

Edubit assessment description

Digital citizenship (LiDA102)

Assessable Competency

This EduBit assesses your ability to

1. Develop a positive digital online identity in support of learning commensurate with good practice for privacy, security and interpersonal communications.

Recommended resources

Digital citizenship

<https://oer.nz/digitalcitizenship>

Online identify for learning

<https://oer.nz/digitalidentity>

Digital environments

<https://oer.nz/digitalenvironments>

Digital practices in the workplace

<https://oer.nz/digitalpractices>

Societal issues and the internet

<https://oer.nz/internetissues>

(Applicants are required to submit evidence for each listed task)

Task 1	Performance Indicators <i>What I can do</i>	Evidence to demonstrate competence <i>Evidence to show I can do it</i>
<p>Develop a positive online identity appropriate for a professional or formal learning community.</p>	<p>I can do the following:</p> <p>1.1 Explain digital citizenship and what it means for my formal learning context.</p> <p>1.2 Gather evidence to review my digital footprint identifying areas for improvement.</p> <p>1.3 Provide published examples of my current online identity and digital footprint for a professional or formal learning context.</p>	<p>I have provided the following:</p> <p>1.1a An explanation of what digital citizenship means based on my reading of the literature and credible online resources with supporting references in APA style (maximum 150 words)</p> <p>1.1b A description of what digital citizenship means for your formal learning (maximum 50 words).</p> <p>1.2 Evidence of incorporating the findings of my digital footprint audit to develop my online identity. (Consult activity to conduct audit of your digital footprint.)</p> <p>1.3a Links to two (2) public profile pages that you have published, providing information on your current online identity suitable for a professional or formal learning context. Provide a short summary (about 100 words) of the privacy and security considerations you took into account when publishing your profile pages.</p> <p>1.3b A minimum of five (5) annotated examples, which provide evidence of your online digital footprint contributing to a positive digital identity in support of your learning; for example, links to open communications with your personal learning network, or social media posts, relating to learning or professional issues.</p> <p>1.3c A short explanation (1-2 sentences) on how each example in 1.3b contributes to building a positive online identity, taking best practice for privacy, security and interpersonal communications into account.</p>

	1.4 Reflect on how I have developed my online identity to support learning.	1.4 A reflection on how you developed your online identity (maximum 200 words) drawing on the key findings from your digital footprint audit citing different platform sources. (Please submit the url to a publicly accessible version of your blog post. Ensure that you have made your post public in the editing settings of your preferred blog software (unlisted or draft posts will not be visible to the public). You can test the blog url link before submitting using your browser's private or incognito mode to ensure that the assessor can access the resources without login credentials. For more information consult incognito browsing published by Lifewire)
Task 2	Performance Indicators <i>What I can do</i>	Evidence to demonstrate competence <i>Evidence to show I can do it</i>
Review a digital online tool, including considerations for security, privacy and learning in a digital age.	<p>I can do the following:</p> <p>2.1 Analyse the business context for a software as a service (SaaS) online tool.</p> <p>2.2 Review the terms of service for the SaaS tool, taking security and privacy into account.</p> <p>2.3 Evaluate if the SaaS tool is “fit for purpose”</p> <p>2.4 Publish a product review on your blog.</p>	<p>I have provided the following:</p> <p>2.1-2.4 A product review published as a blog post of approximately 450 - 600 words. This must include:</p> <ul style="list-style-type: none"> ● A statement of your intended purpose for the SaaS tool. ● Hyperlinks to relevant web pages. ● References where appropriate using the APA style. (Consult APA style published by the University of Canterbury.) ● A disclaimer or disclosure if you have any association with the company or tool. ● A summary of the strengths and weaknesses of the tool covering the following points: <ul style="list-style-type: none"> ○ 2.1 An analysis of the <i>business context</i> for the tool. Points to consider:: Who owns the tool? Who is the tool maker? Who is the CEO? What is the tool's history? What is the business model? How do they generate revenue? How do they market themselves?

