Challenging Cyberbullying in the 1st and 2nd Grade World

EP 764 Instructional Design Assignment 7 Capstone Instructional Design Project

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Instructional design (ID) will be used to create an effective and engaging curriculum to mitigate the challenges of bullying and cyberbullying (CB), more prevalent with the increased integration of technology and the gamification of learning technology. The curricula will focus on lower elementary students from Kindergarten to second grade. During the need's assessment and analysis phase, it was determined that cyberbullying is an extremely concerning factor and especially with remote learning and social media. A learner and task analysis showed that even young students are engaged in technology and the internet and face cyberbullying and that a preventative curriculum can make a sustainable and measurable impact. In the design and development phases, measurable learning goals and objectives were developed, a quick prototype for feedback and alignment, followed by the development of the curricula, activities, and assessments. The focus was on recognizing and addressing incidents of cyberbullying through digital curricula and activities. Assessments for the ID project and to assess learning took the shape of formative and summative assessments. At each stage, there was a review of the information from the proceeding section to ensure overall alignment. Additionally, each time a new iteration was created, review of the project at large for scope, objectives, and alignment took place. Evaluation, however, never stops. Even after project conclusion, evaluation and feedback should continue as learner's needs, the environment, and mediums change.

Instructional Design

The role of education is to provide instruction that meets the stated goals and objectives. Learning can happen within or outside of schools, in a formal or informal manner. However, within education, learning must meet specific mandated learning standards. The incorporation of instructional design ensures that instruction is based on learning science, scaffolded for

developmental age and abilities, and meets academic standards. Instructional design is a scientific field, model, and process of developing effective learning (Brown & Green, 2020). Within this field, there are many models and processes and it is ever-changing. However, there are two basic models. One is a linear-driven, waterfall, model called ADDIE (analyze, develop, design, implement, and evaluate) (Brown & Green, 2020). It is often used for simpler, less collaborative, less complex frameworks. The other model, SAM (successive approximation model), is a spiral, iterative, model. It is used for rapid development, more complex projects, and/or projects that incorporate significant customer development feedback (Brown & Green, 2020). While the model selected is important as it will guide the process, the effective execution of the model is the most important. Furthermore, many modern projects incorporate a hybrid model that balances a linear and spiral framework.

Use of Instructional Design Models

Whichever model is selected, most models have similar phases. The order of phases, the length of phases, and the number of times each phase or component is engaged differs by model. After or during a kick-off meeting with related stakeholders of the project, an analysis phase begins. Within the analysis phase, the goal is to conduct a needs analysis, learning and task analysis, and a learner analysis (Goggins, 2015). From the analysis phase, an instructional designer determines the curricula or content necessary to meet learning objectives and goals. The content should also address the learning gap, be incremental, and design centric.

Engagement of instructional design (ID) ensures a model-driven, scientific, and collaborative process to develop and design effective instructional materials (Brown Green, 2020). The use of a best practice ID model lays a foundation, path, and processes to ensure goals and objectives are developed and met. Regardless of the model, it is necessary to meet with

stakeholders and conduct an analysis. Within an analysis phase, learning the goal is to conduct a needs analysis, learning and task analysis, and a learner analysis (Goggins, 2015). Within task analysis, it is critical to determine learning goals and objectives. Goals are broad and generalized with a specific, quantifiable target. Objectives are smaller, measurable, tasks, and processes that accomplish the larger goal (Brown & Green, 2020). Even for the development of goals and objectives, there are frameworks that facilitate effectiveness. Some models include SMART goals (specific, measurable, achievable, relevant, and timely objectives) or Bloom's Taxonomy, to name a few(Gagné et al., 1992; Khalil, 2016). As ID is a collaborative and iterative process, whether within a phase or between phases, the inclusion of other stakeholders or subject matter experts is an integral part of the process.

Needs Assessment

Cyberbullying (CB) remains a global concern for parents and educators (see Figure 1), as past research still holds value today on the relevance and necessity of teaching kids how to recognize situations of CB (Englander, 2019). More often than previous years children of all ages have greater access to digital technology and applications aimed to provide entertainment and socialization. School age kids in this day and age are being introduced to digital technology in educational settings as a means to provide interactive learning. Families of young age children also find solace in kid-friendly applications for learning and educational purposes, making access greater than in previous generations. Bullying, in its traditional sense, is noted to be one of the most frequent forms of school violence according to a study by Nansel, Haynie, and Simons-Morton (2007).

While not as prominent as traditional bullying on first and second graders, data regarding bullying indicate that almost 25% of all students have experienced hurtful interactions by peers

(Social and Emotional Learning and Bullying Prevention, n.d.). Bullying prevention for schools seeking best practices in prevention vary. The Social and Emotional Learning and Prevention, (n.d) guidelines a multifaceted approach in dealing with bullying. A framework geared at addressing youth development, social, emotional and environmental factors such as that documented in a social and emotional learning framework has proven to meet the needs of a multifaceted approach in meeting the educational curriculum needs of addressing bullying(Arsenio and Lemerise, 2001). Adopting a similar framework for addressing a curriculum aimed to teach young school age children how to recognize situations of cyberbullying and a response to CB will be useful in protecting them from becoming a victim or perpetrator, while fostering an environment of inclusion and respect (Arsenio and Lemerise, 2001).

Globally one-fifth of all bullying occurs through social media according to data from Cook, (2020), (see Figure 2). The three most popular platforms and applications CB posed the highest risk was Facebook, Snapchat and Instagram (see Figure 3) (Cook, 2020). Of these website applications Instagram, Facebook and Snapchat were the highest ranked platforms where CB actually occurred see Figure 3. Parents that are aware of these instances are invested in talking with their kids about internet safety after learning of a CB attack.(Cook, 2020). A 2018 study by Pew Research found over 50% of children have been victims of CB (Anderson, 2018).

