It Takes a Village: A Web and Mobile Based Instructional Module on Digital Citizenship for Parents and Guardians of K-12 students in Hawai‘i Public Schools

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Abstract: Digital citizenship: what is it and why is it important? As parents, it means our children will have a support system to help them meet the requirements of a 21st Century learner. Research has shown that parents are the first teachers; they play a significant role in motivating students in the classroom. Students are required to meet the Hawai‘i Department of Education’s General Learner Outcome of “Effective and Ethical User of Technology.” To support their children, parents should have a basic understanding of digital citizenship. This instructional design project was developed to evaluate the impact of a web and mobile module on digital citizenship for parents of K-12 students in Hawai‘i public schools to ensure the proper use of technology. Constructivist and Adult Learning theories were used in the design of the instructional module. Google + allowed participants to utilize methods such as self-directed and active learning. Mike Ribble’s nine elements of digital citizenship were used as the framework for the content, with an emphasis on the home and school. Text and video were the primary delivery method for the instructional content. The results of the study indicated that participants overall knowledge of digital citizenship improved, with parents gaining a level of confidence and understanding to support their children. Future research should investigate other social media sites as a means to deliver content to parents.

Introduction

“Digital citizenship is the norms of appropriate, responsible technology use” (“Digital Citizenship”, para. 1, n.d.). The Hawai‘i Department of Education has recognized an “Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically)” (Hawai‘i DOE, para. 1, 2016) as part of their General Learner Outcomes for students in grades K-12 in the public school system. The responsibilities of a good digital citizen extend beyond the classroom, however there is little literature or programs that specifically address this for parents and guardians of students in grades K-12. Parents and guardians play a key role in student success socially and academically. However, many parents and guardians have not grown up as digital natives; they have not had the opportunity to learn about digital citizenship and may not recognize its importance.

Empowering parents and guardians on the content of digital citizenship was one of the key factors for developing this instructional module. However, for the demographic population,
providing access was just as important. Rural areas on the island of Hawaii lack reliable internet access and in a community with approximately 66.62% (Accountability Resource Center Hawai‘i, 2015) of students on free or reduced lunch, access to traditional technology may be an obstacle in obtaining quality educational information. However research has shown that mobile use has surpassed desktop use in the United States, “mobile digital media time in the US is now significantly higher at 51% compared to desktop (42%)” ("Mobile Marketing Statistics", para. 4, 2016). Therefore, in analyzing the audience and their needs, a unit was designed that can provide quality content that is easily accessible. This was one of the key factors in designing a web and mobile unit. Designing a clear and concise module was important; research has shown there are many resources available on the topic of digital citizenship however they are spread out over the internet through various sources. This project aimed to curate the best resources and provide access via multiple means to meet the target audience's needs. The purpose of this instructional design project was to develop and evaluate the impact of a web and mobile instructional module on digital citizenship for parents and guardians of K-12 students in Hawaii public schools to ensure the proper use of technology at home and in the classroom.

**Literature Review**

As schools are increasing technology use in classrooms and moving towards implementing digital citizenship for students, I looked at the definition of digital citizenship and the nine key elements of digital citizenship as discussed by Ribble in Digital Citizenship in Schools (2011) to develop a curriculum for parents and guardians. The Common Sense Media website was used to curate content for parents and guardians to use to discuss various topics, such as *You Don’t Have to be an Expert on Texting, Instagram, Minecraft -- or Whatever else Your Kids are Into -- To Have The Talk* (Common Sense Media, n.d.). The content of this module was developed as a way for parents, guardians and educators to support their children. Parents, educators and the community are all stakeholders that should have input in creating policies, procedures and curriculum as discussed by Hollandsworth, Dowdy & Donovan (p. 41, 2011).

As Ribble (2009) states, “it takes a village,” (p. 15) parents, guardians, teachers, administrators and students need to have an understanding of the digital world to be able to participate as responsible digital citizens. Parental engagement is a key component that can influence student behaviors at home and at school. “Parental involvement can promote positive adolescent development by motivating students to be behaviorally and emotionally engaged in school” (Wang & Sheikh-Khalil, p.622, 2014).” This instructional design project aims to bridge the generational, social and economic digital divide, empower parents and guardians with knowledge of digital citizenship.

“Constructivism is foundational to understanding much of adult learning theory and practice (Merriam & Bierema, p. 37, 2013).” To engage the target audience, a web and mobile learning module on digital citizenship was created utilizing adult and constructivist learning theories. By utilizing methods such as self-directed learning, active learning and building new knowledge based on prior knowledge, the project intends to engage and enhance the learning of the parents and guardians. To engage adults, learning skills and activities should
involve experiences related to real life (Huang, p. 33, 2002).

By implementing a web and mobile instructional module using social media, parents and guardians had the opportunity to learn about digital citizenship by actively participating in effective and ethically use of technology by using real-world tools. As stated by Simms and Knowlton, “constructivist design focus on creating real-world context in which students must solve problems and address simulated situations” (p. 21, 2008). Ting’s research has shown that by using mobile learning, the learning becomes more experiential and multi-dimensional. The mobile aspect enhances the experience by adding a social element that has been shown enhances learning (p. 12, 2017). By using real world context, content and tools, the module aimed to enhance the learning experience for parents and guardians.

Research has shown that adult learners are more likely to adopt mobile learning (m-learning) if it engages them cognitively, affectively and socially. The use of collaborative communications applications such as Facebook or Twitter allows for personalization that supports different learning styles to help motivate adult learners adopt m-learning (Hashim, Tan, & Rashid, p. 389 2014).

As discussed by Gedik, Hanci-Karadeirci, Kursin & Cagiltay “mobile technologies can be regarded as the most widely used information and communication technologies of today’s world” (p. 1149, 2011). The use of web and mobile learning are the main components in the design strategy to engage parents and guardians; accessibility, flexibility and convenience were the key factors for utilizing a web and mobile based instructional module. Research conducted by Briz-Pone, Pereira, Carvalho, Juanes-Mendez & Garcia-Penalvo have shown that perceived usefulness and ease of use may affect students’ attitudes and intentions for use of mobile learning (p.7, 2016). Therefore great consideration was made in designing a useful and accessible instructional module.

The core elements of ADDIE, Analyze, Design, Develop, Implement and Evaluate were the strategies used for the constructions of this instructional module as discussed by Reiser and Dempsey, (p. 10, 2012). As researcher Wang and Khalil have discovered parents and guardians play a vital role in a child’s development, academic socialization provides the most consistent and effective parental involvement approach (p. 623, 2014), therefore by targeting parents’ in understanding digital citizenship, parents and guardians can develop ways to communicate these ideas and standards to their children.

