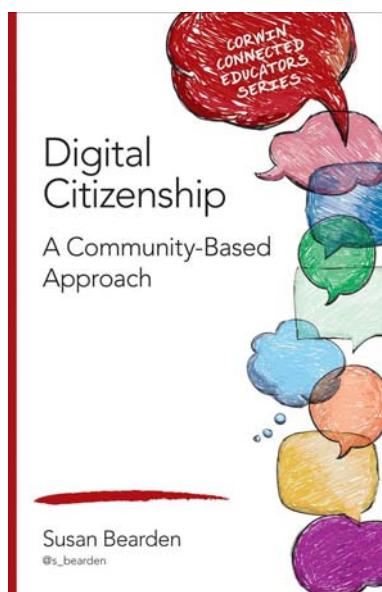# BOOK REVIEW

DIGITAL CITIZENSHIP: A COMMUNITY-BASED APPROACH
Written by Susan M. BEARDEN

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INTRODUCTION

The giant set of digital technologies available in many repositories (Web-based/stand-alone software, mobile applications, among others) are becoming a very important resource to support teaching and learning in different educational settings. The massive use of Internet has opened unconceivable doors to have an easier access to information, explore new ways of communication, new ways of working, new jobs' profiles and new ways to create, share and spread ideas, information and knowledge. These amazing features brought by the Internet also implies a whole new set of threads which, in most cases, are not being considered during schooling in order to create awareness and develop the skills needed to face any kind of harm in Students, Educators and Staff. This is why, through this book, Susan Bearden explain why it is necessary to foster, through a community-based approach, digital citizens.

REVIEW OF THE BOOK

This book brings a whole introduction to Digital Citizenship, and why it is important to care about it in the Twenty-first Century. Bearden describes, in seven chapters, different aspects to consider when trying to develop a Digital Citizenship program, taking in consideration leadership and educating students, teacher and staff members through a community-based approach.

In the first chapter, the author mentions the what is Digital Citizenship. The definition is shown based on eight main components: Internet Safety, Privacy and Security, Relationships and Communication, Cyberbullying, Digital Footprints and Reputation, Self-image and Identity, Information Literacy and Creative Credit and Copyright.

Chapter two, Bearden brings ideas of how to embrace the use of Digital Technologies and devices and make them important allies to foster Digital Citizenship in Students. She invites educators to foster skills in students in order to make them able to face possible situations that could emerge through the use of technologies (managing conflicts online, disagreement, making them be aware of what they share online and how they take care of their privacy online, among others). She states that parents and educators are more likely to not be aware of the gap they have in knowledge and skills related to technologies, and that's why they need to care about fostering the set of literacies needed to become Digital Citizens and teach the kids how to use technologies responsibly and ethically.

On the third chapter, the author focuses on the importance on becoming a leader in the promotion of Digital Citizenship in an educational institution. The leadership is viewed through the lens of seven components: Self-education about digital citizenship; Modeling a good digital citizenship; Start talking about digital citizenship; Not assuming that faculty, staff, and parents know what good digital citizenship looks like; Monitoring your digital footprint, talking to your school community about monitoring theirs; Not expecting a positive digital citizenship culture to happen in a vacuum; Encouraging and supporting authentic learning experiences that include digital citizenship as a component.

Chapter four brings the importance of educators and staff education in digital citizenship in order to become role models to their students. This chapter also offers a basic set of elements that a digital citizenship training program (for staff and educators) should include: Social Media Use; Copyright and Fair Use; Technology acceptable use/Responsible use policies; Student Data Privacy.

The fifth chapter shares a set of possible firsts steps that could be taken within an educational institution to include digital citizenship as part of the curriculum (from the perspective of an administrator and/or a teacher). The author brings the ideas of using Learning Management Systems (LMS) as a perfect tool to have the students "practicing" a responsible use of technologies, such as: commenting on other students' posts/work, having an online forum, creating a private blog, using private social network to share ideas safely, among many other possibilities. She also shares some experiences that have been done in some schools and districts in the USA where digital citizenship has been included in the curriculum.

Chapter six focuses on the importance of educating parents to become role models of good digital citizenship. Bearden also shares ideas of how to educate parents in digital citizenship through discussions; sharing resources available online; involving their kids in the teaching and learning process; share valuable information through e-mail texts or newsletters.

The final section of the book, chapter seven, the author summarizes many of the topics covered in previous chapters in order to set up a framework of how to build a comprehensive digital citizenship program based on a community approach, where educators, students and families are important stakeholders in the process. Bearden state the importance of developing a digital citizenship vision for the program; working with people interested and willing to be part of the program; having a strong communication related to program plans in order to get everything on track; training teachers; executing the program plan where students and parents are engaged. This chapter also gives some recommendations related to being part of a growing community of educators and advocates who work for fostering digital citizenship in the world. Using social networks, like Twitter, results in a wise step to take to share and learn from/with others.

"Digital Citizenship: A Community-Based Approach" is a great book that should be consider by those who are passionate about educational technology and how to promote the responsible and ethical use of the massive digital resources available on Internet. It is a perfect start for those who wants to know what is digital

citizenship about and how to take the first steps to become an advocate and foster digital citizenships in their communities and the world.

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