

91% of teachers believe digital citizenship is at least moderately effective in helping students make **smart, safe** and **ethical decisions online**.

A recent Stanford [study](#) found that



2/3 of students were unable to tell the difference between **NEWS STORIES** and **ADS** ...



96% of students did not consider how ties between an **advocacy website** and **industry** might affect the site's **CREDIBILITY**.

Defining Media Literacy



Definitions of media literacy and digital citizenship vary. Some coalitions of stakeholders and education organizations have convened and created definitions for the terms. The

DigCitCommit competencies are one example of a definition provided by a national coalition of education organizations. The coalition defines five competencies of digital citizenship: inclusive, informed, engaged, balanced and alert.

When considered separately, media literacy typically addresses the ability to analyze, evaluate, access, and create media, while digital citizenship typically places more emphasis on online safety and responsibility. However, one common approach to defining media literacy and digital citizenship in state policy is to embed one term into the definition of the other.

For example, **Colorado** includes “digital citizenship, including norms of appropriate and responsible behavior” in its definition of media literacy, and **Texas** defines digital citizenship as including the ability to “access, analyze, evaluate, create, and act on all forms of digital communication” in addition to appropriate and responsible online behavior.

COVID-19 Implications



Building students’ digital citizenship and media literacy skills may be more important now than ever. Students across the country are spending more time on devices as the COVID-19 pandemic has, in many cases, forced them to transition to digital learning. Readiness and Emergency Management for Schools through the U.S. Department of Education released [Key Preparedness and Response Considerations](#) that address cyber safety and digital citizenship during the coronavirus pandemic. The document includes information for youth, parents and school personnel, as well as a variety of resources on the topic.

State Policy Action: Task Forces



Convening a task force or advisory council on media literacy and digital citizenship is one of the most common ways policymakers approach the issue. Contributors include teachers, parents/guardians, students, administrators, media literacy and digital citizenship experts, and journalists, among others. They are often charged with making recommendations about best practices, curriculum and resources.

Colorado convened a [media literacy task force](#) in 2019 tasked with recommending best practices for implementing media literacy. In December 2020, they issued their [report](#), recommending:

- 1] Revisions of reading, writing and civics standards to be more inclusive of media literacy.
- 2] Resources for students, teachers and parents.
- 3] Ways the legislature can support implementation of media literacy.
- 4] Best practices for localities to develop policies supporting media literacy education.
- 5] Strategies to support districts with implementation that include ways the state department of education can support efforts.
- 6] Ways to recognize students and teachers for demonstrating excellence in media literacy.

Since 2015, at least ...

79 media literacy & digital citizenship bills have been **INTRODUCED** in at least **28** states.

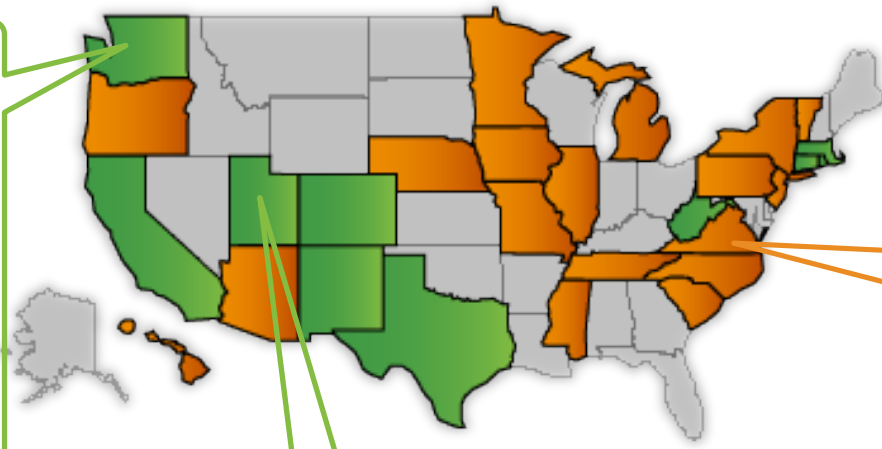
Of the bills introduced, at least **14** have been **ENACTED** in **10** states.

WASHINGTON passed multiple digital citizenship and media literacy bills between 2015 and 2020, including:

S.B. 6273 defined digital citizenship, required [collaboration](#) with an advisory committee to develop [statewide](#) plans for media literacy and digital citizenship instruction; and required an annual review process.

S.B. 5449 and **S.B. 6168** required the state school directors’ association to systematically revise its model policies and procedures on internet safety, and created a [media literacy grant program](#).

In 2018, the state updated [standards](#) to “complement statewide efforts to enhance instruction in digital citizenship and media literacy.”



VIRGINIA’s new [Standards of Learning for Digital Learning Integration](#), adopted in 2020, are aligned with the [seven student roles](#) identified by the International Society for Technology in Education: 1) Empowered Learner, 2) Digital Citizen, 3) Knowledge Constructor, 4) Innovative Designer, 5) Computational Thinker, 6) Creative Communicator, and 7) Global Collaborator. The state has also convened an educator [council](#) for advisement.

UTAH passed **H.B. 213** in 2015, which defined digital citizenship and required public schools to establish school community councils to, among other things, advise and make recommendations to local administrators and the local school board on a variety of topics, including safe technology use and digital citizenship.

In 2020, Utah passed **H.B. 372**, creating the Digital Wellness, Citizenship, and Safe Technology Commission. The commission is charged with a number of tasks related to best practices, resources, and research around digital citizenship, and is required to report annually to the legislature on a variety of objectives related to the topic. Utah also administers a [Digital Teaching and Learning Grant program](#), which requires participating districts to develop a plan that includes “a plan for digital citizenship curricula and implementation.”