TRY IT OUT
COMPANION GUIDE

MISSISSIPPI
DEPARTMENT OF
EDUCATION

TECHNOLOGY INTEGRATION

The MDE does not officially endorse any specific technology standards or models of teaching with technology. However, the resources provided within this companion guide are made available to assist educators and school and district leaders with the integration of technology into classrooms, schools, and school districts. Local schools have discretion over which technology partners and products are used in their districts. For legal advice regarding technology services, please contact your local school board attorney.

DIGITAL CITIZENSHIP

1. Create a class contract or agreement for student behavior and expectations while on devices.

2. Develop anchor charts describing device terminology or clear routines to support students with the use and care of devices, applications, and the internet.

3. Provide clear troubleshooting tips and strategies, including visuals or video demonstrations, to support student use of devices and digital tools.

4. Assemble a class or schoolwide Student Tech Team to lead digital citizenship initiatives.

TRY IT OUT

1 Create a class contract or agreement for student behavior and expectations while on devices.

GET READY
DEFINING THE PRACTICE

A classroom contract or agreement for digital citizenship is an outline of expectations within the learning environment. It is co-created with students to establish agreed upon rules, norms, and consequences. It serves as a guide for behavior expectations when using technology. Once created, contracts or agreements are distributed and signed by students, families, and the classroom teacher, as well as placed in a location in the classroom to serve as a reminder of class expectations.

GET SET
UNDERSTANDING THE WHY

Classroom contracts are an excellent strategy to build student understanding of expectations for digital citizenship in the classroom. Clearly outlining both positive and negative consequences establishes the predictability and structure that is conducive to effective teaching and learning. The co-creation of the contract is a key component of its effectiveness. The contract becomes more meaningful to students when they have a voice in the process. Giving students ownership over expectations (under the guidance of a teacher) when utilizing digital tools encourages self-regulation.

Through the creation of a class contract, students have opportunities to think deeply and draw connections to their own knowledge and experiences. The concept of digital citizenship becomes more personally meaningful as they are encouraged to take an active responsibility in the process. The dialogue that takes place through the creation of the contract is an important part of the process. These meaningful conversations offer valuable opportunities to discuss appropriate online behavior and communication, media balance, digital fluency, media literacy, digital safety and security, and more. Starting off the year or semester with the creation of a classroom contract establishes that these ongoing conversations are the norm in this classroom.

GO

IMPLEMENTING IN THE CLASSROOM

To successfully create a digital citizenship contract or agreement in your classroom, consider the following process:

1 DISCUSS

Engage in a discussion with students to identify possible components of the digital citizenship contract:

- What is digital citizenship?
- What types of challenges or problems might someone experience when using digital tools to learn?
- How can I be a responsible digital citizen? What does it look like, sound like, and/or feel like?

2 BRAINSTORM

Invite students to share their ideas for potential digital citizenship rules, norms, and consequences (both positive and negative). There should not be a limit to the number of ideas shared by the class. Consider collecting ideas using chart paper with sticky notes or within a digital space.

*Note: As students brainstorm, encourage them to consider various aspects of digital citizenship as outlined within Digital Citizenship elements 1-5 in the **Digital Learning Instructional Guide**.*

3 REFINE IDEAS

Once ideas have been shared, begin refining the ideas shared by the class by first grouping common ideas together into categories or themes. Together as a class, consider which of these categories are the most important, removing the less important or repetitive ideas. There is not a specific number of rules, norms, or consequences required for a contract or agreement, however note that too many may be overwhelming to students.

4 CREATE "I WILL" STATEMENTS

After the class has refined ideas into common categories or themes, use their ideas to create rules, norms, and consequences. Work to phrase these as "I will" statements. By shifting the conversation away from what students should NOT do and instead focusing on the DO's of digital citizenship with positive phrasing, we can reinforce the behaviors and actions of responsible digital citizens.

5

SIGN & SHARE

As a class, read the class contract or agreement aloud together. Each student and teacher will sign the class contract, agreeing to the behaviors and expectations outlined. Consider making copies of the contract or agreement to share with families to sign as well. Post the signed contract in an area of the classroom that is visible to the students, serving as a reminder of appropriate behavior when using technology. You might also provide students with copies of the contract to store in their desk, folder, or binder.

6

REINFORCE, REVIEW, & ADJUST

Throughout the school year, reinforce the expectations by making the contract a part of your daily routines and procedures. For example, before students engage in online activities, remind them of expectations as outlined in their contract, then praise student behavior and actions using phrases from the class contract. After completing activities, invite students to reflect on how well they implemented the digital citizenship contract using a 3-2-1 rating scale. (3 = Nailed it, 2 = We had some minor problems, 1 = We had major issues). Continuously return to the class contract throughout the year to review and adjust as new situations arise while students use technology in the classroom.

