Digital Citizenship – Critically Important in **C**reating a **S**ignificant **L**earning **E**nvironment

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Digital Citizenship – Contextualize

The niche industry in which I have plied and continuously hone my expertise for more than two decades now, has afforded me a front row seat to digital technology's integration and innovativeness. It has significantly changed the way in which the organization's business is conducted, offering of services, and remaining competitive in a distinctive high-tech marketplace.

Multimedia enabled smart devices; cellphone, laptops, and notebooks have speed warped communications, convened untethered project teams and team-ups, scaled up geographical global collaborations, and facilitated lean cost cutting efficiency of operations. It has been great in and throughout the author's organization's business practices. Importantly, one major treasured trait that astutely anchors the organization and its clients together is the way digital citizenship is executed at all levels of operations.

The author's organization focuses on two core areas of business in the oil and gas industry,

1. Subsea auditing and inspection services,

2. Subsea training for well control equipment and control systems.

The *"Nine Elements of Digital Citizenship" (Ribble, Digital Citizenship…)* have always premised the digital communications relationships within the organization (inter-communications) and with clients (intra-communications). However, this course made the author aware of this text's existence and the formal constructs in framing of digital citizenship. Briefly summarizing the nine elements *(Ribble, Digital Citizenship…)*

1. **Digital Access** - is about the equitable distribution of technology and online resources.

2. **Digital Commerce -** is the electronic buying and selling of goods and focuses on the tools and safeguards in place to assist participants.

3. **Digital Communication and Collaboration -** refers to the electronic exchange of information.

4. **Digital Fluency -** is the process of understanding technology and its use.

5. **Digital Etiquette -** refers to electronic standards of conduct or procedures and has to do with the process of thinking about others when using digital devices.

6. **Digital Law -** refers to the electronic responsibility for actions and deeds and has to do with the creation of rules and policy that address issues related to the online world.

7. **Digital Rights and Responsibility -** are those requirements and freedoms extended to everyone in a digital world.

8. **Digital Health and Welfare -** refers to the physical and psychological well-being in a digital world.

9. **Digital Security and Privacy -** is the electronic precautions to guarantee safety. Viruses, worms, and other bots can be passed along from one system to another just like an illness.

The author's personal focus area is that of training subsea personnel. For the past 10 years, training has been primarily delivered by way of face-to-face instruction, onsite at the organization's facilities. The developed discipline growth mindset within the author, approximately 3 years ago, prompted an intentional disruptive conversation with executive leadership on exploring and adopting the added dimensional benefits of taking the organization's training courses online. Face-to-Face instruction with student participants has the benefits of directly interacting with field experience instructors, pulling on years of personal hands-on *"know how's"* that goes above and beyond what typically is contained in manuals and texts. Translating such information to an online environment to be sometimes accessed asynchronously requires a constant awareness of filtering through what was/is original thought processing *"know how's"* versus the borrowing of someone else's thought processing *"know how's"* and ensuring accreditations are properly placed. Studying the mix of and understanding the matrix of integrating copyright and fair use Into Instruction is key *(PIJIP, 2008, Code of Best Practices…)*

The element of *Digital Law (#6)* proved to be time intensive in research, documentation. Knowledgebase content, the permissions to use images, and copyrighting the organizations

original created material necessitated detail discussions, several meetings with the organization's lawyers and submissions to the copyright office. Specifically, considerations were given to the existing opportunities availed of under the fair use policy. These are intentionally flexible when applied to education enabling adapting the policy in addressing industry's changing technologies, needs, for the prevailing teaching or training circumstances. Understanding that educators have the right to use copyrighted material in enabling best practices for students' learning is quite liberating. The organization adopted the fair use Code of Best Practices premise for which media was/is used in creating training material for its clients *(PIJIP, 2008, Code of Best Practices…)*. Original Equipment Manufacturers (OEMs) were properly accredited where their products were studied and utilized in new derivative works that visually illustrates and accompanied with narration of the equipment's operations. 3D images created were expressly called out to annotate that these were strictly artistic renditions versus original shop ready production masters. And the organizations own new works were copyrighted where applicable. This has worked well for the organization.

Digital Communication and Collaboration (#3) is an area of great importance for the author's organization. Employees within this niche industry are of highly specialized, ethnically diverse, and located across the globe. Transacting clear communications in conveying instructions, collaborating on project teams, or conducting training calls for always understanding the target audience. Relatively, training has proven to be the challenge area. The challenge here is to ensure students not having English as their native language were afforded ample opportunities for access to the instructor (scheduled video/chat/whiteboard synchronous forum discussion), facilitating clarity, and fidelity in mutual communications *(Stewart, Intro to Subsea BOP Control Equipment…)*. It is equally important students felt valued and that their needs were readily and sufficiently being addressed throughout the course. It is worth noting that the element of digital etiquette (#5) is in play here. This approach has worked well for the

organization.

Summary

All nine digital elements are important to the author's organization and are in general, not a problem in the mutual practice of digital citizenship with clients. However, there is an acute focus on three of the nine as it relates to training, Communications and Collaboration, Law, and Etiquette. The authenticity and integrity of the LMS as presented publicly represents the organization worldwide. The reputation of being niche market subject matter experts and industry leaders must be protected. The author's rationale for selecting the topic of this paper accentuates a consensus agreement across the organization's leadership.

Project Reflection

This author chose to go with an audio video orientation presentation for clients or the organization. The attention span of most online learners range between 12 – 8 seconds, trending towards the lower end of the scale. The speed at which "life happens" digitally for the millennial generation has conditioned and subconsciously established expectations of receiving information quickly, constantly, and on demand *(King, Why eLearning is Beneficial…)*. The audio video effectively serves this purpose in presenting simple, filtered *(McSpadden, You Now Have a Shorter Attention Span…)*, clear instructions and expectations for the learner to view, listen to, and revisit as often as necessary in ensuring understanding and to be guided by.

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