Reviewing new education Policy on digital citizenship

Ruhi

Ruhi22@gmail.com

Abstract

It was for my dissertation research that I completed this literature review. Educator technology integration and digital citizenship teaching techniques are examined in connection to previous research on the topic. Pre-service and existing instructors, as well as pupils in K-12, are also examined in the review of findings. Many studies and educational institutions have focused on the drawbacks of technology or the ways in which it is being abused by its users. Alternatively, this research focused on educators' knowledge, attitudes, and professional practices in order to discover whether gaps exist in supporting digital citizenship training in equipping students to use technology effectively, responsibly, and ethically.

Introduction

Education and personal usage of technology have grown exponentially during the last two decades. Technology has become an essential component of our daily lives, including our work, social interactions, and education. Accrediting bodies such as universities, school districts, and corporations have created Acceptable Use Policies (AUP) to safeguard themselves and their employees against the dangers of internet and technology abuse. A more collaborative, creative, and self-empowerment-focused approach to technology usage in education and personal use is the goal of digital citizenship (Dotter, Hedges, & Parker, 2016), rather than a focus on the negative. Students in both K-12 and higher education may benefit from literature reviews that examine academic research on teaching digital citizenship to students, as well as the instructional strategies used by educators at all levels of education.

At this rate, we're going to see innovation that's unstoppable like a rollercoaster. It's an exhilarating ride, but since it travels so swiftly, we seldom stop to consider the potential unexpected effects. Our inability to adequately react to hot-button topics like cyberbullying and sexting is a direct outcome of this. As parents, we face the problem of preparing our children for a fast-paced digital future while also teaching them to be

thoughtful and self-aware. When it comes to educating our digital-age youngsters, how do we answer the following essential question? What should we educate our children: that there are two possible futures, or that there is only one?

Traditional, technologically unplugged life at school and second, digitally integrated existence outside of school are the premise of the "two lives" viewpoint. It argues that the digital technology that students are used to using is either too costly, troublesome, or distracting to be used efficiently and ethically in the classroom. According to this article, students will have to figure out how to deal with concerns of cybersafety, technology accountability, and digital citizenship on their own without the support of instructors or the education system.

Contrary to popular belief, the "one life" school of thought holds that educators have the unique responsibility of encouraging students to integrate their use of technology into their social and communal lives outside of the classroom. This academic discussion focuses on the ethical implications of digital technology for human behavior and for citizenship. It has long been a common subject in the philosophy of technology to argue against a dramatic separation of work and leisure, which weakens the social in favor of industrial society centered on mindless consumerism. There are concerns regarding the function and influence of technology and the degree to which social life is organized and prioritized in accordance with the demands of technical systems that arise from these discussions. One way to respond to this technical challenge is to use technology to help alleviate poverty, hunger, and illness, and to promote sustainable economic growth. Furthermore, there is the so-called "moral agenda" of a responsible and accountable media culture in exhibiting responsibility for others in a world of enormous conflict, sorrow, intolerance, and apathy. According to Silverstone, this calls for a civic populace that is both critical and literate, with the ability to participate.

Taking Charge of Your Online Identity In the context of education, empowerment is defined as a child's ability to study and participate in a digital society. Human rights, democracy, and the rule of law are all at stake when individuals aren't allowed to exercise and defend their democratic duties and rights online. Simpler yet, the goal is to guarantee that individuals who aren't already "digital natives" or who don't have the means to become such aren't left out in the future. When it comes to the "digital divide,"

it's more probable that people don't have the skills necessary to fully use new technology than that they don't have access to it at all.

Review of literature

(Ohler 2011)studied "Character Education for the Digital Age" that was discovered and There is no braking mechanism in our present technological trajectory, which promises incomprehensible, roller-coaster innovation. It's an exhilarating ride, but since it travels so swiftly, we seldom stop to consider the potential unexpected effects. Our inability to adequately react to hot-button topics like cyberbullying and sexting is a direct outcome of this. As parents, we face the problem of preparing our children for a fast-paced digital future while also teaching them to be thoughtful and self-aware. When it comes to educating our digital-age youngsters, how do we answer the following essential question? What should we educate our children: that there are two possible futures, or that there is only one? Traditional, technologically unplugged life at school and second, digitally integrated existence outside of school are the premise of the "two lives" viewpoint. It argues that the digital technology that students are used to using is either too costly, troublesome, or distracting to be used efficiently and ethically in the classroom. According to this article, students will have to figure out how to deal with concerns of cybersafety, technology accountability, and digital citizenship on their own without the support of instructors or the education system.

(Choi 2016)studied "A Concept Analysis of Digital Citizenship for Democratic Citizenship Education in the Internet Age that was discovered and For as important as encouraging responsible citizenship in the Internet era is, research on how digital citizenship or digital citizens may be defined or researched is severely lacking. Ethics, media and information literacy, participation/engagement, and critical resistance were identified to be the four main characteristics of digital citizenship in this research. While digital citizenship may be defined as a multifaceted and complex notion, it must be seen in conjunction with an associated but non-linear relationship to offline (place-based) civic life", according to the author.