Experiences that younger children have with technology and its relevance to CB has been studied far less than that of their adolescent peers. Englander (2019) addressed two main concerns that negatively affect comparing these two age groups: (a) lack of a conceptual standardized definition of CB, and (b) estimation in prevalence have wide variations, which makes comparisons challenging. However, there is a limited research pool that correlates access

to digital technology applications among children under age 12; especially for those owning personal smart devices, i.e. cellphone and/or tablets. Englander (2019) reports the risk of children at young ages owning these devices increases the risk of CB both as a victim and perpetrator.

Gaming

Another popular avenue that has been associated with CB is gaming. Online gaming allows users to interact in problem solving strategies with friends they know in person and those met online (Stop Bullying, n.d.). Opportunities for hurtful messages and harassment can occur if a player is not playing to the standards of being competitive. In this realm, CB's perpetrators are often identified by Usernames, which have a sense of anonymity, as their identifying demographics are not a requirement. This makes it hard to hold such perpetrators accountable.

Gaming applications that are popular amongst elementary school age children are: Hello Neighbor, Roblox and Fortnite. The cartoony-looking graphics are appealing and may seem harmless to parents that are not supervising such games. However, further exploration demonstrates these games are aimed at battle and survivor type play, where the objective of many of these games is to be the last one standing based on the nature of violence. An effort to compete at the highest level for survival that young children may not have a clear understanding of developmentally (Stop Bully, n.d.). Their ability to interact with online users increases their experience with CB.

Hinduja and Patchin (2018) suggests the relations between CB and gaming can be misleading as it relates to the effects on anti-social behaviors. Despite the American Psychological Association's 2015 warning on the effects of violent video games, and that of

several meta analyses studies supporting such claims of aggressive behaviors, critics argue the statistical interpretations are small (Tookian, 2018). As in that of social media platform effects of CB, there remains limited research on the effects of CB in elementary age children under 12 years old. Studies on children 12 and up that identified as gamers reported a significant likelihood to have engaged in CB interactions (Hinduja and Patchin, 2018). The statistics in (see Figure 4), suggest connection between gaming and bullying. While research regarding statistical data remains limited in young elementary age students such as those in 1st and 2nd grades, the effects of CB interactions appear not to discriminate. Based on these findings the needs assessment conducted identified several gaps in research targeting children younger than 12 years old. This particular age group engaging in unsupervised social media outlets will benefit from a curriculum that instructs students to be knowledgeable and responsible in the application of social media engagement.

Needs Analysis: Learner and Task Analysis

With a focus on early elementary students: first and second grades, who engage in online curricula and activities, this instructional design process seeks to develop curricula that aim at reducing the engagement and effects of cyberbullying. This will be accomplished with a curricula goal of students being able to recognize cyberbullying and having the knowledge and skills to effectively respond. The underlying objectives, established with a SMART (specific, measurable, achievable, relevant, and timely objectives) framework, include an 80% recognition level of online cyberbullying triggers or events and an 80% effective and appropriate response (Gagné et al., 1992). Developing curricula that target and meet each of these objectives, ensure that the overarching goal will be accomplished.

The primary purpose of this analysis is to aid in the decision of developing an online CB curriculum to address an anticipated need. The main objective and goal of this curriculum is do the following: (a) teach students in first and second grade what CB is (b) teach students in first and second grade how to recognize CB, (c) Instruct students on how to manage SEL if they are a victim of CB. and (d) educate students on how to avoid becoming a CB.

Assessment

An integral component of lesson planning are assessments. Assessments, which are critical in the development of educational goals and standards are multi-faceted in nature. Edutopia (2008) posit the various forms of assessments allows hard questions to be asked in order to develop instruction catered to enhancing proficiencies and critical thinking skills. Bland and Gareis (2018) establishes various methods to gauge student achievement and progress by evaluating how students are responding to the approaches and styles of the curriculum. These evaluations can test the efficacy of the program by asking students to demonstrate their knowledge of the subject through various active and collaborative activities.

Tookoian (2018) contends assessments are both formal and informal and run the gamut of guiding the instruction. Different assessments can be used throughout the program. These various assessments aid the course's workflow by developing the best strategies to use and guides the instructor on what and how to teach the learning objectives. For the purpose of this program several assessments will be used. These assessments will be seen throughout the program. Each lesson will have assessments that include diagnostic assessments (before a program), formative assessments (during the program) and summative assessments (at the end of the program).

While these are the focused assessments used in this curriculum, it is important to note there are various assessments that serve different purposes and consists of: (a) confirmative assessments that follow the program after a year to determine its success, (b) norm-related assessments that compares the students results to the average norms, (c) criterion-referenced assessments, which measures learner performance against predetermined criteria, and (d) ipsative assessments that measures performance against previous performance to determine if there has been improvement (Tookoian, 2018).

Design

After the analysis and assessment phase comes the design phase. In this phase, information from the previous phase about the learner, the learning environment, learning gaps, and learning objectives helps inform a strategy for design and development of the learning materials. This phase has a focus on strategy, scope, methods or mediums for delivery, content, and assessments (Brown & Green, 2020). This information will help inform the development of the specific activities and assessments. Some key aspects of this stage are to develop the primary goals and objectives. Whether in a more linear or iterative ID process, the development of a model or prototype can help provide a critical infrastructure for feedback, modification, and addition of details (Brown & Green, 2020). This framework should be reviewed and discussed by all key stakeholders, most especially the individuals requesting the project as well as the end-users. Testing and acquiring feedback can allow for quick and easy changes before the project heads into development.

