

NETS for Students	Cyber Safety Workshop from CyberSmart! Online PD
<p><b>1. Creativity and Innovation</b> Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:</p>	<p>All aspects of CyberSmart! PD workshops take place via the Internet, allowing participants to learn to use a variety of online technologies</p>
<p>a. apply existing knowledge to generate new ideas, products, or processes.</p>	<p>Educators: Week 1: respond to an online survey tool in which they examine their existing ideas about Internet safety issues. Then, each participant interprets the survey results, extrapolates new information from the multimedia instructional tutorial “Fostering Safety”, and collaborates in an online forum discussion with other educators to analyze the implications for their students. Week 3: share personal/professional experiences related to Internet safety and security and collaborate to share ideas for solving problems via an online forum.</p>
<p>b. create original works as a means of personal or group expression.</p>	<p>Week 4: Educators create a sample message to parents, students and/or colleagues they would ordinarily address in their professional role, demonstrating their understanding of an Internet safety issue as it applies to their professional context.</p>
<p>c. use models and simulations to explore complex systems and issues.</p>	<p>N/A</p>
<p>d. identify trends and forecast possibilities.</p>	<p>Week 3: In an online problem-solving forum, educators may identify trends in ongoing cyber safety or security challenges as they collaboratively use the Internet as a powerful problem-solving tool.</p>

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<p><b>2. Communication and Collaboration</b> Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:</p>	<p>All CyberSmart! PD workshops are designed as distance learning experiences. Workshop participants interact using a dynamic website specifically designed by CyberSmart! to provide a balance of individual and collaborative learning activities.</p>
<p>a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.</p>	<p>Educators participate in a structured online professional learning community in which participants from the same school or district interact in a “culture of collegiality”—sharing knowledge in a supportive, collaborative and highly interactive environment.</p> <p>Educators:</p> <p>Weeks 1-4: publish their written reflections on their workshop forums and then react to one another’s postings.</p> <p>Weeks 1-4: chat online or email with other workshop participants.</p> <p>Weeks 1-4: interact with workshop facilitators who answer questions, stimulate collaboration, and motivate participants.</p> <p>Week 2: interact by first reflecting, then reacting to the observations of other workshop participants, considering the expert comments selected from the multimedia database designed to support CyberSmart! PD.</p> <p>Week 3: collaborate to propose solutions to safety or security problems they have experienced professionally/personally.</p> <p>Week 4: publish their written reflections on the workshop blog.</p>

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<p>b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.</p>	<p>Educators communicate information and ideas, actively constructing new knowledge using the following online digital tools:</p> <ul style="list-style-type: none"> <li>▪ email (weeks 1-4)</li> <li>▪ chat (weeks 1- 4)</li> <li>▪ forum (weeks 1- 3)</li> <li>▪ survey (week 1)</li> <li>▪ blog (week 4)</li> </ul> <p>At the conclusion of the workshop, participants are encouraged to remain connected with other teaching professionals in a national virtual community through CyberSmart!’s Free Educator’s Toolbar and Free Community.</p>
<p>c. develop cultural understanding and global awareness by engaging with learners of other cultures.</p>	<p>N/A</p>
<p>d. contribute to project teams to produce original works or solve problems.</p>	<p>Workshop participants collaborate, actively constructing new knowledge by questioning, investigating, analyzing, making decisions, and producing new ideas through online conversations and posted reflections. Educators:</p> <p>Week 1: collaborate to systematically analyze the results of an online poll.</p> <p>Week 2: collaborate to explore workshop content from a variety of perspectives.</p> <p>Week 3: collaborate in an online problem-solving forum to solve safety and security problems</p> <p>Week 4: produce a written communication reflecting the application of workshop content to their professional context and post to the workshop blog for comment and/or use by other workshop participants</p>

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<p><b>3. Research and Information Fluency</b> Students apply digital tools to gather, evaluate, and use information. Students:</p>	<p><b>Note:</b> The <i>Research &amp; Information Fluency</i> Workshop from CyberSmart! is specifically targeted to information fluency, however, the <i>Cyber Safety Workshop</i> addresses this category of standards in a variety of ways:</p>
<p>a. plan strategies to guide inquiry.</p>	<p>Weeks 1-4: Applying a social constructivist approach in an online setting, educators focus on a relevant topic of immediate and compelling interest to their own professional context. Then, the online facilitator provides individualized guidance specific to learning objectives and relevance to personal professional context.</p>
<p>b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p>	<p>Workshop participants:</p> <p>Week 1: gather survey data, view, analyze and report results in relation to new information provided by an instructional multimedia tutorial.</p> <p>Week 2: locate expert information from an online multimedia inquiry based database designed specifically to support CyberSmart! PD.</p> <p>Weeks 2-3: evaluate information found in instructional multimedia tutorials in online discussion forums.</p> <p>Week 3: gather and synthesize additional information from online resources outside the CyberSmart! workshop site.</p> <p>Weeks 1-3 evaluate the validity and relevance of other participants' online comments and observations.</p>
<p>c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.</p>	<p>Week 4: Educators select information from workshop content appropriate to the message they choose to convey in the culminating assignment.</p> <p>Weeks 1-4 See also 6b below for digital applications.</p>
<p>d. process data and report results.</p>	<p>Weeks 2-4: As a culminating activity, educators organize the information they have located or conceptualized in the prior three weeks to create a sample blog intended for parents, students and/or colleagues they would ordinarily address in their professional roles.</p>

