“How can we teach digital citizenship when the digital landscape is changing so rapidly” (Lindsay, & Davis, 2010), is the question that the article I read attempts to answer. The students in this generation are seemingly born with mice in their hands ready to use a computer. The authors suggest that the job of the classroom teacher is to be constantly researching technological trends, to be engaging in constant monitoring, and to be empowering his/her students to use their technological knowledge to create learning projects.

Lindsay and Davis continue throughout the rest of the article offering seven suggestions and strategies to reach out the “net generation” (Lindsay, & Davis, 2010). The first is the idea of customization. The authors believe that while standardized curriculum is important, the process of learning should not be standardized. The current generation of students come to school with just about every part of technology completely customized to their preferences and needs – our classrooms should be the same. By using the wide variety of technological tools, teachers will flatten the walls of their classrooms. The second focus was on monitoring – both the teacher monitoring the students and the students monitoring each other. Teachers need to be coaching students through authentic situations how to be responsible and sensitive in the collaborative environment. The third focus illustrated the need for teachers to have a plan and process to deal with any potential problems as the students are learning the differences between social networks and educational networks. The fourth idea was basically a reminder that as teachers we will probably face the most opposition and hardest questions regarding the integration of technology prior to implementation. Fifth was the suggestion that we as teachers begin teaching digital safety as soon as possible, simply because of the fact that even most kindergardeners come to school with a basic level of technological knowledge. Allowing the students in collaborative discussion the ability to stray off topic (as long as it is being monitored) was the sixth suggestion. The final proposal the authors suggested was that students should be given administrative rights to whatever programs they are using so they can again customize and personalize all of their tools.

As I read this article I immedately thought about the online literature circles that I just completed in my 8th grade reading classes. The article helped me to reflect on the process and the technology I used. The web 2.0 tool I used (My Big Campus) really hits several of the suggestions made in this article. The idea of allowing students to customize their technology because that has been their experience with technology is right on. MBC (My Big Campus) allows the kids to create profiles, use pictures, have personalized templates, and even gives them personal blog space. I agree with most of the ideas that the authors suggested and in my reflection found that I had actually thought of most of them in my planning for the literature circles. However, the two areas that really hit home for me (both in the article and in my classes) were the concept of the fear factor (the hardest questions and biggest opposition is prior to implementation) and the idea that we as teachers should be giving administrative rights to our students. There were several obstacles and many rounds of permissions I had to achieve from the different levels of administration to even create this project. Some of the permissions I asked for were not granted. For example, I wanted to have the students be granted the permission to message me and the other members of their groups, but that was denied because of the potential for misuse. I struggle with that because how are we supposed to teach correct and responsible use of such technology when we don’t allow the students to use it due to fear of potential problems. The other area of concern (giving admin rights to students) ties right in to the fear factor argument. The difference is that on this one, I tend to fall in with the people who are fearful of giving those rights to students. I’m not sure that 8th graders are mature enough to have that power over one another – to be able to change permissions and preferences for all accounts versus simply changing the permissions and preferences for their own account.

All in all I thought the article did an effective job of illustrating how teachers can change their processes to reach out to the kids in the digital generation. It simply underscored the fact that when two different generations meet at school there are bound to be some growing pains for all.

Lindsay, J., & Davis, V. (2010). Navigate the digital rapids. *ISTE (International Socitey for Technology in Education*, (March/April), Retrieved from www.iste.org