GRADE BAND CONSIDERATIONS

PreK - 2nd Grade

In PreK-2 classrooms, Morning Meetings are a great time to engage in discussions surrounding the digital citizenship contract or agreement. First, engage students in activities that will support their understanding of important concepts connected to digital citizenship. Pair discussions with resources designed to support early learners as they think about digital citizenship, such as **My Online Neighborhood**, **The Internet Traffic Light**, and the **Media Balance Is Important** resources from Common Sense Education. When displaying the completed class contract, consider including photos of drawings to support non-readers.

3rd - 5th Grade

To introduce topics of digital citizenship to 3rd - 5th grade students, invite them to participate in the **Digital Passport** activity by Common Sense Education. Once completed, begin discussions about digital citizenship. Students can work independently or in small groups to complete a Y-Chart graphic organizer with three categories: "Digital Citizenship sounds like…", "Digital Citizenship looks like…", and "Digital Citizenship feels like…". To provide additional scaffolding during the contract creation process, teachers might use sentence starters such as:

- "I will show respect when using my device by…"
- "When I engage with others online, I will…"
- "When I read digital media and social posts, I will evaluate them by…"
- "I will use technology to/for…"
- "I will balance my time with technology by…"
- "I practice safe technology use and keep others safe online by…"

Middle School

During the initial discussion and brainstorming session, have students review the **DigCitCommit Competencies** to build an understanding of how to address key areas of digital citizenship through the things we do, rather than a list of "dont's". Create a table with each key area as a heading and invite students to develop their own "I will…" or "I do…" statements using sticky notes placed in the appropriate columns. Give time for students to lead a discussion to determine the most important statements for their class contract.

High School

High school students are largely capable of leading the creation process themselves. Explain the task and goal, then allow students to take over. Students can facilitate discussion using guiding questions, record ideas on the board, and work collaboratively to hone and develop their ideas.

RESOURCES

These samples do not necessarily reflect a class-created contract, however they clearly illustrate the contract format, along with key concepts that might be included within your class contract:

- **Kirkwood Schools Digital Citizenship Contract for Students**
- **Kidpower Digital Citizenship & Safety Agreement**

Social Contracts Foster Community in the Classroom
This video from Edutopia illustrates the process of creating social contracts with students and how they can be used to guide work in the classroom throughout the year. Although the video relates to social contracts instead of digital citizenship contracts, the creation process is similar.

TRY IT OUT

2 Develop anchor charts describing device terminology or clear routines to support students with the use and care of devices, applications, and the internet.

Anchor charts serve as a tool to guide student thinking during independent work. These may cover a variety of topics, but consider the following ideas for the creation and use of anchor charts in your classroom:

CREATING ANCHOR CHARTS

1. Create a list of every technology device, app, program, or website that you commonly use in your class. Then brainstorm: What routines and procedures must students understand in order to use these digital tools and programs safely and effectively? Possibilities include:
    - Use, care, and storage of devices
    - Step-by-step processes for using applications and programs
    - Common device shortcuts
    - Procedures for logging in
    - Guidelines for communicating and behaving appropriately online
    - Troubleshooting tips
    - Digital research strategies
    - Guidelines for on-task behavior when using digital tools
    - Information on complying with copyright laws
    - Steps to determine credibility or bias of a source
    - How to cite online resources
    - Rules to maintain online security and privacy

2. Maintain an ongoing list. If you have to repeat something to multiple students or classes, it is a good sign that an anchor chart might be a helpful tool.

3. Determine what to include on the anchor chart, such as step-by-step directions, reminders of expectations, or pointers for success.

4. Plan the details! Consider how you can use layout, color, text, and visuals to communicate key ideas.

5. Use chart paper and markers to create the anchor chart. Include visuals to support learners as needed.

6. Depending on age and readiness, you might invite students to co-create anchor charts with you in order to increase engagement and understanding.

USING ANCHOR CHARTS

- Create or introduce the anchor chart during a mini lesson.
- Display the anchor chart in a visible and accessible space in the classroom for easy reference during independent work.
- Using the anchor chart as a reference, ask relevant questions about the concept to gauge student understanding.
- Model the use of a class anchor chart by referring to it as you share directions.
- Direct students to the relevant anchor chart when they ask a question.
- Consider creating print-sized versions of anchor charts to have available in student binders and/or in files for substitute teachers.