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Primary Curricular Goals

1. First and second grade students will recognize cyberbullying when they encounter it online.

2. First and second grade students will develop a toolkit of best practices for responding to instances of cyberbullying that they may encounter online.

Terminal Objectives

1. First and second grade students will recognize an act of cyberbullying when they encounter it while being online 80% of the time.

2. First and second grade students will respond to instances of online cyberbullying with an appropriate best practice behavior 80% of the time.

Develop

During the instructional media development stage, instructional designers apply learning theory and evidence-based strategies to support effective learning. Although this method of developing instruction is complicated, it leads to instruction that addresses learner gaps and meets learning goals. During the development stage, instructional designers take into account the curriculum unit's primary goals and the terminal objectives, the learning environment, the identified goals and objectives of the specific lesson, the sequence of learning activities, and

learner dynamics that include their background knowledge and skills base (Brown & Green, 2020).

As learners typically come to a curriculum with different sets of skills, background knowledge, life experiences, and learning preferences, instructional designers must incorporate methods that can reach students at their individual learning edge, or zone of proximal development (Vygotsky, 1978). The application of the three principles of the Universal Design for Learning (UDL) framework to the production of instructional media guides a development process that is inclusive, allowing students with diverse learning profiles an equal opportunity for successful learning (Ralabate, 2017). Best practices for instructional design, therefore, should include: (a) multiple means of representation, (b) multiple means of action and expression, and (c) multiple means of engagement (Ralabate, 2017). Additionally, the instructional media materials and technology applications were chosen to support the learning activities in a curriculum should also be in compliance with the seven principles of Universal Design for Instruction (UDI): (a) equitable use, (b) flexibility in use, (c) simplicity and intuitive use, (d) perceptible information, (e) tolerance for error, (f) low physical effort, and (g) size and space for approach and use (Burgstahler, 2105).

Equity sticks and scenario sticks are deceivingly simple forms of instructional media that support student participation and individual response. These two classic forms of instructional media support each of the seven principles of UDI. Padlet is a multiple platform technology application that allows students to post audio information, text, images, and video files through a user-friendly format (Padlet, n.d.). Information is published in the form of notes that can quickly be sorted and re-sorted by click-and-drag movement across user-defined categories. VoiceThread is also a multiple platform technology application that provides a sophisticated, user-friendly

means for responding to a central image, text, or video file (VoiceThread, 2019). Students can choose to attach individual comments to the central image via text, audio files, and video clips. In both the Padlet and VoiceThread applications, students can reply to each other's posts. Taken in total, the inclusion of equity and scenario sticks, Padlet, and VoiceThread support the seven principles of UDI and all three UDL principles.

Implementation

The following shows the six lessons developed for this instructional design project. Each lesson consists of learning goal and objectives, instructional delivery format and materials used, learning sequence, and assessment plans.

Lesson #1: Recognizing Feelings When Online

Learning Goal
Students will identify different feelings they may experience while engaging with others online.

Learning Objectives

1. First and second-grade students will describe and identify four different feelings they have felt while being online.
2. Given their descriptions of feelings they have had when being online, first and second-grade students will classify the online situations that have made them feel good 80% of the time.
3. Given their descriptions of feelings they have had when being online, first and second-grade students will classify online situations that have not made them feel good 80% of the time.

Instructional Delivery Format
Learner-Centered; In-class meeting or synchronous virtual class meeting.

Instructional Media
Video, Padlet

Learning Sequence

1. Watch the "Pause and Think Online" video (Common Sense Education, n.d.)
    a. https://www.commonsense.org/education/digital-citizenship/lesson/pause-

think-online

2. Whole class discussion of the emotions they feel in different situations:
    a. inside the classroom
    b. on the playground
    c. in a store
    d. on your bed
    e. playing a computer game
    f. learning with an online computer learning program
    g. sharing ideas on a computer
    h. listening to music (online and offline)
    i. online chat with friends
    j. ZOOM class lessons
    k. Sharing pictures (online and offline)
    l. Watching a video
    m. Listening to my classmates talk (online and offline)
    n. Sharing my schoolwork (online and offline)

    Student responses will be recorded and shared in real-time by the teacher in Padlet (Padlet, n.d.).
    Sample Padlet: "Feeling My Feelings!"

3. Whole class participation: Making a Padlet/Venn Diagram
    a. Identify and list situations when you are online that make you feel good
    b. Identify and list situations when you are online that do not make you feel good
    c. Identify and list situations that sometimes make you feel good and sometimes do not make you feel good (the Padlet overlap)

    Student responses will be recorded and shared in real-time by the teacher in Padlet.
    Sample Padlet: "Feeling My Feelings When I am Online!"
4. Whole class conclusions of lessons learned.

Formative Assessment of Learning
Constructed-Response: Performance Rating Checklist
Feeling My Feelings Online/Offline

Lesson #2: Positive Ways to Communicate Feelings
Learning Goal

Students will build a toolkit of five best practices for responding to situations that did not make them feel good while being online.

Learning Objectives

1. First and second students will demonstrate three of the five best practices for responding to role-playing scenarios of not feeling good while being online.
2. First and second-grade students will generate a novel positive way to communicate their feelings if they are not feeling good while being online.

