and online coursework implications are addressed.</p>
Universal Design for Learning	<p>Universal Design for Learning (UDL) is based on three human brain neurological networks directly</p>

	<p>involved in learning. Three guiding design principles align with the recognition, strategic, and affective neurological networks to form the foundation of UDL.</p> <p>The first principle requires that multiple, flexible methods of presentation be used to deliver course content. This course offers a variety of methods to present information and transfer knowledge to students including video, audio, an online tool to measure personal digital footprint tendencies, and written journal articles.</p> <p>The second principle requires that multiple, flexible methods of expression and apprenticeship are available to students. It is not enough to acquire information, expressing what has been learned is essential. This course provides a variety of means by which students may share what they have learned including online discussion posts, a survey analyzing viewpoints, a partner project multimedia presentation, and an individual project (Plan of Action) that may be delivered using a method selected by the student (i.e., written, video, audio, etc.).</p> <p>The third principle requires that multiple, flexible options for engagement are offered. An environment with a variety of conditions and rewards that motivate and develop student curiosity is supported by the affective network. This network is responsible for emotion and affect, allowing individuals to identify what is important. Students learn about the concept of digital footprints through activities that personalize the subject, sustaining interest in the topic. Activities to align with course goals, providing the foundation for successful differentiated learning. The final project (Plan of Action) assists students with personalizing learning goals and methods to achieve the goals.</p>
<p>Conclusion</p>	<p>Anticipated Challenges:</p> <ul style="list-style-type: none"> • Perhaps one of the early challenges of this course pertains to the initial intended audience of new students, including incoming freshmen. Freshmen will likely have already begun to establish a digital footprint through social media that may need adjustment. In addition, it is possible that they may not have experience with online learning and may not be in a position to envision how their academic work will impact their footprint, making some of the exercises less effective. • In terms of qualifications and experience, to successfully complete the projects assigned in this course, students will need to have prior experience with technology used to create multimedia

	<p>presentations.</p> <ul style="list-style-type: none">• Instructors will need to be prepared to share a variety of strategies students can use to build a positive digital footprint <p>Anticipated Successes:</p> <ul style="list-style-type: none">• The content of this course contains critical information for students. It is anticipated that by introducing this information upon enrollment, students will have a firm foundation to positively build their footprint throughout their higher education experience. Repeating elements of this course as students advance and again at graduating help to maintain awareness.• It is anticipated that the content of the course will be meaningful to students, particularly given the personalized approach to learning. <p>Instructional Design consists of much more than simply providing facts and information to students. Through the development of this learning experience, it has become clear that course design is a complex process requiring attention to a number of unique and important concepts. Instructional designers must identify and develop a variety of strategies and techniques that directly support learning goals. In addition, it is critical to support differentiated learning using Universal Design for Learning strategies, while also adhering to curriculum standards. Designers need to develop expertise in selecting and integrating appropriate technologies in support of specific learning activities. While I still have much to learn about course design, I intend to use what I have learned in this course to develop more engaging and effective online learning experiences for students.</p>
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