		<p>What is their market positioning / point of difference? Who are the competitors? What do others say about the product? Are these product reviews reliable? (Maximum 250 words)</p> <ul style="list-style-type: none"> ○ 2.2 A review of the <i>terms of service</i> with particular reference to security and privacy. Points to consider: What are the terms of service and are they easy to find? What personal data is required to use the tool? Who owns the data? How is it protected? Where is the data housed? Does the tool support open licensing of user generated data? How is user generated content distributed by the company? What license does the user assign to the company for distributing to third parties? Can users delete their accounts or leave the service? Can users export their data and what formats are used? Can personal information be shared with third parties, and if so under what conditions? Can the company terminate user accounts, and if so, under what conditions? How are changes to terms of service managed? (Maximum 250 words) ○ 2.3 An evaluation of whether the tool is “fit for purpose”. Points to consider: Is the tool suitable for your intended purpose? How does the design of the tool influence what users can do with the tool? Does the tool provide support resources? Do others provide help and advice on using the tool on the open web? What are the implications of the tool to support learning in a digital age? (Maximum 150 words)
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		(Please submit the url to a publicly accessible version of your blog post. Ensure that you have made your post public in the editing settings of your preferred blog software (unlisted or draft posts will not be visible to the public). You can test the blog url link before submitting using your browser's private or incognito mode to ensure that the assessor can access the resources without login credentials. For more information consult incognito browsing published by Lifewire).
Task 3	Performance Indicators <i>What I can do</i>	Evidence to demonstrate competence <i>Evidence to show I can do it</i>
Produce an editorial documenting a contemporary societal issue on the internet and its implications for interpersonal communications.	<p>I can do the following:</p> <p>3.1 Analyse a societal issue, or problematic behaviour, that has emerged in the digital world.</p> <p>3.2 Advise on the implications for digital citizens and interpersonal online communications.</p>	<p>I have provided the following:</p> <p>3.1 and 3.2 A societal issue you have selected associated with the Internet or problematic online behaviour for your editorial. Select, for example: Net neutrality, online impersonation, internet trolling, online harassment, psychological issues, digital redlining, equity and inclusion, cyberchondria, surveillance capitalism etc.</p> <p>Published editorial on your blog (400 - 500 words) analysing a societal issue or problematic behavior associated with the Internet. This must:</p> <ul style="list-style-type: none"> • Adhere to the conventions of an editorial. Please note you can choose the type of editorial, for e.g. explaining, criticising, persuading or praising. • Implement the following structure: <i>Introduction</i> - a thesis paragraph to introduce the editorial and catch the reader's attention; <i>Body</i> - an objective explanation of the issue, for example, stating the opposing argument, evidence to refute the opposition. <i>Implications</i> - states implications and provides advice for interpersonal online communications and digital citizenship; and

		<p><i>Conclusion</i> - implications for learning in a digital age, or your current professional role (if appropriate).</p> <ul style="list-style-type: none"> • Include a minimum of four (4) supporting links to relevant and credible web sources. • Include a minimum of two (2) references using the APA style. (Consult APA style published by the University of Canterbury.) <p>(Please submit the url to a publicly accessible version of your blog post. Ensure that you have made your post public in the editing settings of your preferred blog software (unlisted or draft posts will not be visible to the public). You can test the blog url link before submitting using your browser's private or incognito mode to ensure that the assessor can access the resources without login credentials. For more information consult incognito browsing published by Lifewire)</p>
Task 4	Performance Indicators <i>What I can do</i>	Evidence to demonstrate competence <i>Evidence to show I can do it</i>
Assess your learning as a reflective digital online learner	<p>I can do the following:</p> <p>4.1 Provide evidence of learning through self-evaluation.</p> <p>4.2 Demonstrate reflective learning skills.</p>	<p>I have provided a learning reflection based on my knowledge and experiences with <i>Digital citizenship</i> that:</p> <p>4.1a Explains the connections between your experience (what you already knew) and what you have learned from <i>Digital literacies for online learning</i>.</p> <p>4.1b Identifies WHAT you have learned, and also HOW you have learned it.</p> <p>4.2 Reflection must include the following (Maximum of 500 words):</p> <ul style="list-style-type: none"> ○ Description: Provide your reader with comments on specifically what happened during your learning journey. ○ Evaluation: What was “good” and “bad” about the experience?