Gagne’s Nine Events of Instruction were used as the strategy to engage the audience. In Gokdemir, Akdemir & Vural’s (2013) study, they found that students were able to complete task and fulfill requirements in a systems structured around Gagne’s model.

**Project Design**

It Takes a Village: Digital Citizenship for Parents and Guardians was designed as a way for parents to learn about digital citizenship. There are nine key elements of digital citizenship 1) Digital Access 2) Digital Commerce 3) Digital Communications 4) Digital Literacy 5) Digital Etiquette 6) Digital Law 7) Digital Rights and Responsibilities 8) Digital Health and
Wellness 9) Digital Security (Figure 1). As Ribble states “digital citizenship is so vast in scope that parents may initially feel overwhelmed and not know where to start” (p. 73, 2009), in designing the module I faced this challenge as well. There was an abundance of quality resources; however they were not organized with the parents in mind.

![Infographic on the Nine Elements of Digital Citizenship](image)

**Figure 1.** Infographic on the Nine Elements of Digital Citizenship

Using the text “Raising a Digital Child”, I identified the Home and School Area of Focus as the framework for the module to address the needs of parents (see Appendix A). The Home and School area included Digital Literacy, Digital Etiquette and Digital Security as the main elements.

However there was a need for an introduction to digital citizenship. Therefore I developed four instructional sections; Unit one was an introduction to Digital Citizenship and the nine key elements. It gave brief definitions, examples and nonexamples of all nine elements. Unit two covered Digital Literacy; in this unit I explained how digital literacy was different than digital citizenship. “Digital Literacy means the ability to: use technology competently, interpret and understand digital content and assess its credibility, create, research, and communicate with appropriate tools” Digital Citizenship includes literacy and incorporates appropriate behavior and responsibility of the individual (Common Sense Media White
Paper, p. 1, 2009). Unit 3 was on Digital Etiquette, it is the standards of conduct expected by other digital technology users (Ribble, p. 64, 2009). It is sometimes referred to as Netiquette. Unit 4 covered Digital Security; it is the precautions that all technology users must take to guarantee their personal safety and the security of their network.

For each section of the instructional module, I wrote text and used various visuals to define and explain concepts. Text, visual media and video were located from sites such as YouTube and Common Sense Media to incorporate into the instructional module. Each section was labeled as a step for ease of access for the participants. There were a total of nine steps with each step consisting of one to five posts on the Google+ site (Figure 2).

![Figure 2. Screenshot of Step 6 Reflecting Multiple Posts for Each Unit](image)

The project was designed based on the following instructional goals: 1) Parents and guardians will be able to define and identify digital citizenship and its nine key elements, recognize examples and nonexamples of each element of the Home and School Area of Focus and 2) correctly demonstrate the connections to the effective, ethical and safe use of technology. The knowledge gained will be used to communicate, support and develop rules on digital citizenship with their children.

The Constructivist and Adult Learning Theories were the conceptual frameworks for the instructional module. As my research indicated the instructional design should appeal to self-directed learners, have active learning environments, build new knowledge based on prior knowledge and have relevance to the learner.

Based on this understanding the Google+ social media site was strategically selected as a means to provided participants with an authentic real world learning environment. Using the Google+ site would give them the ability to learn about social media using a social media application. The module was built to be asynchronous allowing instruction to occur at the participant's convenience. The content selected addressed multiple grade and age levels to address different parent's needs, additionally multimodal delivery was used to address
various knowledge and technological skill levels to provide relevant and meaningful content to the participants.

A private Google+ site was created to provide and deliver all instructional content and curate resources on digital citizenship (see Appendix B, Figure B1 for a view of the website, https://plus.google.com/u/0/communities/111320263853322814637/stream/6695ae-d1a0-45ae-9ea1-222a8bba7d32 ). The use of the a private, invitation only site was implemented to protect the study participants. Google+ was selected because of its cost, visual appeal, ease of access and ability to function with other Google applications. With its ability to work as a web and mobile unit Google + provided users with flexibility, convenience and access (see Appendix B, Figure B2 for a view of the mobile site). The application allowed for multimodal delivery of information, such as text, and video (see Appendix C Figure C1 to C7 for screenshots of each instructional unit).

Participants were able to access the Google+ classroom site from their desktops, tablets, iOS, and Android devices. They learned digital citizenship with real life and active learning as they utilized the application Google + to learn about social media.

To engage adult learners the content and exercises were developed using Gagne’s Nine Events of Learning. To gain attention, statistics on internet safety for children were used to draw participants in. Each section of the instruction model informed learners of the objectives, provided definitions, examples and nonexamples of each element. Text and video with familiar icons and characters were used to recall prior knowledge and deliver the content. Participants were encouraged to comment on topics, participate in polls and use the plus one feature of the Google+ site a way to elicit performed. Embedded test were incorporated into each section of the module to provide guided learning, answers to the test were available immediately as a timely way to provide feedback. Pre and Posttest were administered as a way of assessing performance.

The participants were asked to complete pre and post module demographic and attitudinal surveys. Google Forms were used to administer both pre and post module surveys. The pre module survey was developed to provide participant background information such as age and education (see Appendix D). Technology use questions were developed to determine frequency of use and type of device or application being used. To determine study participants ability and comfort with technological applications question were developed using a five point Likert scale on comfort and knowledge. The post module survey questions were developed to test participant attitudes on the ease of use of the module, clarity, content and delivery methods a five point Likert scale ranging from Strongly Agree to Strongly Disagree (see Appendix E).

Pretest, embedded and posttest test were created using Google Forms Quiz application (see Appendix F). Using this application I was able to create multiple choice test questions, apply point scores to each question and provide an answer key with feedback. It also provided the option to show feedback immediately or upon completion on the test. Each unit had a least two corresponding questions. The posttest was created using parallel questions to the pre and embedded test (see appendix G). Pre, embedded and posttest were administered online
using Google Forms. Links to both the surveys and tests were provided as part of the
instructional module on Google +.

Initial posts to the site posed some problems in the area of content delivery and clarity. Posts
were made in chronological order, and depending on the type device used the order and look
of the site varied. To help mitigate the problems, an outline of the course and instructional
steps were developed and content was posted in reverse order to assist with navigation and
access to content. An online help section was created to assist the user with navigation of the
site (see Appendix H, Figures H1 and H2). I was available to assist the participants if needed
via text, phone, and one-on-one meetings.

