

# Digital Citizenship Framework

## Stay Safe

### Stay Safe

This theme focuses on ways that students can safely engage and learn online. Understanding how to stay safe online requires a set of taught skills and practical knowledge.

Children have greater access now, more than ever before, to digital devices. Schools provide access to devices for students or require them to bring their own devices for school purposes. As such, it is important to teach students how to engage online safely.

Students learn about the importance of personal privacy as they begin to share information online and access digital content. Personal information can be used, stored, protected and shared by others online and individuals have a responsibility to manage and protect their own data.

Students also learn about the benefits and risks associated with online interactions, which requires them to stay alert in order to mitigate risks to themselves and others.

There are three essential elements to this theme:

- Safe interactions - we need to stay alert when interacting with people online.
- Understanding risk - risk can be managed and mitigated.
- Protecting personal data - we are responsible for protecting personal data.

## Phase 6

Year 12, Year 13

### Safe Interactions

Build healthy connections and online networks.

### Understanding Risk

Identify and take actions to protect work from theft, including identity theft.

### Protecting Personal Data

Explain the difference between active and passive data collection and how this data can be combined and sold for other purposes, such as direct marketing.

Consider the impact that emerging technologies can have on privacy and security.

## Be Balanced

### Be Balanced

This theme focuses on how a balanced approach to the use of digital technologies can benefit one's health and wellbeing. Students learn about the strategies they need to think critically about how digital media impacts their lives overall.

Students learn ways to balance media and device use alongside time spent on devices with other aspects of their lives, developing their ability to make well-informed choices. Students are encouraged to develop healthy habits that extend beyond screen time, such as reflecting on the quality of the media they consume.

To support students in developing a sense of balance, students take time to reflect on the different feelings and emotions that arise when they engage in activities that involve digital media. They learn that digital resources are available to improve their online experiences which can contribute positively to one's well-being.

There are three essential elements to this theme:

- Digital balance - a balance between online and offline activities is good for our health and wellbeing.
- Digital diet - there is a wide variety of online content available and we need to monitor the quality and quantity of material we consume.
- Digital wellness - digital applications and resources can be used as tools to improve aspects of our life and increase overall wellbeing.

## Phase 6

Year 12, Year 13

### Digital Balance

Identify and make use of digital productivity tools, including task automation applications, to develop efficient and effective workflows that meet individual needs.

Analyse and evaluate time spent online and make adjustments that positively impact wellbeing.

### Digital Diet

Evaluate how a digital diet impacts on the ability to achieve short and long term goals.

Explain how choices we make impact on wellbeing and keep life in balance.

### Digital Wellness

Evaluate a selection of digital tools and resources designed to impact positively on wellbeing.

## Stay informed

### Stay Informed

This theme focuses on the importance of evaluating the quality of online resources that are available to support learning.

The five core principles of academic integrity - fairness, responsibility, respect, trust and honesty, are paramount when using other people's ideas and work. The concepts behind content ownership and ethical publication are essential for students to develop.

An understanding of information literacy equips students with problem-solving strategies and critical thinking skills when seeking answers, gathering information, forming opinions and evaluating sources.

Students are taught the skills needed for determining the authenticity and trustworthiness of online news and information sources. Students develop the ability to discern the deceptive and misleading characteristics of less reliable information online.

Students who are media-literate are able to consider their responsibilities in order to be mindful media creators and consumers. Students learn to identify the purpose of different media forms, including the effects of messages on others and the intent behind them.

There are three essential elements to this theme:

- Academic integrity - the principles of academic integrity, such as fairness, honesty, trust, respect and responsibility are applied when using or sharing other people's work or ideas.
- Information literacy - online information can range in quality and accuracy and needs to be evaluated.
- Media literacy - media can be created and used to inform, persuade or manipulate an audience.

## Phase 6

Year 12, Year 13

### Academic Integrity

Identify and explain some of the rules governing online criminal content.

Identify and describe the type of content that is prohibited from being viewed or shared.

Explain variations in copyright laws and rules.

### Information Literacy

Explain how to detect sponsored internet content, such as extremism, ideology and how to evaluate its legitimacy.

### Media Literacy

Explain how new forms of media and platforms for sharing media are constantly emerging and evolving, such as the metaverse, NFT and Web3.

Recognise 'dark patterns' related to the digital economy, such as roach motel, sneak into basket, price comparison prevention, hidden costs and forced continuity.



## Be Engaged

### Be Engaged

This theme focuses on the many ways that students engage with others online. Students are mindful of the permanence of their actions in the online space and they learn how to successfully create and manage their digital identity and reputation. Students consider how and when the benefits of online sharing outweigh the risks.

People can represent their identity online in more than one way. Online personas can be created as self-representation for different purposes and may or may not be authentic. Students will learn about the benefits and drawbacks of personas and how these could impact their sense of self, reputations and relationships with others.

Students become aware of the characteristics of inclusive interactions in terms of respecting and empathising with others and learn strategies to recognise and reduce negative online behaviour.

Each individual has a responsibility to make choices that have a positive impact on others.

Students have the power to use technology to create inclusive communities, meaningfully address issues and make a positive impact on the world.

There are three essential elements to this theme:

- Identity and presence - our actions online form part of our digital identity and digital footprint.
- Online behaviour - online interactions based on respect and kindness can lead to positive experiences.
- Inclusive interactions - technology can help us positively connect with others and make a difference.

## Phase 6

Year 12, Year 13

### Identity And Presence

Evaluate online personas in light of privacy, permanence, authenticity, and inclusivity.

Apply strategies to optimise a digital footprint for higher education, career pathways and other opportunities.

### Online Behaviour

Make ethical choices to ensure personal online content is appropriate, responsible and contributes to a positive online culture.

### Inclusive Interactions

Advocate for online interactions and inclusive digital citizenship practices.