Instructional Delivery Format

Project-based learning; In-class or synchronous virtual class meeting; independent asynchronous work

Instructional Media

Video, Padlet, Equity and Scenario Sticks, VoiceThread

Learning Sequence

Day 1: I-Messages that Reflect Feelings and Needs

1. Watch the "How Does Technology Make You Feel?" video (Common Sense Education, n.d.) https://www.commonsense.org/education/digital-citizenship/lesson/how-technology-makes-you-feel
2. Whole class demonstration of I-Message formats:
   I feel _____ when (describe the action).
   I don't like it when you (describe the action). Please stop.
3. Think-Pair-Share: Practice I-Message format using the Padlet-Venn diagram created in Lesson #1.

Formative Assessment of Learning

Teacher Observation and Anecdotal Record: Analytic Rubric
I-Messages that Reflect Feelings and Needs

Day 2: Personal Reflections of Feelings When Being Online

1. Whole class discussion: students share stories of when they did not feel good while being online.
2. Paired Role Play: Using equity and scenario sticks, students will practice giving I-Messages in the different scenarios from the Padlet-Venn diagram created in Lesson #1.
   Sample Equity and Scenario Stick media

Formative Assessment of Learning

Teacher Observation and Anecdotal Record: Analytic Rubric
I-Message Think-Pair-Share Participation Checklist

Day 3: Sharing I-Message Communication Tools with Others

1. Create a public service announcement (PSA) for other students by recording I-Messages for different scenarios in VoiceThread.

Sample VoiceThread "I-Messages: Expressing Feelings and Needs"

2. Whole class conclusions of lessons learned.

Summative Assessment of Learning for Lesson #1 and Lesson #2
Teacher Observation and Anecdotal Record: Single-Point Rubric
Single-Point Rubric for Active Engagement in Learning Activities

Lesson #3: Becoming a Good Digital Citizen
Learning Goal Students will discriminate between behaviors that show good digital citizenship and those that do not demonstrate good digital citizenship.
Learning Objectives 1. First and second-grade students will independently state three behaviors that are evidence of good digital citizenship. 2. First and second-grade students will independently state one behavior that is evidence of not being a good digital citizen and will explain their reasoning. 3. Through Active and Collaborative learning activities and assignments, students will gain knowledge by identifying right from wrong behaviors in digital engagements. 4. Respect each other's feelings. 5. Create their digital footprint 6. Demonstrate positive digital citizenship in digital environments
Instructional Delivery Format Learner/Knowledge Centered; An in class or synchronously eLearning format via Microsoft Teams. Students will engage in a 5 day structured program focused on learning how to responsibly use and engage in technological environments. Through Active and Collaborative learning activities and assignments students will gain knowledge in identifying right from wrong in digital engagements. **Instructional Media** Video, Padlet, Cyberbullying Ball, Whiteboard, Markers **Learning Sequence** **Day 1. Digital Citizenship** Students will take a 15 minutes Pre-Test Diagnostic Quiz to understand their current level of understanding. It will be conveyed that the quiz is not graded. https://forms.gle/xVKqyRnoA4CyGAcr8 Watch the "Super Digital Citizen" video (Common Sense Education, 2020) https://www.youtube.com/watch?v=LIuQyI2URwY **Classroom Discussion:** What can you do to become a Super Digital Citizen? (Collaborative)

1. Each student will name one way they can become a Super Digital Citizen as a whole class. This process is both an activity as well as formative assessment to see each student's understanding of the video and its concepts
2. The teacher will write down each response and place a check next to repeated responses.
3. All responses will be collaborative to construct the classroom's Super Digital Citizen Contract that will be handed out to each student and posted in the classroom.

Padlet Activity: Create a Super Digital Citizen Classroom Contract
https://padlet.com/rkblanc/8l9lbo8qzmxxasob

Day 2. What is Cyberbullying?
Watch Cyberbullying: You're not alone (eSafety Office, 2016).
https://www.youtube.com/watch?v=lYytzjmeyQU
Classroom Discussion: (Collaborative)

1. How did Hector and his friends help Ming deal with cyberbullying?
2. Why was Ming so upset?
3. What advice would you give Ming?

Padlet Activity: Good Digital Citizen -VS - Bad Digital Citizen (Active Learning)
https://padlet.com/rkblanc/Bookmarks

4. Students will work independently on completing the elearning activity. This activity will be graded and be used as a formative assessment.
5. Students will place several behaviors under the categories that best describe them for grading. This activity is both a summative assessment exercise related to cyberbullying but also a reflection assignment related to social-emotional learning (SEL).
6. For students who did not do well in the summative assessment exercise, additional support should be provided. An additional rubric-based exercise will be used to test their current understanding. Students will have a choice of:
    a. Create a drawing example of cyberbullying
    b. Write a 4-5 sentence story of cyberbullying
    c. Act out a 3-minute scene with a partner to demonstrate cyberbullying

Day 3. Digital Citizenship
Activity: Minecraft Digital Citizenship World (Education Minecraft, n.d.)(60 minutes Collaborative) https://education.minecraft.net/wp-content/uploads/Minecraft-Digital-Citizenship-Lesson-Plan.pdf
Small Groups: (Collaborative) Students will work in groups of four and enter the Brazilian jungle in the Minecraft Digital Citizenship World.