Methods

Recruitment of participants was conducted by email (see Appendix I) interested participants
were vetted and were required to complete the informed consent process (see Appendix J)
prior to the start of the study. They were asked to request access to the private Google + site
via a link that I provided.

Upon accessing the site participants were asked to work through a web and/or mobile based
instructional module using the social media site Google+. There were nine steps that each
participant needed to complete, including the consent form, four instructional units,
demographic and attitudinal survey and pre and posttests.

The participants were asked to read and view videos on the four instructional units that
covered an introduction to Digital Citizenship, Digital Literacy, Digital Etiquette and Digital
Security. They were able to work through the units at their own pace, using their own
devices. Participants were informed that the instructional module would take about 45
minutes to an hour to complete and they would be asked to complete a pre module survey
and post module survey, each survey would take about 10 to 15 minutes. The total module
including review of instructional materials, test and survey was approximately one hour and
thirty minutes.

The subject matter expert completed the web and mobile based instructional module. A short
one-on-one interview was conducted to discuss the relevance of the content and ease of use.
No substantive changes were made.

Small group testing was conducted with total of ten participants that were parents and
 guardians of K-12 students in Hawai‘i public schools. The pre-module survey was
administered using Google Forms to obtain demographic information, technology use and
participant comfort. They were given approximately two weeks to complete the module.
Reminder emails were sent to participant to ensure completion of the module. The use of
their own devices provided participants flexibility and convenience to complete the module.

Pretest and embedded test questions were identical, with the embedded test being
administered at the end of each corresponding unit. A posttest was administered at the
completion of all units to assess performance and measure effectiveness of the module.
Participants ranged from 25 to 64 years of age with varied educational levels that ranged from some college to master’s degree or higher (Table 1). Fifty percent of the participant ages ranged between 35 to 44 years old. Fifty percent of the participants reported having some college but no degree as their educational background with the remaining 50% having a degree or a master’s degree or higher.

**Table 1. Participant Demographics**

<table>
<thead>
<tr>
<th>Age</th>
<th>Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>25-34 years old</td>
<td>Some College No Degree</td>
<td>50%</td>
</tr>
<tr>
<td>35-44 years old</td>
<td>Associate’s Degree</td>
<td>10%</td>
</tr>
<tr>
<td>55-64 years old</td>
<td>Bachelor’s Degree</td>
<td>20%</td>
</tr>
<tr>
<td>Master’s Degree or higher</td>
<td></td>
<td>20%</td>
</tr>
</tbody>
</table>

Content delivery was a one of the goals for the project. To determine ease of access, participants were asked about use and ownership of technologies to access the internet. Desktops, Laptops, Tablets and Smartphones were identified as the most common type of technology currently used. All participants owned a smartphone, and used them daily (Table 2). One hundred percent used the internet on a weekly basis, and 60% accessed the internet via a smartphone. Ninety percent of participants responded that they use social media, with Facebook and Instagram being the most popular with 80% of the total usage.

**Table 2. Participant Technology Usage**

<table>
<thead>
<tr>
<th>Part.</th>
<th>Technology Ownership*</th>
<th>Use Computer/Tablet</th>
<th>Use Smartphone</th>
<th>Internet Use Weekly</th>
<th>Access Internet</th>
<th>Social Media Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DC, LC, T, SP</td>
<td>Daily</td>
<td>Daily</td>
<td>11+ hours</td>
<td>Smartphone</td>
<td>Facebook, Instagram, Pinterest</td>
</tr>
<tr>
<td>2</td>
<td>LC, T,SP</td>
<td>Weekly</td>
<td>Daily</td>
<td>6-10 hours</td>
<td>Smartphone</td>
<td>Instagram</td>
</tr>
<tr>
<td>3</td>
<td>LC, T,SP</td>
<td>Daily</td>
<td>Daily</td>
<td>11+ hours</td>
<td>DC, LC, T, SP</td>
<td>Facebook, Instagram, Snapchat, Pinterest</td>
</tr>
<tr>
<td>4</td>
<td>DC, LC, T, SP</td>
<td>Daily</td>
<td>Daily</td>
<td>6-10 hours</td>
<td>Smartphone</td>
<td>Facebook, Instagram, Pinterest</td>
</tr>
<tr>
<td>5</td>
<td>LC, T,SP</td>
<td>Daily</td>
<td>Daily</td>
<td>11+ hours</td>
<td>Smartphone</td>
<td>Facebook, Instagram, Pinterest</td>
</tr>
<tr>
<td>6</td>
<td>SP</td>
<td>Daily</td>
<td>Daily</td>
<td>6-10 hours</td>
<td>Tablet</td>
<td>No, I do not use social media</td>
</tr>
<tr>
<td>7</td>
<td>DC, LC, T, SP</td>
<td>Daily</td>
<td>Daily</td>
<td>6-10 hours</td>
<td>Smartphone</td>
<td>Facebook, Instagram, Pinterest</td>
</tr>
<tr>
<td>8</td>
<td>DC, LC, T, SP</td>
<td>Weekly</td>
<td>Daily</td>
<td>1-5 hours</td>
<td>Tablet</td>
<td>Facebook, Pinterest</td>
</tr>
<tr>
<td>9</td>
<td>DC, LC, T, SP</td>
<td>Daily</td>
<td>Daily</td>
<td>11+ hours</td>
<td>Smartphone</td>
<td>Facebook, Instagram, Pinterest</td>
</tr>
<tr>
<td>10</td>
<td>LC, T,SP</td>
<td>Daily</td>
<td>Daily</td>
<td>6-10 hours</td>
<td>DC, LC, T, SP</td>
<td>Facebook</td>
</tr>
</tbody>
</table>

*Desktop (DC), Laptop (LC), Tablet (T), and Smartphone (SP)
To determine ease of use of the module, participants were asked to rate their ability to use the computer using the following Likert scale: No Knowledge to Expert (Figure 3). No Knowledge and Expert were left out of the figure as no participant selected those choices. Fifty percent of participants rated their ability to use the computer as very knowledgeable, 30% having some knowledge and 20% rating their ability as neutral. Based on this, participants seemed to have good foundational knowledge of computers and would be likely to complete the module with minimal technical issues.

![Figure 3. Participants Computer Ability](image)

The ability to use the internet was an integral component of the instructional module, participants were asked using a Likert scale ranging from Not Comfortable to Very Comfortable on how felt about using the internet. Fifty percent responded that they were Very comfortable with using the internet. Twenty percent were Somewhat Comfortable and Comfortable with internet usage, with 10% being Neutral.