		<ul style="list-style-type: none">○ Analysis: What did you learn from it? How do you feel about it now? Did it change you? How?○ Conclusion: What alternatives did you consider at the time? What else might you have done?○ Plan: What new knowledge or skills do you now have, and how will this expertise inform your future learning? What areas have you identified you need to undertake more learning in?
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Assessment rubrics

Weighting table

Each task contributes to the calculation of the final grade according to the following proportional weightings.

Task	Weighting
Task 1: Develop a positive online identity appropriate for a professional or formal learning community	45%
Task 2: Review a digital online tool, including considerations for security, privacy and learning in a digital age	20%
Task 3: Produce an editorial documenting a contemporary societal issue on the internet and its implications for interpersonal communications	20%
Task 4: Assess your learning as a reflective digital online learner	15%
Total	100%

Task 1: Develop a positive online identity appropriate for a professional or formal learning community (Weighting 45%).

	Achieved			Not achieved
	10 - 9	8-7	6-5	4-0
<p>Review digital footprint and provide evidence of a positive online identity appropriate for a digital citizen within a formal learning or professional context.</p>	<p>In addition to the requirements for 8-7 the applicant's digital identity demonstrates:</p> <ul style="list-style-type: none"> • A thorough review of their former digital footprint and judicious selection of annotated examples demonstrating improvement in digital identity. • An appropriate balance between creativity and professionalism. • An exemplary profile worthy of sharing as an example for future learners. • Interconnectedness among different online profiles and identities providing clear and appropriate distinctions among personal and professional personas. 	<p>In addition to the requirements for 6-5, the applicant must provide the following evidence:</p> <ul style="list-style-type: none"> • A professionally styled layout of the profile pages utilising formatting features and limitations of the respective web site including, for example, choice of appropriate image photo / avatar, text formatting, hyperlinks to relevant social media accounts with appropriate disclaimers on the respective social media accounts regarding the distinction between personal and professional personas etc. • Annotated examples of digital identity from a minimum of five (5) different platforms. • Summary reflection of digital footprint audit to inform the development 	<p>The applicant provides an holistic definition of digital citizenship derived from the literature (appropriately referenced) that encompasses multiple dimensions (approximately 150 words). The applicant provides a valid description of what digital citizenship means for their formal learning context (about 30 words).</p> <p>The applicant provides valid links to two (2) self-published pages that provide profile information appropriate for the medium and suitable for the target audience (i.e. a formal learning community or professional context) with evidence showing clear separation between personal versus professional or formal learning personas. The applicant includes a short summary providing justifications how privacy and security related issues were considered before publishing personal information online.</p> <p>The applicant provides five (5) annotated examples from a minimum of three (3) different</p>	<p>The applicant does not provide a valid url link to two public profile pages and/or doesn't provide sufficient evidence of a positive online identity suitable for a formal learning or professional context.</p>

		<p>of a positive online identity references a minimum of five (5) key findings from the audit.</p>	<p>online platforms demonstrating the development of a positive digital online identity. The applicant must provide a valid reason explaining how the examples contribute to a positive digital identity and may reference how the examples demonstrate best practice for online privacy and security.</p> <p>The applicant provides a short summary reflection (about 200 words) providing evidence of how their digital footprint audit has contributed to the development of their online identity by referencing three (3) key findings from the audit and how they have used this information to improve their identity.</p>	
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Task 2: Review a digital online tool, including considerations for security, privacy and learning in a digital age (Weighting 20%).