1. Each group will be provided with a name
2. Teacher will launch the game
3. Each group will be faced with a different scenario (positive digital behavior and/or negative digital behavior) and complete a group task. (30-40 minutes)
4. Students will discuss their experiences in working their scenarios in the gaming system (20-30 minutes).
    a. Summative group exercise: Together they should compare and contrast

digital citizenship and cyberbullying in a chart. The chart should include both words/ phrases and drawings. There should be at least 5 items in each list. Each group can then present 1 example from each column to the rest of the class. They make or use a basic template https://www.timvandevall.com/wp-content/uploads/t-chart-template.pdf

Day 4. Cyberbullying

Cyberbullying Ball: (30-45 minutes Collaborative) (Childs Work Childs Play, 2020) https://childswork.com/products/cyberbullying-ball

1. Adapted from a lesson plan for middle and high schoolers, the teacher will create a game of hot potato using a ball.
2. Students will engage in an interactive game of hot potato.
3. Utilizing a Nerf ball (spongy material) students will go around tossing the ball and discuss 1 positive behavior, 1 negative behavior of Cyberbullying.

Day 5. Leaving a Positive Digital Footprint

Digital Footprint image (Pinterest, n.d.) https://images.app.goo.gl/NX7GKHzZijrmffrb8

1. Summative Assessment. Take short digital footprint scenario-based quiz https://www.digitalliteracyassessment.org/ (go to Your Digital Footprint) https://assessment.digitalliteracyassessment.org/digital-footprint-2 (cannot access directly) (Northstar Digital Literacy, n.d.).

Individual Work:

Handout: Students will choose a handout.

2. Students will list 3 behaviors to demonstrate their understanding of what positive online engagement looks like
3. Students will decorate their footprints to be hung in the classroom.

Summative Assessment of Learning

At the end of the lesson, students will take a summative assessment to test their knowledge and understanding of digital citizenship and cyberbullying. (Quizizz, n.d.) https://quizizz.com/admin/quiz/5ea9f5bd86487f001bd7df8c/digital-citizenship

Lesson #4 Pledging to be a Good Digital Citizen

Learning Goal

The learners understand what is important in becoming a citizen and make a pledge to be a good digital citizen themselves.

Learning Objectives

1. Students will watch and comprehend the "We, the Digital Citizens" video (Common Sense Education, n.d.).
2. Students will brainstorm and list up to give their own ideas of what is important in becoming a citizen-based on the video they watched.
3. Students will check on their ideas of what is important in becoming a citizen by sharing with student peers.

Students will make a promise to be a digital citizen by taking a pledge in front of the whole class.

Instructional Delivery Format
Learner/Knowledge-Centered. In class, synchronous learning. Students will cognitively process the information delivered through multimedia, and additionally, constructively enhance the learning experience through discussions in group. This learning activity will need 2 days to be completed.

Instructional Media
Video and poster retrieved from Common Sense Education (n.d.)
A2-sized papers and markers for drawing

Learning Sequence

Day 1. Watch the We, the Digital Citizens video (Common Sense Education, n.d.)
https://www.commonsense.org/education/digital-citizenship/lesson/we-the-digital-citizens
Paired student discussion: What was one important thing you learned about becoming a digital citizen?

1. The instructor will check on what is discussed and make sure that the content from the video is discussed.
2. Sample responses & sharing from students:

   Keep track of how much time you spend online.
   Always ask a grown-up before you go online.
   Keep your information private, like your name and addresses.
   (Retrieved from "Quick Activity Guide", Common Sense Education, n.d.)

3. Students will take notes of what they discuss. As class time is allowed, students will start making posters of their ideas of being a digital citizen.

Day 2. Student pairs make posters advertising their one important aspect of being a digital citizen on A2-sized paper.
Sharing: The whole class shares the poster.

1. Assessment: The instructor checks the poster to see to what degree students have dealt with the contents discussed in the video.
2. Peer-feedback: Students share their thoughts on their own posters as well as on others'

Conclusion of the lesson: Students take the pledge as a whole class to be a digital citizen that was featured in the video.
Media source: Poster – The Digital Citizens.
https://d1e2bohyu2u2w9.cloudfront.net/education/sites/default/files/digital-resource/digital-citizens-character-posters.pdf

Summative Assessment of Learning
The instructor will check the poster at the end of lesson to see to what degree students have dealt with the contents discussed in the video.
Question for the instructor to keep in mind (Criteria for the evaluation): How many of the below topics/keywords students discussed in their poster?

1) Using your head to ask questions about what we see online. (News & media literacy)
2) Balancing your time being online. (Media balance & well-being)
3) Listening to your gut to stay safe online. (Privacy & security)
4) Standing up to online bullies. (Digital drama, cyberbullying, & hate speech)
5) Being careful and considerate about leaving tracks online. (Digital footprint & identity)
6) Being kind and respectful online. (Relationships & communication)

Lesson #5: Online Meanness vs. Cyberbullying: Are They the Same Thing?

Learning Goals
Students will create an operational definition for "online meanness".
Students will create an operational definition for "cyberbullying".
Students will recognize the differences between online meanness and cyberbullying.

Learning Objectives

1. Students will correctly identify situations of online meanness (not cyberbullying) 80% of the time.
2. Students will correctly identify situations of cyberbullying (not online meanness) 80% of the time.

Instructional Delivery Format: Learner-Centered; In-class meeting or synchronous virtual class meeting.

Instructional Media: Padlet

Learning Sequence

1. Whole class brainstorming of situations that have made students feel bad, sad, or mad when online.
2. Add to this, a list of situations that students would call "online meanness".
3. Add to this, a list of situations that students would call "cyberbullying".
Student responses will be recorded and shared in real-time by the teacher on a Padlet.