As instructional content would be delivered entirely on the internet, study participants were asked how they felt about using the internet for learning (Figure 4). Sixty percent of respondents were Comfortable, 10% were Somewhat Comfortable and 30% were Very Comfortable. Overall, participants seemed well prepared and comfortable with learning from a web and mobile based instructional module.
Figure 4. Participants Attitudes toward Internet Learning

Results

The project aimed to address two research questions: 1) to determine whether the content developed and delivered in the module was effective in achieving the intended learner outcomes, and 2) to evaluate if the methods of delivery and instruction were effective and engaging for the target audience.

Pre and posttest were administered and scores were analyzed. A comparison of the two tests measured the knowledge gained, appropriateness of the content and areas for improvement (Figure 5). The analysis of pretest and posttest scores showed a 4% overall improvement with an average score of 85% on the pretest and 89% on the posttest for all participants. Thirty percent (participants’ number 5, 6 and 10) scored slightly lower in the posttest. Of the three participants that scored lower on the posttest, two incorrectly answered the question on defining Digital Citizenship; additionally they both selected the same incorrect answer. There were no other identifiable trends or patterns in responses.

Thirty percent of scores remained the same and 4% of participant scores improved. Participant number 2 and 8 showed a 25% improvement in content knowledge in a comparison of pre and posttest scores. Based on further analysis of data, there was no correlation between age and score or education and score.

Questions on Digital Literacy seemed to pose the most problems for participants with 50% selecting the incorrect answer in the pretest and 20% in the post test. Participants scored very well on the embedded practice test with 98% of participants scoring 100%, with no correlation to age and education.
The post-module attitudinal survey was administered to analyze ease of use, clarity and content and to evaluate the delivery method of instruction (Table 3). Sixty percent of participants Agreed or Strongly Agreed that the Google + site was easy to use with 30% Neutral and 10% Disagreeing. Ninety percent of participants Agreed or Strongly Agreed that the instructions for the module were clear and easy to follow and that the quizzes were clear and easy to complete. In the areas of clear learning objectives, relevant and engaging material, usefulness of content and empowerment to communicate with children on digital citizenship 100% of respondents Strongly Agreed or Agree. Eighty percent of participants Agreed or Strongly Agreed that the length of the module was appropriate. Half of the respondents Strongly Agreed that they felt confident about appropriate technology use for their child, with 40% Agreeing and 10% Disagreeing. Strongly Disagree was removed from the table as no participant selected it.
Table 3. Post Attitudinal Survey

<table>
<thead>
<tr>
<th>Post Module Attitudinal Survey Results n=10</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The instructional module (Google + site) was easy to use.</td>
<td>10%</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>2. The instructions for the module was clear and easy to follow.</td>
<td>10%</td>
<td>60%</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>3. Quizzes were clear and easy to complete.</td>
<td>10%</td>
<td>20%</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>4. The learning objectives were clear.</td>
<td>20%</td>
<td>80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. This instructional materials were relevant and engaging.</td>
<td>30%</td>
<td>70%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The length of the units were appropriate (not too long or too short).</td>
<td>20%</td>
<td>10%</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>7. The content of the Instructional module was useful.</td>
<td>20%</td>
<td>80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The content has empowered me to communicate with my children on digital citizenship.</td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>9. The videos and other resources were useful and helpful.</td>
<td>20%</td>
<td>80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I am more confident in my understanding of appropriate use of technology for my child.</td>
<td>10%</td>
<td>40%</td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>

Post-module open ended question responses were compiled into a table showing all response except No, None and Not Applicable, additionally similar responses were combined (Appendix K). Overall video delivery was popular in providing the instructional content, participants felt content was clear and easy to understand and they liked the convenience of the web and mobile application. One participant responded they “liked the convenience of using their phone to complete the module the best”

The order and appearance of the Google + site could have been improved. Pre, embedded and posttest questions could be refined as participants commented that there were some confusing questions. Alternative methods for content mastery and measuring learning outcome should be considered for adult learners as one participant commented; “I would recommend this to other but not have them take the test”.

Digital Etiquette was a common thread in what study participants would be implementing at home. Participants would like to see more on the importance of digital citizenship, its nine elements and specific guideline for parents and guardian to teach to their children. All participants would recommend this to others.

Discussion and Conclusions

Based on the overall responses to the instructional module survey and the pre and post test scores comparison a web and mobile based instructional module for parents and guardians on
digital citizenship has had a positive impact. The study demonstrated that web and mobile learning is a viable option for adult learners. The use of text and video as a multimodal means of instruction can be effective and engaging.

Although the pre and posttest scores showed a 4% overall improvement, one major exception was the decrease in scores for three participants. This drop in scores could be due to the ambivalence of posttest questions, as indicated by the open ended questions response “one question was confusing with the double negative.”

Limitations to the study would the duration of time that the study was conducted and the small pool of participants. In retrospect, additional and specific demographic survey questions could have been included. Such as gender of participant, number and age of participants children. These may have been interesting data points to consider.

The order of posting of instructional materials was a minor issue encountered at the onset of the project. Modifications were made by reverse order posting. This caused some organizational and content challenges as evidenced by the negative attitudinal survey responses on the whether the Google + site was easy to use, additionally participant comments in open ended response section felt that some of the posts was “out or order or confusing”.

Future research should look at other social media sites to provide instructional content. A focus on all nine elements of digital citizenship should be considered. Different methods to test for understanding should be looked at for the demographic population of adult informal learners.

In conclusion, it is important for parents and guardians to be able to understand digital citizenship and their responsibilities regarding effective and ethical use of technology in the home and at school. Based on the results, the use of a web and mobile module was effective in delivering engaging content and providing access that will allow parents and guardians to gain a basic understanding of digital citizenship. It met the essential goal of creating an avenue for parents to communicate with their children on digital citizenship. The overall results of the research project were that parents and guardians are able to gain an understanding of digital citizenship and are able to communicate with their children on how to be effective, ethical and safe users of technology.
References


Teaching And Learning/Student Learning/Learner Outcomes/Pages/home.aspx


APPENDIX A
Categories of Digital Citizenship, Home and School Area of Focus

Core Goal
Providing knowledge and direction to prepare children to become effective 21st-century digital citizens.
APPENDIX B
Google + Site Web and Mobile

Figure B1 Screenshot of Web Based Application
https://plus.google.com/u/0/communities/1115202635322814633/stream/bee692ae-d1a0-45ae-9ea1-222a8bba7d32

Figure B2 Screenshot of Mobile Based Application
APPENDIX C
Screenshot of Instructional Units 1-4

