

editing and reshaping the information they are processing. Ultimately, a select few may become producers of digital content by hosting blogs, providing resources on wikis about geographical issues they feel passionate about and which they believe need support and attention from the wider community.

Naturally everyday citizenship and digital citizenship go hand in hand. The ideas presented in this article are only suggestions for teachers to consider as they re-program and think about what they will be teaching with the introduction of the Australian Curriculum. Students as well as teachers and parents are involved in the digital world and they will be better informed everyday as digital

citizens if they are taken through the steps of understanding how their digital footprint shapes their digital reputation. This growing awareness and education provides a framework for them to consider more carefully their role as citizens in a digital world.

## References

Kearney. M, Schuck. S, Burden.K, and Aubusson. P, (2012) "Viewing mobile learning from a pedagogical perspective" *Research in Learning Technology* V.20.

URL: <http://www.researchinlearningtechnology.net/index.php/rlt/article/view/14406/html>

This article has a figure which inspired the Digital World diagram in this article.



## Active Global Citizenship...

*a NSW Board of Studies Stage 5 Board Endorsed Course of Study*

The Stage 5 BOS NSW Board Endorsed **Active Global Citizenship Course** is designed to enable students to demonstrate global competence through awareness and curiosity about 'how' the world works. The course provides students with the information, knowledge and skills to be able to:

- Investigate the world of their immediate environment and the world beyond their immediate environment; identifying, investigating and researching problems of significance.
- Recognise perspectives: others and own in a thoughtful and respectful way.
- Communicate ideas effectively with diverse audiences: bridging geographic, linguistic, ideological and cultural barriers.
- Take action to improve conditions: viewing themselves as active participants in the world.

### Why do teachers and students need this course?

**Specific needs:** The Board of Studies NSW has recognised that to live and work successfully in the diverse 21<sup>st</sup> century world students need to be equipped with a set of knowledge and understanding, skills, behaviours, values and attitudes and have an awareness of key contemporary issues. In order to achieve this, the BOS NSW has identified specific content that is to be integrated into all Key Learning Areas. They termed these

important learning areas **Learning Across the Curriculum** and embedded them in all Key Learning Areas. They complement the work of Global Education in teaching and learning. Together, they work toward the goal of active and informed citizenship for all students<sup>1</sup>.

*The implementation of global education enables students to discover how to become involved in community activities and discussions which support global justice, human rights, and sustainable futures both within and beyond the classroom.*

**This is a unique course** because it provides an overarching conceptual framework of knowledge, understanding, skills, processes, values and attitudes, to explicitly address the Australian Curriculum and NSW BOS requirements across KLAs in Stage 5. The **Active Global Citizenship Course**:

- provides a framework for genuine and meaningful cross-curriculum links;
- provides a meaningful way of adapting existing subject skills and knowledge into experiential enquiry learning for all students;
- provides a framework for developing student-initiated real-world community projects at local, regional, national or international level; and
- contributes to the Board of Studies NSW formal Record of Student Achievement (RoSA) credential.

<sup>1</sup> The BOS NSW *Learning Across the Curriculum* areas address the mandatory *Cross-curriculum Priorities* and study as required by ACARA.