RESOURCES

- Use anchor charts to enhance your students' digital skills using an idea from this list of **20 Anchor Charts to Help Boost Kids' Tech Skills**
- **Comment Starters** anchor chart to support online communication
- Sample **Tech Anchor Charts**, created by Katherine Sokolowski and shared on **Choice Literacy** *(Note: these are print-sized versions of classroom anchor charts, designed to be stored in each student's binder.)*
- Go digital! Watch this video from Pocketful of Primary to learn how to create digital anchor charts in Google Slides: **Digital Anchor Charts: EVERYTHING Teachers Need to Know**

TRY IT OUT

3 Provide clear troubleshooting tips and strategies, including visuals or video demonstrations, to support student use of devices and digital tools.

When using digital tools for teaching and learning, technical difficulties are inevitable. Educators can save time, reduce frustration, and minimize disruption to learning by equipping students with effective troubleshooting tips and strategies. Build digital fluency by using visuals, videos, and other resources to support students as they overcome common technology-related obstacles.

BRAINSTORM

When it comes to the most frequently used devices and digital tools in your classroom, what are common obstacles, misconceptions, or skill deficits?

Maintain an ongoing list of tech challenges in order to identify themes and commonalities in student needs.

Common troubleshooting tips include:

- Check Wi-Fi connectivity/strength
- Try a new browser
- Log out then log back in
- Run updates on devices, browsers, software, etc.
- Restart the device
- Disable browser extensions
- Clear your cache

CREATE & CURATE

What resources, such as graphics, documents, or videos, would best communicate the information and skills needed to troubleshoot and overcome these issues?

1. Identify any premade resources that are already available:
   - Companies usually create comprehensive help pages that include how-to guides and videos for their digital tools and programs.
   - Use targeted searches on the web and/or social media to see what others have created.
   - Check YouTube for quality video demonstrations.

2. You might also decide to create your own resources. Options include:
   - Record video demonstrations in which you model essential skills. The added audio component of demonstration videos is useful, particularly with young learners.
   - Create documents or graphics that feature step-by-step instructions. It is helpful to include screenshots of the device or program when creating these resources.
   - Use online tutorial building tools to create step-by-step, web-based tutorials.
   - Utilize anchor charts featuring clear troubleshooting tips and strategies. (See Digital Citizenship: Try it Out Activity 2.)

3. Depending on age and readiness, invite students to create their own troubleshooting guides as they solve tech problems in the classroom.

SHARE

How and when will these resources be made available to students to support their use of devices and digital tools?

- When introducing the resources to students, utilize explicit instruction to teach the skills. Mini-lessons are particularly effective to provide tips and strategies in small, understandable pieces.
- Consider using your Learning Management System or classroom webpage to create an easily accessible digital hub that houses links to all troubleshooting resources.
- By including links on digital assignments or QR codes on paper-based assignments, you can easily direct students to a demonstration video or other troubleshooting resource to provide just-in-time support as they work independently on an assignment.

RESOURCES & EXAMPLES

- **Edtech Troubleshooting 101**
- Recommendations for identifying common tech problems and building students' troubleshooting toolkit: **Your Computer Isn't Broken: Quick Tech Fixes for Students**
- Examples:
  - Video demonstration: **Narrated PowerPoint Videos**
  - Product help page: **Seesaw Help Center**
  - Graphic: **Google Geo Tools Cheat Sheet**
  - Web-based tutorial: **Google Docs: How to Create a Table**
- Tools for creating documents and graphics:
  - **Canva**
  - Google **Drawing**, **Docs**, or **Slides**
  - Microsoft **Word** or **PowerPoint**
- Tools for creating video demonstrations:
  - **Screencastify**
  - **Loom**
  - **Flip**
- Tools for creating web-based tutorials:
  - **Scribe**
  - **Iorad**

TRY IT OUT

4 Assemble a class or schoolwide Student Tech Team to lead digital citizenship initiatives.

GET READY

DEFINING THE PRACTICE

A student tech team is a group of tech-savvy students who may offer innovation, creation, and support in the use of digital tools. As a part of the tech team, students have the opportunity to support their school community as they troubleshoot technology issues, teach others how to use technology tools, provide demonstrations, and model the skills of a responsible digital citizen. Technology initiatives will flourish as tech teams are used to provide an additional layer of support during implementation.