Figure C1 Unit 1 Screenshot 1

Figure C2 Unit 1 Screenshot 2
Figure C3 Unit 2 Screenshot 1

Figure C4 Unit 2 Screenshot 2
APPENDIX D
It Takes a Village: Pre-Module Survey

Thank you for participating in my research project It Takes a Village: Digital Citizenship for Parents/Guardian. The purpose of this design project is to develop and evaluate the impact of a web and mobile based module on digital citizenship for parents and guardians of K-12 students in Hawaii public schools to ensure the proper use of technology at home and in the classroom. As a parent/guardian of a K-12 student in Hawaii public schools you have been asked to participate in this project, the survey consists of questions that will provide me with background information on all participants. The survey consists of eleven (11) questions and should take about five (5) to ten (10) minutes to complete. All responses are anonymous. The survey is being administered online via Google Forms, once you have completed the survey you will submit online. All questions are required, however if there are any questions you are uncomfortable with or are of concern, please contact me immediately at 808-226-7060.

* Required (Survey will be administered via Google Forms)

Username *
Please create a username for yourself by combining your favorite color and favorite animal. For example, my favorite color is pink and my favorite animal is a giraffe, so my username would be: pinkgiraffe. Please remember your username, you will be asked to use it for the pretest, posttest, and post module survey. By creating a username I will not be able to identify you, however, it will allow me to compare the results of your pre survey, pretest, post survey, and posttest.

1. What is your age? *
   - 18-24 years old
   - 25-34 years old
   - 35-44 years old
   - 45-54 years old
   - 55-64 years old
   - 65-years or older

2. What is the highest level of school completed or the highest degree received?
   - Less than high school degree
   - High school degree or equivalent (e.g., GED)
   - Some college but no degree
   - Associate degree
   - Bachelor degree
   - Master degree or higher

3. I own/use: (Please check all that apply) *
   - Desktop computer
   - Laptop computer


4. How would you rate your ability to use a computer? (Select the best answer) *
   - No knowledge
   - Some Knowledge
   - Neutral
   - Very knowledgeable
   - Expert

5. How often do you use a computer/tablet? (Select the best answer)*
   - Never
   - A few times a year
   - Monthly (1-4 times a month)
   - Weekly (2-4 times a week)
   - Daily

6. How often do you use a smartphone? (Select the best answer) *
   - Never
   - A few times a year
   - Monthly (1-4 times a month)
   - Weekly (2-4 times a week)
   - Daily

7. How much time do you spend on the internet per week? (Select the best answer)*
   - I do not use the internet
   - Less than one hour
   - 1-5 hours
   - 6-10 hours
   - 11+ hours

8. How comfortable are you with using the internet? (Select the best answer) *
   - Not comfortable
   - Somewhat comfortable
   - Neutral
   - Comfortable
   - Very Comfortable

9. How do you feel about using the internet for learning? (Select the best answer)*
   - Not comfortable
   - Somewhat comfortable
   - Neutral
   - Comfortable
   - Very Comfortable
10. What device do you use most often to access the internet? (Select the best answer) *
   - Desktop computer
   - Laptop computer
   - Tablet
   - Smartphone
   - All of the Above
   - None of the Above

11. Do you use social media? (Please check all that apply) *
   - No, I do not use social media
   - Facebook
   - Instagram
   - Snapchat
   - Pinterest
   - Twitter
   - Other:
Figure D1
Screenshot of Web App Pre Module Google Survey

Figure D2
Screenshot of Mobile App Pre Module Google Survey
APPENDIX E
It Takes a Village: Post Module Survey

Thank you for completing the instructional module on Digital Citizenship. The information on this survey will assist in the assessment of the units and may be used for future enhancement of the module. All responses are anonymous; please remember to use the same username as the Pre-Module Survey. The survey consists of eighteen questions (18) and should take approximately five (5) to ten (10) minutes to complete. All responses are anonymous. The survey is being administered online via Google Forms, once you have completed the survey you will submit online. Thank you for your participation in this research study.

* Required (Survey shall be administered via Google Forms)

Required Responses
All questions are required, however if there are any questions you are uncomfortable with or are of concern, please contact me immediately at 808-226-7060.

Username
Hint: Favorite Color and Favorite Animal, please use the same username for all surveys and tests.

1. The instructional module (Google + site) was easy to use. *
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

2. The instructions for the module were clear and easy to follow. *
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

3. Quizzes were clear and easy to complete. *
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

4. The learning objectives were clear. *
   - Strongly Disagree
   - Disagree
• Neutral
• Agree
• Strongly Agree

5. The instructional materials were relevant and engaging.*
   • Strongly Disagree
   • Disagree
   • Neutral
   • Agree
   • Strongly Agree

6. The length of the units was appropriate (not too long or too short).*
   • Strongly Disagree
   • Disagree
   • Neutral
   • Agree
   • Strongly Agree

7. The content of the instructional module was useful.*
   • Strongly Disagree
   • Disagree
   • Neutral
   • Agree
   • Strongly Agree

8. The content has empowered me to communicate with my children on digital citizenship.*
   • Strongly Disagree
   • Disagree
   • Neutral
   • Agree
   • Strongly Agree

9. The videos and other resources were useful and helpful.*
   • Strongly Disagree
   • Disagree
   • Neutral
   • Agree
   • Strongly Agree

10. I am more confident in my understanding of appropriate use of technology in regards to
t    it effective and ethical use for my child.*
    • Strongly Disagree
    • Disagree
    • Neutral
    • Agree
    • Strongly Agree
11. What did you like best about the module? *

12. What did you think could be improved and why? *

13. Will you implement anything you have learned in this module in your home? Be specific. *

14. What other information would you include in this instructional module? *

15. Is there anything you would not include? *

16. Would you recommend this unit to others? Why or why not? *

17. Any other thoughts, suggestions or comments. *
Figure E1 Screenshot of Web Post Module Survey

Figure E2 Screenshot of Mobile Post Module Survey
APPENDIX F
It Takes a Village: Digital Citizenship Pre-Test, Embedded Questions, Key and Feedback

Please remember to use the same username as the Pre-Module Survey. I will not be able to identify you; however, it will allow me to compare the results of your pre-module survey, pretest, post module survey, and post module test.

Select the best answer, all questions are required. Please contact me immediately at 808-226-7060, should you have any questions.

1. Define digital citizenship:
   a. The ability to recite the pledge of allegiance.
   b. The norms of appropriate, responsible technology use.
   c. The knowledge on how to set and change your password.
   d. The legal rights and restriction regarding technology.