(Pangrazio and Sefton-Green 2021)studied "Digital Rights, Digital Citizenship and Digital Literacy: What's the Difference that was discovered and It's difficult to work with digital media. There are a slew of problems facing contemporary countries, including the loss of democratic rights, privacy invasions, an increase in data surveillance, and digital-by-default commercial

and civic activities. Individuals are confronted with existential dilemmas about themselves and their social connections and reality as a result of digital existence. Digital citizenship, digital rights, and digital literacy are three modern normative answers to these complicated concerns. Individuals learn to live in digitally mediated societies via the use of these three concepts, which describe the theoretical and practical frameworks for understanding and enacting this process. There are several ways to respond to the philosophical, ethical, and practical challenges posed by datafication, and this essay examines the success of each. We explore how each answer addresses policy, ordinary social life, and political discourse, following the varying usage of these words and their address to various stakeholders. The essay finishes with a number of 'action points' that may be used to improve these reactions" to the advantage of both the person and society.

(Singer et al. 2021)studied "Teaching Cyber Citizenship" that was discovered and Every aspect of our society, from business and politics to children's education and communication and sharing, may benefit from the accessibility to information and connections offered by the internet. In recent years, however, it has become a place of manipulation and danger. Democracy and public health are at risk because of the proliferation of false and misleading statements and conspiracy theories. A student seeking to get accurate information for school or weekend activities may realize that the very methods in which the internet world functions provide additional problems. New abilities are required to deal with the challenges of today's world. We refer to them as "cyber citizenship" abilities. Digital citizenship and civics instill a strong sense of civic duty and citizenship ethics in students, while cybersecurity professionals are well aware of the purposeful online threats and techniques that are deployed against us all. In today's increasingly interconnected world, these abilities are essential for being safe and secure online while also guarding against the dangers of being manipulated on an individual or societal level.

Conclusions

It was the "goal of this research to better understand students' digital citizenship and what influences it. A survey questionnaire was used to collect data in a quantitative manner. 174 students from King Abdulaziz University's Faculty of Education were in attendance. Perceived Internet attitude and computer self-efficacy among students are at acceptable levels, according to the data. As for digital citizenship, the pupils excelled in showing respect for oneself and others on the internet. In terms of computer experience and daily average technology usage,

even if a person has a college degree in computer science, it has been shown to be linked to digital citizenship. The students' views about the Internet and their computer self-efficacy may have a good influence on their digital citizenship, particularly in terms of respecting and educating oneself and others online. ' The conclusions of this research may not be generalizable to other regions of the globe since they are based on a survey done in Saudi Arabia. Future study on digital citizenship and the characteristics that lead to the improvement of 21st century learners' digital behaviors may benefit from the results, however. Because of this, it may be claimed that the results of this research are a reflection of the practices of digital citizenship in mono-cultural and conservative countries like Saudi Arabia. The findings of this study might have a wide range of policy and practice consequences, particularly in developing nations like Saudi Arabia. In higher education, it's critical to develop rules that address current digital activities. Policies should not only describe what, when, and how technology may be used most efficiently, but also demonstrate the values and concepts that guide digital citizens. As a worldwide need that is not restricted to a particular context or area, policies should also seek to raise awareness of digital citizenship as an objective. They should also promote respect for various cultures and digital identities as a means of enhancing digital citizenship. Improving pupils' attitudes about the internet and their belief in their own computer-related abilities is essential if they are to become responsible digital citizens. For this, students should be given necessary knowledge and practice to promote their self-confidence and favorable attitudes toward digital technology, notably the Internet, via the use of digital citizenship education. In addition, curriculum should include technology-based" activities to help students develop their technical skills and utilize technology as a learning tool effectively.

References

Bahr, D. L., Shaha, S. H., Farnsworth, B. J., Lewis, V. K., & Benson, L. F. (2004). Preparing tomorrow's

teachers to use technology: Attitudinal impacts of technology-supported field experience on pre-service

teacher candidates. *Journal of Instructional Psychology, 31*(2), 88-97.

Bandura, A. (1997). *Self-efficacy: The Exercise of Control*. New York: NY: W. H. Free man.

Bennett, W. L. (2008). Changing citizenship in the digital age. In W. L. Bennett (Ed.), *Civic life online* (pp. 1-24).

Cambridge, MA: MIT Press.

Binkley, M., Erstad, O., Herman, J., Raizen, S., Ripley, M., Miller-Ricci, M., & Rumble, M. (2012). Defining

Twenty-First Century Skills. In P. Griffin, B. McGaw, & E. Care (Eds.), *Assessment and Teaching of 21st*

Century Skills (pp. 17-66). Springer Netherlands. http://dx.doi.org/10.1007/978-94-007-2324-5_2

Bong, M., & Skaalvik, E. M. (2003). Academic self-concept and self-efficacy: How different are they really?

Educational Psychology Review, 15(1), 1-40. http://dx.doi.org/10.1023/A:1021302408382

Chee, Y. S., Mehrotra, S., & Liu, Q. (2013). Effective game based citizenship education in the age of new media.

The Electronic Journal of e-Learning, 11(1), 16-28.

Farmer, L. (2011). *Teaching digital citizenship*. Paper presented at the Global TIME 2011. Retrieved from

http://www.editlib.org/p/37093

Georgina, D. A., & Hosford, C. C. (2009). Higher education faculty perceptions on technology integration and

training. *Teaching and Teacher Education, 25*(5), 690-696. http://dx.doi.org/10.1016/j.tate.2008.11.004

Hollandsworth, R., Dowdy, L., & Donovan, J. (2011). Digital citizenship in K-12: It takes a village. *TechTrends,*

55(4), 37-47. http://dx.doi.org/10.1007/s11528-011-0510-z

ISTE. (2007). National educational technology standards projects. *International Society for Technology in*

Education. Retrieved May 14, 2015, from http://www.iste.org/standards/iste-standards/standards-forstudents