

Curriculum Framework for Integrating Digital Citizenship into a First-Year Seminar Course

Charge of the Ad Hoc Committee on the First Year Seminar (passed May 11, 2015)

The Ad Hoc Committee on the First Year Seminar is formed to establish clear, detailed guidelines, which must be followed by any course designated as a “First Year Seminar,” effective September 1, 2016. The Ad Hoc Committee on the First Year Seminar is appointed by the President of the Faculty Senate, will consist of a minimum of one faculty representative from each college, one representative from the Office of the Provost, a minimum of one undergraduate student and four representatives from the Division of Student Life, and is to be charged by the President of the Faculty Senate with all due haste upon adoption of this resolution. The committee is further charged to:

1. Define a clear set of guidelines detailing all required components to be satisfied by any course designated as a “First Year Seminar.”
2. Diversity competency, sexual misconduct awareness and prevention, drug and alcohol use education and abuse prevention, *responsible use of the internet and other social media* [emphasis added], and ethics and academic honesty should be components within all First Year Seminars.
3. Make a recommendation to the Faculty Senate by September 1, 2016 as to a periodic review process designed to ensure that all “FYS” designated courses meet established guidelines.
4. Partner with the Office of Educational Assessment of the Center for Teaching and Assessment of Learning to develop an assessment plan for all FYS courses and a process for regular course assessment.

The committee will be dissolved by a vote of the Faculty Senate.

Working Principles

1. As much as possible, this work should be guided by rigorous scholarship and empirical research. We may be entering in an area of education that is not well explored but we should build it on the solid foundations provided by the many scholars who have worked in related areas e.g., communications scholars and sociologists who have explored how young people use and understand the Internet and social media, experts in education - in many different disciplines - who have described best practices in teaching and learning.
2. Students must be required to repeatedly practice the skills and knowledge related to these SLOs in ways that are realistic, meaningful in their lives, and respectful of their existing knowledge and backgrounds. Further, we must ensure that they are provided with feedback and know how well they are meeting the SLOs. This builds on the first principle by ensuring that this work provides the best education experience and stands the best chance of meeting its goals.

3. Our work must include means by which we can determine if the curricula and materials are successful. This is not only a best practice but one that is built into the charge of this ad hoc committee.
4. For these assignments to be most effective, faculty must be active participants. Faculty who are not yet active in using social media should be willing to learn with and from their students. For example, the assignments developed as part of the pilot phase all focus on Twitter. For this component of the FYS course to be most successful, faculty should actively use Twitter to some degree, including creating and using a hashtag for their specific FYS class(es).

Internet Social Media SLOs

1. Describe principles and specific examples of ways the Internet and social media can be used to both help and harm others
2. Demonstrate effective ways to responsibly use social media to positively engage with others and portray oneself with authenticity

SLO 1: Describe principles and specific examples of ways the Internet and social media can be used to both help and harm others

Primary method(s):

1. Introduction of principles by faculty member in the context of decisions that he or she has made during his or her life and career related to (a) personal and professional networks, (b) reputation management (e.g., what to include on CVs, how to describe one's work to different audiences), and (c) social media usage.
2. Case studies followed by class discussion with faculty wrap-up. Case studies will be selected on the basis that they (a) clearly address one or more of the principles, (b) are clearly relevant to undergraduate students' lives and interests, and (c) do not have characteristics that could significantly move discussion away from the primary topic(s) or into areas for which faculty are unprepared to lead discussion (e.g., controversial politics, violence) unless there is significant support for the faculty member(s). Some case studies are positive examples of social media usage.
3. Assessment will occur by evaluating case studies that students create. These student-created case studies should focus on recent events to limit potential cheating each semester.

General notes:

1. It's important to include both broad principles and specific examples. The principles provide a basis for extrapolation and long-term application beyond the life of current tools and this specific environment. The examples solidify the principles, make them concrete and applicable, and illuminate areas of potential misunderstanding.
2. We cannot focus solely on how these tools can be used in negative ways. Students have had their fill of lecturing on this topic in middle school and high school.
3. Use Twitter as SM tool in class: Easier to demonstrate persistence, visibility, spreadability, searchability, and context collapse.

Principles:

The following ideas are the principles that the case studies and subsequent work are aimed at understanding and integrating. They are collectively referred to as the "properties of social media" in other documents in this curriculum. These principles are briefly described for faculty and students in a one-page handout.

1. Affordances of networked publics (pp. 11-12, boyd, 2014):
 - a. Persistence: The durability of online expressions and content
 - b. Visibility: The potential audience who can bear witness
 - c. Spreadability: The ease with which content can be shared
 - d. Searchability: The ability to find content
2. Context collapse (Wesch, 2009; boyd, 2011): The tension caused when what were assumed or previously perceived to be multiple, disparate audiences are present or imposed all at once (e.g., being forced to interact with your coworkers, classmates, friends, family, and strangers *all at the exact same time and in the same place*)

SLO 2: demonstrate effective ways to responsibly use social media to positively engage with others and portray oneself with authenticity

Primary method(s):

1. We have drafted several exercises using Twitter that faculty can potentially use e.g., have students follow someone and write up observations, create and use a class hashtag.
2. For two of the potential exercises, assessment involves a brief (3-4 paragraph) paper written by each student and evaluated with a 3-4 point rubric. The third exercise would require some tracking of student posts to ensure they each posted the required number of times (2-3 messages, 2 replies).

General notes:

1. It is critical to provide students with multiple opportunities to practice and receive feedback on this set of skills. But how to do so in ways that are (a) scalable to 4,000 students in very different classes (e.g., UNIV 101 with 25 students in many different majors, EGGG 101 with 700 engineering students) and (b) appropriate for faculty in all disciplines to understand and provide feedback?

References

- boyd, d. m. (2014). *It's Complicated: The Social Lives of Networked Teens*. Yale Press: New London, CT.
- Marwick, A. E., & boyd, d. (2011). I tweet honestly, I tweet passionately Twitter users, context collapse, and the imagined audience. *New Media & Society*, 13(1), 114-133.
- Wesch, M. (2009). YouTube and you: Experiences of self-awareness in the context collapse of the recording webcam. *Explorations in Media Ecology*, 8(2), 19-34.

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Feedback and comments are welcome at krguidry@udel.edu

Colleagues who have helped shape these ideas

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