2. Which item below is one of the nine key elements of digital citizenship?
   a. Digital Divide
   b. Digital Native
   c. Digital Immigrant
   d. Digital Literacy

3. Define digital literacy:
   a. The ability to buy and sell goods online.
   b. The ability to access and participate digital society.
   c. The ability to use digital technology and knowing when and how to use it.
   d. The ability to use sound judgment and practice appropriate expected behaviors online.

4. Which item below is an example of digital literacy?
   a. Students using a computer lab at school.
   b. Students use technology to showcase their learning.
   c. Students use the internet for research without checking for accuracy.
   d. Students use an iPad to scan and turn in homework.

5. Define digital etiquette:
   a. The legal rights and restrictions governing technology use.
   b. The electronic exchange of information.
   c. The standards of conduct expected by other digital technology users.
   d. The ability to participate in electronic society.

6. The image below is a representation of people practicing good digital citizenship.
   a. True
   b. False
7. Which item below is an example of poor digital etiquette?
   a. An email with a subject line.
   b. An email that uses all capital letters.
   c. An email that uses proper punctuation.
   d. An email that uses bcc when sending to multiple recipients.

8. Define digital security.
   a. The ability to buy and sell goods online.
   b. The privileges and freedoms extended to all digital technology users.
   c. The ability to participate in electronic society.
   d. The precautions that all technology users must take to guarantee their personal safety and the security of their network.

9. An example of good digital security is:
   a. Not updating your security software to protect your computer.
   b. Not sharing personal information with others
   c. Not updating your password and keeping it in a secure place.
   d. Not deleting messages or attachments from unfamiliar sources.

Pre-Test Key and Feedback for the Embedded Test

1. Define digital citizenship:
   a. Incorrect: This is an element of citizenship but not specifically digital citizenship.
   *b. Correct.
   c. Incorrect: This more of an element of digital security.
   d. Incorrect: This is more an element of digital rights and responsibilities.

2. Which item below is one of the nine key elements of digital citizenship?
   a. Incorrect: This refers to the gap between those people who have internet access and those who do not.
   b. Incorrect: This refers to a person who has been familiar with information technology since childhood
   c. Incorrect: This refers to a person who has become familiar with computers, the
Internet, and other digital technology as a young adult or later in life.
*d. Correct.

3. Define digital literacy:
a. Incorrect: This more accurately defines digital commerce.
b. Incorrect: This more accurately defines digital access.
*c. Correct.
d. Incorrect: This more accurately defines digital etiquette.

4. Which item below is an example of digital literacy.
a. Incorrect: This more accurately represents a non-example of digital literacy.
*b. Correct.
c. Incorrect: This more accurately represents a non-example of digital literacy.
d. Incorrect: This more accurately represents a non-example of digital literacy.

5. Define digital etiquette:
a. Incorrect: This more accurately defines digital rights.
b. Incorrect: This more accurately defines digital communications.
*c. Correct.
d. Incorrect: This more accurately defines digital access.

6. The image below is a representation of people practicing good digital citizenship.
a. Incorrect: The image is a representation of poor digital citizenship/etiquette.
*b. Correct.

7. Which item below is an example of poor digital etiquette?
a. Incorrect: This more accurately represents good digital etiquette.
*b. Correct.
c. Incorrect: This more accurately represents good digital etiquette.
d. Incorrect: This more accurately represents good digital etiquette.

8. Define digital security.
a. Incorrect: This more accurately defines digital commerce.
b. Incorrect: This more accurately defines digital rights.
c. Incorrect: This more accurately defines digital access.
*d. Correct.

9. An example of good digital security is:
   a. Incorrect: This more accurately represents a non-example of good digital security.
   *b. Correct.
   c. Incorrect: This more accurately represents a non-example of good digital security.
   d. Incorrect: This more accurately represents a non-example of good digital security.
Figure F1 Screenshot of Web Pre Module Test

It Takes a Village - Pre Module Test

Please remember to use the same username as the Pre-Module Survey. I will not be able to memory you, however, as I will need to compare the results of your pre-module survey, pretest, post-module survey, and post-module test.

Before the first exam, all questions are required. Please contact me immediately at 800-225-7666, should you have any questions.

1. Define digital citizenship:
   - a. The ability to recite the pledge of allegiance.
   - b. The norms of appropriate, responsible technology use.
   - c. The knowledge on how to set.

2. Which item below is one of the nine key elements of digital citizenship?
   - Digital Divide
   - Digital Divide
   - Digital Divide
   - Digital Divide

3. Define digital literacy:
   - a. The ability to buy and sell goods online.
   - b. The ability to secure and participate in digital security.
   - c. The ability to use digital technology and know what and who to use.
   - d. The ability to use social judgment and exercise appropriate judgment online.

4. Which item below is an example of digital literacy?
   - a. Students using a computer lab at school.
   - b. Students use technology to showcase their learning.
   - c. Students use the internet for research or course reading for assignments.
   - d. Students use an app to scan weren't in homework.

5. Define digital etiquette:
   - a. The legal rights and restrictions governing technology use.

Figure F2 Screenshot of Mobile Pre Module Test

It Takes a Village - Pre Module Test

Please remember to use the same username as the Pre-Module Survey. I will not be able to memory you, however, as I will need to compare the results of your pre-module survey, pretest, post-module survey, and post-module test.

Before the first exam, all questions are required. Please contact me immediately at 800-225-7666, should you have any questions.

1. Define digital citizenship:
   - a. The ability to recite the pledge of allegiance.
   - b. The norms of appropriate, responsible technology use.
   - c. The knowledge on how to set.
APPENDIX G
Post Module Test Questions and Key

Thank you for completing the instructional module, please complete the follow post module test. All responses are anonymous; please remember to use the same username as the Pre-Module Survey.

1. Digital Citizenship is defined as:
   a. The standards of conduct expected by other digital technology users.
   b. The legal rights and restrictions governing technology use.
   c. The knowledge on how to set and change your password.
   d. The norms of appropriate, responsible technology use.

2. The electronic buying and selling of goods, is an example of which nine key elements of digital citizenship:
   a. Digital Divide
   b. Digital Native
   c. Digital Commerce
   d. Digital Rights and Responsibilities

3. The ability to use digital technology and knowing when and how to use it is an example of:
   a. Digital Rights and Responsibilities
   b. Digital Literacy
   c. Digital Law
   d. Digital Access

4. Using the internet for research and being able to evaluate resources for accuracy of contents is an example of:
   a. Digital Access
   b. Digital Etiquette
   c. Digital Law
   d. Digital Literacy

5. Digital Etiquette is defined as:
   a. The electronic standards of conduct of procedures.
   b. The full electronic participation in society.
   c. The electronic responsibility for actions and deeds.
   d. The electronic exchange of information.