Padlet: "Online Meanness vs. Cyberbullying"

4. Small Group Discussions: Building a Toolkit of Best Practices Responses
    a. Have you ever felt bad, sad, or mad because someone was mean to you online?
    b. If yes, what did you do about it?
5. Whole class sharing: Building the Toolkit of Responses to Cyberbullying

Student responses will be recorded and shared in real-time by the teacher on a Padlet

Padlet: "A Toolkit of Best Responses to Cyberbullying"

6. Whole class conclusions of lessons learned.

Formative Assessment: Jeopardy! Contestant groups made up of 3-5 students will play a noncompetitive win-win version of Jeopardy! Pairs of contestant groups will be given different situations and, after a period of 5 minute for contestant group discussion, will be asked if this is an example of "online meanness" or of cyberbullying".

Lesson #6: Building a Toolkit of Effective Response to Online Meanness and Cyberbullying

Learning Goal

Students will build a toolkit of five effective responses when encountering cyberbullying.

Learning Objectives

1. Students will discriminate between effective responses to face-to-face bullying and situations of cyberbullying.
2. Students will identify five best practices for responding to cyberbullying through a process of group sharing and analysis.

Instructional Delivery Format: Learner-Centered; In-class meeting or synchronous virtual class meeting.

Instructional Media: Padlet

Learning Sequence

1. Whole class discussion of things that can make someone feel bad, sad, or even mad when online
    a. Make sure to include typical cyberbullying scenarios: hurtful online messages, online teasing, or put downs about shared work
    b. Student responses will be recorded and shared in real-time by the teacher in Padlet.
2. Whole Class: Compare and Contrast
    Student responses will be recorded and shared in real-time by the teacher on a Padlet.
    b. How are these scenarios the same when face-to-face and when online?
    c. How are these scenarios different when face-to-face and when online?

Padlet: "Face-to-Face vs. Online Bullying Experiences!"

3. Small Group Discussions: Building a Toolkit of Best Practices Responses
    a. Have you ever felt bad, sad, or mad because someone was mean to you online?
    b. If yes, what did you do about it?

4. Whole class sharing: Building the Toolkit of Responses to Cyberbullying
   Student responses will be recorded and shared in real-time by the teacher on a Padlet.

Padlet: "A Toolkit of Best Responses to Cyberbullying"

5. Whole class conclusions of lessons learned.

Formative Assessment: Students will engage in role play, practicing how to support a victim of cyberbullying and how to respond appropriately if they are being cyberbullied or are experiencing online meanness.

Summative Assessment: In groups of 8-10 students, students will share their PSA with other classes. Students will engage these new students in a discussion about bullying, online meanness, and cyberbullying. Through active participation, each student in the presentation panel will reveal a component of the toolkit of effective responses to online meanness and to cyberbullying that was developed during the unit.

Evaluate

In the evaluation stage, learners, instructors, and any other relevant personnel in the instruction could be assessed or participate in giving the data that shows what is accomplished or not accomplished through the instruction (Brown & Green, 2016). The evaluation could also include when, how, and why such accomplishments occurred or did not occur. Additionally, the general expectation is that the accomplishments are related to learning goals and objectives proposed in the earlier steps of whole instructional design (Brown & Green, 2016). One way of assessing whether the instructional goals and objectives were attained is to develop a test and let learners take the test. Questions could range from asking students about their acquired knowledge to having them take actions to show their skills. Another way is to collect data about learners' change in thoughts, attitudes, and skills through observations, anecdotal records, surveys, and interviews. Depending on what needs to be assessed and in which form learners can actually participate, different data collecting methods could be selected (Brown & Green, 2016).

The evaluation can be conducted both formally and informally (Williams, South, Yanchar, Wilson, & Allen, 2011). The formal evaluation refers to the planned and structured

evaluation, whereas the informal evaluation is spontaneous and relatively unstructured. There are different theories and models proposed to suggest better ways and types of evaluations, which are then closer to formal evaluations. However, theories and practical evaluation progresses seem to be somewhat different, and interestingly, instructional designers seem to be using more informal evaluations than what is expected in theory (Williams, South, Yanchar, Wilson, & Allen, 2011).

The evaluation can also be either formative or summative evaluation (Brown & Green, 2016). The formative evaluation is used throughout the progress to see how the instruction is going while the summative evaluation is conducted at the end of instruction to sum up the results of the whole instruction. One example of conducting formative assessment would be tracking the average time spent on a specific exercise. This tracking could be done during the implementation step of instructional design and before every elements of the instruction are delivered. Rapid prototyping and usability testing are some other ways of conducting formative evaluation. The formative evaluation sometimes occurs through informal measurements and employs frequent data collection while the summative evaluation values valid and reliable measurements and involved infrequent data collection, which is most likely to be conducted after the instruction ends (Brown & Green, 2016).

Throughout the instruction proposed in this paper, different forms of assessments were utilized for the evaluation, including both formative and summative evaluations. The diagnostic assessment was used to get a baseline from the learner's previous experience with responsible digital engagement. This allowed for the curriculum to develop further in order to enhance the learning opportunities that can be generalized into real world scenarios seen in Lesson 3. Several opportunities of formative assessments are addressed throughout all lessons in the program.

These assessments should aid the instructors with building and advancing the curriculum by addressing whether the lesson objectives were achieved by the learners. These opportunities could allow the instructor to monitor the learning process and further develop the instructional design. Lastly, the program also includes several summative evaluations. The assessments address the effectiveness of the learning objectives while measuring if the most important content has been reached in each lesson. The instructors will be able to monitor the long-term effects of the instruction being delivered as the learners continue to engage in digital technology as a part of their school curriculums.