GET SET

UNDERSTANDING THE WHY

Student tech teams can be an integral part of the ongoing training and support that is required for effective implementation of digital learning. By leveraging the knowledge and skills of students, schools can build support systems for purposeful technology use. Tech teams offer many valuable benefits, including:

- Technology problems and concerns are solved quickly and efficiently with more people on the job.
- Educators feel more confident about utilizing digital tools in the classroom as the tech team works with key stakeholders in the school community to promote digital citizenship and build a strong understanding of digital tools.
- Teachers are able to move away from managing minor technology issues and questions to instead focus on planning and facilitating meaningful learning experiences.
- Tech teams are empowering to students as they become directly involved in the management of digital learning at their school.
- Through participation in a tech team, students improve their collaboration, leadership, and technology know-how.
- Tech teams build buy-in as students become driving agents of their own learning.

GO

IMPLEMENTING IN THE CLASSROOM

To successfully create a student tech team in your school, consider the following process:

1

IDENTIFY THE TEAM

Choose which students will serve on the tech team. Consider the specific skills these students must have, including technology, communication, and organizational skills. Additionally, identify a teacher leader to support the tech team, one that is dedicated and passionate to supporting the school's technology initiatives.

2

DETERMINE THE SCHOOL'S NEEDS

Collaborate with the school administration, teachers, and other students to identify specific technology needs of the school. Based on needs, determine measurable goals to guide the type of support offered by the tech team. Work to set goals that are aligned to aspects of digital citizenship as outlined within the Digital Citizenship elements 1-5 in the **Digital Learning Instructional Guide**.

3

TRAIN THE TEAM

Provide training for the tech team to better support established goals. Students should be able to perform tasks that represent needs of the school, in addition to being able to address frequently asked questions. A code of conduct for serving on the tech team should be created, detailing how students will provide support when needed. Consider collaborating to develop a technology team contract outlining expectations to guide the students on the team.

4

CREATE OPPORTUNITIES FOR SUPPORT

Develop a system for how teachers and students may request support from the tech team and determine how requests will be assigned to members of the team. Create a place for work to be documented, which will allow you to identify patterns in the type of support that is requested. Make a plan to offer training to address common topics, giving tech teams the ability to proactively support teachers and students rather than responding to problems as they arise. Other opportunities of support could include:

- A student help desk
- In-class tech experts
- Student created videos
- Trainings or demonstrations
- Newsletters

5

ADVERTISE YOUR SERVICES

Expand the reach of the tech team by promoting available services and letting teachers and students know how to access them. Possible advertising strategies include:

- Maintain an informational webpage about the team
- Create and share a database of pre-recorded trainings
- Appear on morning announcements
- Post information on the school webpage
- Student-created signs posted throughout school
- Utilize QR codes to sign up for direct support
- Distribute lists of specific skills/topics in which the tech team is trained
- Host brief informational events before/after school or during lunch

GRADE BAND CONSIDERATIONS

PreK - 2nd Grade

A great way to introduce the concept of tech teams to PreK-2nd grade students is by establishing classroom experts. As questions about device needs or technology tools arise, create a list of students that could provide a solution. Use graphics or logos and student pictures for non-readers. Build a classroom culture of collaboration and troubleshooting, supporting the development of similar skills of tech team students. Visit **20 Anchor Charts to Help Boost Kid's Tech Skills** from We Are Teachers to view sample technology anchor charts.

3rd - 5th Grade

Consider designing a tech team following a club model for 3rd-5th grade students. The club would comprise of at least two students from each classroom, meeting during lunch or after school to ensure class time is not missed. A mentor teacher, such as the media specialist, would support students as they learn about school technology needs and practice solving problems. During the school day, members from the tech team would be available in classrooms to assist with common digital issues.

Middle School

The Tiger Tech team from Armstrong Middle School illustrates an exemplary model for tech teams in the middle grades. This group of 24 students are trained to solve technology challenges and assist teachers and students as they utilize technology in the classroom. Students must acquire a teacher recommendation as part of the yearly tech team application process. Learn more about the Tiger Tech team:

- Article: **Meet Tiger Tech: How an elite group of middle schoolers became the tech teachers**
- Video: **A Day in the Life of a Tiger Tech**
- Video: **Meet the Tiger Techs**

High School

Burlington High School created a help desk style student tech team, set up in the school library and named Student Geniuses. This help desk is designed to directly support the work of the district's IT department by offering tech-related services to peers, teachers, administrators, staff and parents. A unique aspect of this program is that through participation on the tech team, students earn credit for an academic course. To learn more about developing a similar tech team, read **Support Your 1:1 Program with a Student Tech Team**.

RESOURCES

- Verizon Innovative Learning and Digital Promise: **Student Tech Teams**
- Verizon Innovative Learning: **Student Tech Team Overview**
- Tech Support: **6 Ways Students Can Fix Small Scale Technical Problems**
- Chrome Squad: **Student Tech Teams to Support 1-1 Schools**