6. The image below is a representation of a good practice for digital etiquette.
   a. True
   b. False
7. Which item below is an example of good digital etiquette?
   a. The act of sharing information that may not be from a reliable source.
   b. The act of turning your phone to silent at a family dinner.
   c. The act of posting a picture of a friend without permission.
   d. The act of sending an email without a subject line.

8. The precautions that all technology users must take to guarantee their personal safety and the security of their network is known as:
   a. Digital Access
   b. Digital Law
   c. Digital Divide
   d. Digital Security

9. The following are examples of good digital security except for:
   a. Not opening attachments from unknown sources.
   b. Not sharing personal information with others.
   c. Not updating your virus protection.
   d. Not forwarding emails from an known source.

Post Test Key and Feedback

1. Digital Citizenship is defined as:
   a. Incorrect: This more accurately defines digital etiquette.
   b. Incorrect: This more accurately defines digital law.
   c. Incorrect: This more accurately defines digital literacy.
   d. Correct.

2. The electronic buying and selling of goods, is an example of which nine key elements of digital citizenship:
   a. Incorrect: This is a more accurate example of the gap in access to technology.
   b. Incorrect: This is a more accurate example of one who has been raised in the digital age.
   c. Correct.
d. Incorrect: This is more accurate example of those freedoms extended to everyone in a digital world.

3. The ability to use digital technology and knowing when and how to use it, is an example of:
   a. Incorrect. This more accurately defines digital rights and responsibilities.
   *b. Correct.
   c. Incorrect. This more accurately defines digital law.
   d. Incorrect. This more accurately defines digital access.

4. Using the internet for research and being able to evaluate resources for accuracy of contents is an example of:
   a. Incorrect: Digital access is more accurately defined as full electronic participation in society.
   b. Incorrect: Digital etiquette is more accurately defined as electronic standards of conduct or procedure.
   c. Incorrect: Digital law is more accurately defined as electronic responsibility for actions and deeds.
   *d. Correct

5. Digital Etiquette is defined as
   *a. Correct.
   b. Incorrect: This more accurately defines digital access
   c. Incorrect: This more accurately defines digital law
   d. Incorrect: This more accurately defines digital communications

6. The image below is a representation of a good practice for digital etiquette.
   *a. Correct.
   b. Incorrect. The image is an accurate representation of practices for digital etiquette.

   ![Image of digital etiquette guidelines](image_url)

   Digital Citizenship by Christina Taylor is licensed under a Creative Commons Attribution 3.0 Unported License, custom HTML

7. Which item below is an example of good digital etiquette?
   a. Incorrect: This more accurately represents a non-example of digital etiquette.
   *b. Correct.
   c. Incorrect: This more accurately represents a non-example of digital etiquette.
d. Incorrect: This more accurately represents a non-example of digital etiquette.

8. The precautions that all technology users must take to guarantee their personal safety and the security of their network is known as.
   a. Incorrect: Digital Access is full electronic participation in society.
   b. Incorrect: Digital Law is electronic responsibility for actions and deeds.
   c. Incorrect: Digital Divide is a component of Digital Access.
   *d. Correct.

9. The following are examples of good digital security except for.
   a. Incorrect: This is an accurate example of good digital security.
   b. Incorrect: This is an accurate example of good digital security.
   *c. Correct.
   d. Incorrect: This is an accurate example of good digital security.
APPENDIX H
Online Help Section

Figure H1 - Instruction on sidebar use.

Figure H2 – Instructions on expanding and minimizing text in posts.
APPENDIX I
Recruitment Materials, Sample Email

Dear Parents and Guardians,

My name is Marie Honda, and I am doing a research project as part of the requirement for earning my Master’s degree at the University of Hawai‘i at Mānoa in the Department of Learning Design and Technology. The purpose of this instructional design project is to develop and evaluate the impact of a web and mobile based module on digital citizenship for parents and guardians of K-12 students in Hawaii public schools to ensure the proper use of technology at home and in the classroom.

• *What will I have to do?*
Participation in this project will involve working through a web and/or mobile based learning module using the social media site Google+. You will be able to work through the session at your own pace during a set period of time. The instructional module will take about 45 minutes to an hour to complete. I will be available via text and phone if you have any questions on the site. The module will be accessible via web on your desktop, laptop or tablet or on your mobile device. You will need to use your own laptop, tablet, or other mobile device to complete the module and an email account. For mobile devices you will need to download the free application for Google + (if needed, I will provide instruction on how to download the free app).

• *What is this online learning module about?*
This module is designed to teach you about digital citizenship to ensure the proper use of technology at home and in the classroom. Digital citizenship is a broad overarching concept that defines the norms of appropriate, responsible technology use. The module will cover the basic definitions, the nine elements of digital citizenship and safety for your children. It will use the social media site to give us a bird's eye view into using technology effectively and ethically.

• *How will this help me?*
Participation in this study will provide a broad understanding of digital citizenship and resources for parents and guardians to assist them in developing rules and appropriate behaviors that are individualized to your family’s needs. It will provide avenues for parents and guardians to begin communication with their children on what is expected in the home and school. There is no risk to you associated with participation in this project.

• *Other considerations:*
Participation in this project is voluntary. Any personal information collected during this project will be kept confidential. Any data collected will not be reported with your name or other personal identifiers. Your participation in this research project would be greatly appreciated. Your feedback will be used to improve the module on Digital Citizenship for Parents and guardians and provide more resources in the future. If you have any further questions regarding this project, please feel free to contact me at the number or email address listed below.
If you agree to participate in this project, please sign and date the attached consent form. You can return the form to me via email at hondam@hawaii.edu.

Sincerely,
Marie Honda, Principal Investigator
Email: hondam@hawaii.edu
Phone: (808) 226-7060
APPENDIX J
Consent Form

University of Hawai‘i

Consent to Participate in Research Project:

It Takes a Village: Digital Citizenship for Parents and Guardians

My name is Marie Honda, and I am a graduate student at the University of Hawai‘i at Mānoa in the Department of Learning Design and Technology. I am doing a research project as part of the requirement for earning my Master’s degree. The purpose of this instructional design project is to develop and evaluate the impact of a web and mobile based module on digital citizenship for parents and guardians of K-12 students in Hawaii public schools to ensure the proper use of technology at home and in the classroom.