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Appendix

Figure 1: A Global Perspective of Cyberbullying

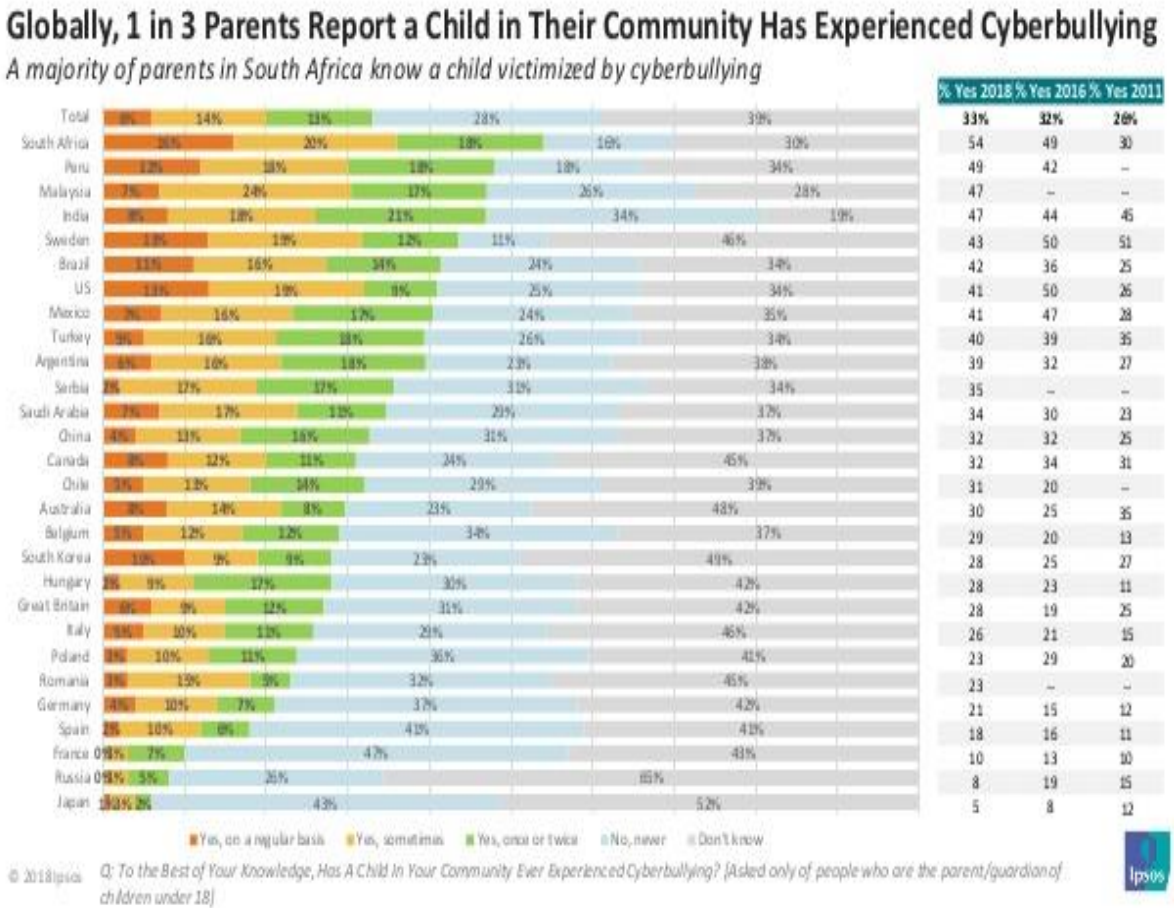