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<p><b>4. Critical Thinking, Problem-Solving &amp; Decision-Making</b></p> <p>Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Students:</p>	<p><b>Note: The <i>Creative and Critical Thinking</i> Workshop from CyberSmart! PD is specifically targeted to this area, however, all CyberSmart! PD is designed to focus on analysis, synthesis and evaluation—higher-order thinking skills in Bloom's taxonomy.</b></p>
<p>a. identify and define authentic problems and significant questions for investigation.</p>	<p>Weeks 1-4: The workshop requires educators to focus on a relevant topic(s) of immediate and compelling interest to their own professional context. Much of the specific content is determined by the practical, professional needs of the workshop participants.</p>
<p>b. plan and manage activities to develop a solution or complete a project.</p>	<p>Workshop participants:</p> <p>Weeks 1-4: collaborate in assignments, actively constructing new knowledge by questioning, investigating, analyzing, and making decisions.</p> <p>Week 4: plan and execute a culminating project, in the form of a practical classroom resource communicating solutions to online safety and security problems.</p>
<p>c. collect and analyze data to identify solutions and/or make informed decisions.</p>	<p>Workshop participants:</p> <p>Week 1: collect survey data, view, analyze and report results.</p> <p>Week 2: select relevant data from nationally known experts by accessing an online multimedia database designed specifically to support CyberSmart! PD.</p> <p>Week 3: collect other online data to identify safety/security solutions.</p> <p>Week 4: use what they learned in their research and collaborative activities and decide which data to publish on the workshop blog, informing their chosen audience.</p>
<p>d. use multiple processes and diverse perspectives to explore alternative solutions.</p>	<p>Weeks 1-4: The workshop's focus on learner centered activities through peer collaboration guarantees a multiplicity of perspectives and solutions.</p>

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<p><b>5. Digital Citizenship</b> Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:</p>	<p><b>Note: The Cyber Ethics Workshop from CyberSmart! is specifically targeted to this topic but all CyberSmart! PD contributes to this category of standards.</b></p>
<p>a. advocate and practice safe, legal, and responsible use of information and technology.</p>	<p>Workshop participants: Weeks 1-4: must demonstrate safe and responsible use of technology in a virtual learning environment to successfully complete the workshop requirements. Weeks 1-3: use an online forum and are provided with a rubric to establish responsible and appropriate participation guidelines. Week 4: demonstrate their understanding and insights by posting a sample message for the parents, students and/or colleagues they would ordinarily address in their professional role on the workshop blog in which they address the topic they chose to explore during the workshop: cyberbullying, disruptive student websites, social networking, safeguarding privacy and protecting personal safety.</p>
<p>b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.</p>	<p>The CyberSmart! virtual learning environment models the use of current online technology in a way that provides positive and productive examples of their use in an effective collaborative learning community.</p>
<p>c. demonstrate personal responsibility for lifelong learning.</p>	<p>Weeks 1-4: The workshop focuses deeply on concepts of life-long learning by applying constructive and self-directed learning environments. Week 4: At the completion of the workshop, educators are invited to join the free CyberSmart! Community where they can continue to communicate their ideas with peers beyond their assigned workshop learning community. Week 4: Educators are introduced to and can download the free CyberSmart! Educators' Toolbar, a timesaving tool to help identify and locate online resources pre-selected for their high value and timely relevance to educators.</p>
<p>d. exhibit leadership for digital citizenship.</p>	<p>Week 4: As a culminating activity, educators compose a blog posting about a cyber safety issue to parents, students and/or colleagues they would ordinarily address in their professional role.</p>

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<p><b>6. Technology Operations and Concepts</b> Students demonstrate a sound understanding of technology concepts, systems and operations. Students:</p>	<p>CyberSmart! PD workshops use a variety of tools in web-based environment.</p>
<p>a. understand and use technology systems.</p>	<p>Educators: Weeks 1-4: use Internet resources and tools outside the Cybersmart! environment for supporting and enhancing current curricula. Weeks 1-4: demonstrate their understanding of the capabilities of web-based Information and Communications Technology (ICT) by effectively navigating this virtual workshop environment and completing the “hands-on” activities required with appropriate online tools. Week 3: use two multimedia instructional tutorials, “Protecting Against Viruses” and “Keeping Passwords Secure” the later including an interactive game. Week 3: learn the terms associated with online security within the context of understanding complex systems for computer attacks.</p>
<p>b. select and use applications effectively and productively.</p>	<p>Educators select and use: Week 1: an online survey tool and consider its application within professional contexts. Weeks 1-3: online forums to discuss workshop content and consider how this tool can easily extend student collaboration beyond the hours of the school day. Weeks 1-4: online chat and/or email to communicate with their workshop colleagues and/or facilitator. Weeks 1-3: multimedia instructional tutorials to gather information on workshop related content. Week 2: an online multimedia database to find and gather information on a relevant topic of immediate and compelling interest to his/her own professional context. Week 3: Internet search engines and apply effective keywords to gather resources to support a problem-solving forum. Week 4: “blogging” to inform and educate their learning community and consider the use of student blogs to support existing curricula.</p>

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c. troubleshoot systems and applications.	Week 3: Educators collaboratively work in an authentic online problem solving forum, unraveling safety and security issues they have personally experienced online, applying their new knowledge to technology safety and security concerns.
d. transfer current knowledge to learning of new technologies.	Week 1: Educators are asked in an online poll to reconsider some or many of their own preconceptions about online safety and security. This is followed by a multimedia instructional tutorial and an opportunity for collaborative discussion.