Project Description – Activities and Time Commitment: If you choose to participate in this project, you will be able to work through the session at your own pace during a set period of time. The instructional module will take about 45 minutes to an hour to complete. You will be asked to complete a pre module survey and post module survey, each survey should take about 10 to 15 minutes to complete. The survey consists of mostly multiple choice questions with some open ended questions. Your response will be anonymous. I will be available via text and phone if you have any questions on the site. The module will be accessible via web or on your mobile device. You will need to use your own laptop, tablet, or other mobile device to complete the module and an email account. For mobile devices you will need to download the free application for Google +. You will learn about the basic element of digital citizenship and how it can help to keep your child safe. You will use social media to learn about digital safety and may be asked to post your reflections on the Google + site as part of the learning experience; the post you make will not be reported on and not part of the research data.

Benefits and Risks: As parents and guardians of Hawai‘i public school students in grade K-12 you will be helping your child meet the General Learner Outcome of an Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically). Additionally you will be able to set guidelines in your home to help keep your children safe when using technology. There is no risk to you in participating in this research project.

Privacy and Confidentiality: I will keep all information in a safe place. Only my University of Hawai‘i advisor and I will have access to the information. Other agencies that have legal permission, such as the University of Hawai‘i Human Studies Program, have the right to review research records for this study. When I report the results of my research project, I will not use your name. I will not use any other personal identifying information that can identify
you, and will report my findings in a way that protects your privacy and confidentiality to the extent allowed by law.

**Voluntary Participation:** Your participation in this project is completely voluntary. You may stop participating at any time. If you stop being in the study, there will be no penalty or loss to you.

**Contact Information:** For any questions regarding the project, please feel free to contact me (contact information listed below) or my University of Hawai‘i faculty advisor, Dr. Grace I in at (808) 956-9989. For any questions regarding your rights as a research participant, please contact the UH Manoa Office of Research Compliance Human Studies Program at (808) 956-5007.

If you agree to participate in this project, please print your name, sign, and date this signature page and return it to:
Marie Honda, Principal Investigator
Email: hondam@hawaii.edu
Phone: (808) 226-7060

**Statement of Consent:**

I have read and understand the information provided to me about being in the research project, *It Takes a Village: Digital Citizenship for Parents and Guardians.*

My signature below indicates that I agree to participate in this research project.

Printed name: ____________________________________________

Signature: _______________________________________________

Date: ____________________________________________________

Please print a copy of this consent form for your records.
APPENDIX K
Post Module Open Ended Question Response Summary

<table>
<thead>
<tr>
<th>Post Module Open Ended Question Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>11. What did you like the best about the module?</strong></td>
</tr>
<tr>
<td>Information is easy to understand, lots of information, very relevant, The diagrams and videos were simple but informative.</td>
</tr>
<tr>
<td>I believe the speaker was Ms Clark. I thought she gave an interesting and powerful wake up talk on how the digital world impacts everyone.</td>
</tr>
<tr>
<td>I learned things I never knew about Digital Citizenship.</td>
</tr>
<tr>
<td>I like the format of providing a definition, example, non-example, and quiz to check for understanding with immediate feedback on accuracy. I liked that it kept switching from reading to surveys to videos etc. Kept it more interesting.</td>
</tr>
<tr>
<td>The convenience of using my phone to complete.</td>
</tr>
<tr>
<td><strong>12. What did you like the least about the module?</strong></td>
</tr>
<tr>
<td>Have the sections of the module appear in sequential order. Maybe it’s my inexperience with google plus.</td>
</tr>
<tr>
<td>One question in particular was a little confusing with the double negative.</td>
</tr>
<tr>
<td><strong>13. Will you implement anything you have learned in this module in your home? Be specific.</strong></td>
</tr>
<tr>
<td>Yes, digital etiquette, the turning off the phone during family dinner, Limiting time on the internet.</td>
</tr>
<tr>
<td>I plan to be more proactive in putting away the electronic devices when the grandchildren are here and bring out those books!</td>
</tr>
<tr>
<td>Yes, I will communicate with my child more regarding internet usage. Will have discussion with my 6 year old about risky and non-risky activity online. Having a conversation with your child about technology is extremely important</td>
</tr>
<tr>
<td>Yes, it was a good reminder that I need to take the time to talk to my children about what it means to be a digital citizen. Finally, digital security is something we need to discuss as a family so that my children know how to deal with different situations that may arise.</td>
</tr>
<tr>
<td><strong>14. What other information would you include in this instructional module?</strong></td>
</tr>
<tr>
<td>More on the &quot;why&quot; digital citizenship is important</td>
</tr>
<tr>
<td>Examples of specific things we can teach to our children, broken up by different age groups, Guidelines for grandparents.</td>
</tr>
<tr>
<td>If anything, addressing more of the 9 Elements of Digital Citizenship, but that may make the unit longer than necessary.</td>
</tr>
<tr>
<td><strong>15. Is there anything you would not include?</strong></td>
</tr>
<tr>
<td>No, I think majority of the information is relevant.</td>
</tr>
<tr>
<td><strong>16. Would you recommend this unit to others? Why or why not?</strong></td>
</tr>
<tr>
<td>Yes, valuable information to help students</td>
</tr>
<tr>
<td>Yes it is informative to keep personal information safe and secure</td>
</tr>
<tr>
<td>Yes, easy to follow, informative and gives good examples to follow.</td>
</tr>
<tr>
<td>Yes, if I feel a person needs to learn more about digital citizenship. Although I wouldn't have them take the tests.</td>
</tr>
<tr>
<td>Yes, All parents should be educated on this subject.</td>
</tr>
<tr>
<td>Yes, because it takes a village to raise responsible and respectful children. The more people we can make aware of the need to teach their children about what it takes to be a good digital citizen the better off all of us will be. It is our responsibility to raise effective and ethical users of technology. Parenting is tough...when we find excellent resources we need to share it!</td>
</tr>
<tr>
<td>Help each other out. :)</td>
</tr>
<tr>
<td>Yes, theses are foundational skills that should be learned if you going to participate in a digital world.</td>
</tr>
<tr>
<td><strong>17. Any other thoughts, suggestions or comments</strong></td>
</tr>
<tr>
<td>Practice questions with each step could be different than prequiz</td>
</tr>
<tr>
<td>Kudos to the coordinator for gathering the information and the thoughtfulness that went into the guidelines.</td>
</tr>
<tr>
<td>Digital citizenship is not something you think of everyday but it affects everyone! Well put together, very thought provoking</td>
</tr>
</tbody>
</table>