Figure 2 Cyberbullying and Social Media

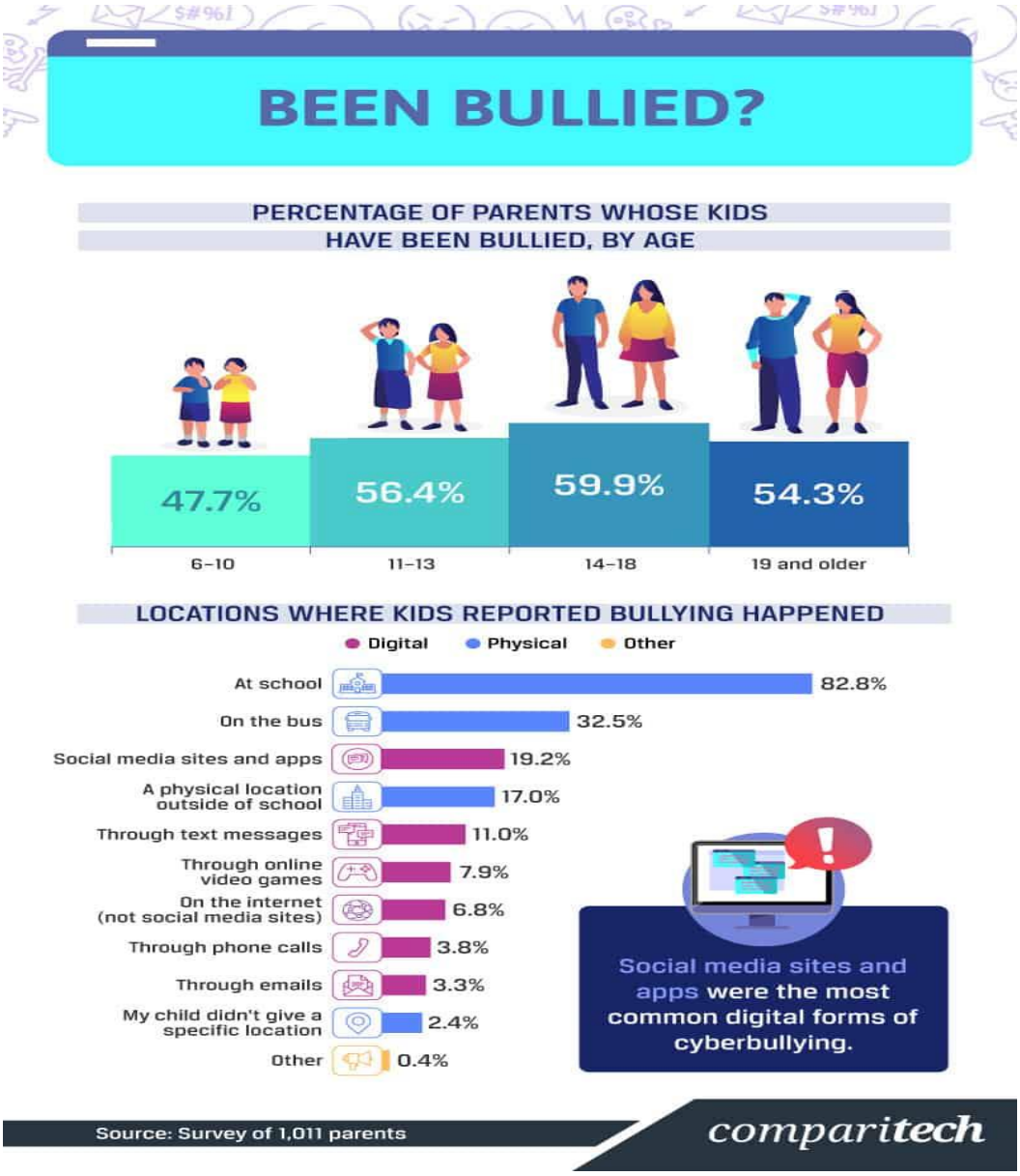

Figure 3 Cyberbullying Platforms

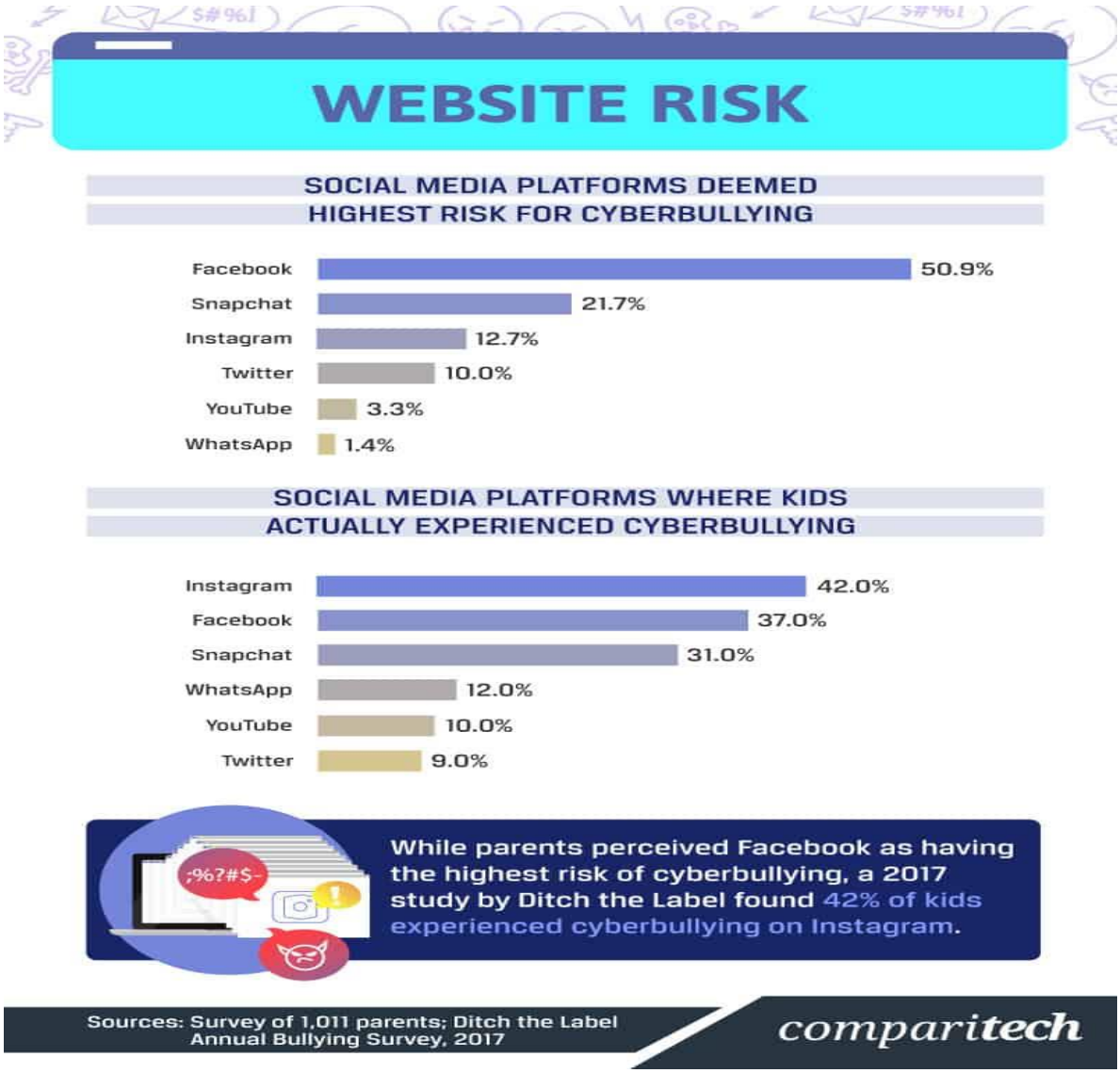

Figure 4 A Statistical Overview