	Achieved			Not achieved
	10 - 9	8-7	6-5	4-0
Publish a product review for a software as a service (SaaS) online tool and contribute to developing online identity.	<p>The applicant has published an exemplary product review covering all requirements for 8-7 and including a compelling thesis statement to gain the reader's attention and a thorough and objective analysis supporting the review. The review is worthy of publication in a commercial publication.</p>	<p>In addition to the requirements for 6-5, the product review is comprehensive and complies with best practice for reviews by providing evidence of:</p> <ul style="list-style-type: none"> • A thesis statement to gain the reader's attention • Using the product in an authentic context • A logical presentation structure, eg. Introduction, description of the product, body and concluding evaluation linked to the intended purpose of the application. • Objective and balanced review documenting both strengths and weakness for each of the components (i.e. business context, terms of service and fitness for purpose). 	<p>The applicant provides a valid url link to their product review of a SaaS tool on their blog (450 - 600 words)</p> <p>The review demonstrates an objective analysis of: the business context, terms of service; and an evaluation whether the tool is fit for the applicant's stated purpose. The review must include a minimum of three (3) in-text hyperlinks and supporting references from a minimum of two (2) credible sources using the APA format where appropriate with only a few minor APA style errors. The applicant's product review must demonstrate a positive contribution to a reputable online identity commensurate with the expectations of a responsible digital citizen justifying assertions with verifiable, credible and objective evidence. The review is adequate and has identified key considerations relating to the business context and terms of service..</p> <p>The applicant may provide a disclaimer or disclosure if they have any association with the company or tool.</p>	<p>The applicant does not provide a valid url link to the product review published online and/or does not meet the minimum task specifications for the SaaS tool review.</p>

Task 3: Produce an editorial documenting a contemporary societal issue on the internet and its implications for interpersonal communications (Weighting 20%)

	Achieved			Not achieved
	10 - 9	8-7	6-5	4-0
Publish an editorial as a personal blog post analysing a societal issues or problematic behaviour associated with the Internet and reference implications for interpersonal communications and digital citizenship.	<p>In addition to the requirements for 8-7, the applicant has published an exemplary editorial of professional standard which has attracted a few public comments.</p> <ul style="list-style-type: none"> Includes representative image/s that are openly licenced or dedicated to the public domain adhering to copyright conventions and best practices for attribution. 	<p>In addition to the requirements for 6-5. the applicant publishes an editorial that:</p> <ul style="list-style-type: none"> Is consistent with the selected editorial genre. Incorporates relevant hyperlinks. Cites a minimum of six (6) relevant and credible resources. May include a representative image adhering to copyright conventions. Is well structured with a discernible introduction, body, section for implications and conclusion. Does not have spelling errors and has correctly applied the APA reference style. Contains a minimum of four (4) relevant implications for interpersonal communication or digital citizenship. 	<p>The applicant must prepare an editorial (about 400 - 500 words) published online as a blog post and may select any societal issue or problematic behaviour associated with the Internet (e.g. Net neutrality, online impersonation, internet trolling, online harassment, psychological issues, digital redlining, equity and inclusion, cyberchondria, surveillance capitalism etc.) The blog post should demonstrate an editorial genre (e.g. explanation, criticism, persuasion or praise) but occasional statements are not consistent with the main genre. The applicant must summarise the key characteristics of the societal issue or problematic behaviour providing evidence of analysis based on a minimum of four (4) relevant and credible resources, appropriately cited using the APA style with only a few minor APA style errors. The post must reference a minimum of two (2) relevant implications for interpersonal communication or digital citizenship. The post may</p>	<p>The applicant does not provide a valid url link to the public blog post and/or has not met the minimum task specification requirements.</p>

			include a few spelling or grammatical errors.	
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Task 4: Assess your learning as a reflective digital online learner (Weighting: 15%)

	Achieved			Not achieved
	10 - 9	8-7	6-5	4-0
Evaluate your learning as a reflective practitioner	In addition to the requirements for 8-7, the applicant provides an exemplary reflection that incorporates planning for how the current learning experience will inform learning in the future.	The applicant clearly identifies <i>what</i> they have learned and <i>how</i> they have learned it with clear examples to illustrate connections between prior experience and new learning. The reflection is structured under relevant subheadings.	The applicant provides a short reflection illustrating examples of what they learned about digital citizenship for online learning. The reflection provides adequate evidence of personal learning, that is, learning acquired through participation in this Edubit but does not establish appropriate connections between experience (what the learner already knew) and new learning and/or reflect on how new knowledge or competencies were acquired. The reflection is not structured under appropriate subheadings.	The applicant is unable to provide evidence of learning using reflective learning techniques. There is no connection between experience and new learning or the reflection does not relate to digital literacies for online learning.