IŞIK OKULLARI

DIGITAL

CITIZENSHIP

POLICY

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Our Mission

Illuminating both the past and the future through education.

Our Vision

FMV Işık Schools is an institution whose primary guiding principle is to 'raise good citizens'. It aims to raise citizens who adopt ethical values, have command of their mother tongue, are active in more than one foreign language, are tolerant towards different cultures, have historical awareness, think scientifically, have analytical skills, are environmentally conscious and lifelong learners.

Aims

In line with the principles of Atatürk, we aim to do the following;

- Foster appreciation and mindfulness of the differences, rights and needs of others, promote internalization of democratic values such as peace, tolerance, democracy and human rights.
- Raise individuals who are sensitive to the environment and society, have a sense of responsibility and have decision-making skills.
- Raise individuals who are proficient in at least one foreign language and who have adopted the idea that diversity is wealth.
- Become versatile world citizens by creating an environment where they respect local and international cultures.
- Ensure that our students have digital citizenship skills.
- Raise individuals who adopt academic integrity as a principle in their studies.
- Assist in putting learned knowledge into practice through experience, and support creativity.
- Promote experiences in arts, sports, social and academic activities, both nationally and internationally.
- Help develop self-awareness, to enable good decisions and choices for further study and adulthood to prepare them for the next step of their education.

IB (The International Baccalaureate®) Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programs encourage students worldwide to become active and sensible individuals who understand that other people can be right with their own differences and believe in lifelong learning.

This policy constitutes the principles of FMV Işık Schools Digital Citizenship Policy.

01. Introduction and General Information

1.1. What is Digital Citizenship?

With the development of technology, fields such as education, production, social interaction, official transactions and trade are rapidly moving to the digital environment. Digital Citizenship can be defined as the individual's ability to use information technologies appropriately and correctly in these fields. Created by Mike Rabble and Dr. Gerald Bailey from Kansas State University in 2004, this concept emphasized the necessity of ensuring the formation of online values and moral rules and the responsible use of technology.

1.2. Why Do We Need A Digital Citizenship Policy?

FMV Işık Schools support Digital Citizenship for the positive, safe, ethical and responsible use of all electronic media resources, including the Internet and technologies developed based on the Internet, smart devices, social networks, electronic applications and publications.

School administration encourages the entire school community to use information and communication technologies and to take responsibility in this area in order to develop a Digital Citizenship culture. School administration is aware of the importance of students' effective use of information and communication technologies and their potential contribution to today's and future society.

1.3. What is a Digital Citizenship Policy?

FMV Işık Schools has created the "Digital Citizenship Policy" in order to contribute to the development of students' skills in the digital world, as well as to contribute to the development of basic values and citizenship rules in the classroom and in daily life.

The primary goal is to enable students to adopt these policies and adapt them to their lives. Curriculum restructuring has been carried out in all appropriate courses within the scope of national and international programs, especially at all levels from kindergarten to high school, and this curriculum is updated and enriched at regular intervals.

1.4. Who is the Target Audience of the Digital Citizenship Policy?

FMV Işık Schools Digital Citizenship Policy covers the entire school community, including all administrators, teachers, students and parents. With the studies carried out in line with this policy, it is aimed to raise awareness about the responsible and ethical behavior of school stakeholders in the digital world. In line with this goal, necessary training sessions are given to school stakeholders.

1.5. Purpose of the Digital Citizenship Policy

The aim of FMV Işık Schools Digital Citizenship Policy is to define the rules and practices used in the planning, review and reformatting of digital studies integrated into all educational activities.

The aim of the policy is to define the digital applications used to achieve educational

goals and the responsibility that the school community will assume in this direction, taking into account the 9 dimensions of digital citizenship.

1.6. Policy Preparation Process

While compiling this Digital Citizenship Policy, care was taken to consider educational values.Our schools use the framework in this policy when implementing and evaluating all educational activities. FMV Işık Schools Digital Citizenship Policy, which is a living document that reflects the common understanding of our schools on digital citizenship, was formed by the joint work of a committee which included foundation administrators, school principals, information and educational technology coordinators, international programme coordinators (IB-AP), academic department heads, subject teachers, psychological counseling and guidance service specialists, librarians, assessment and evaluation experts in order to provide detailed information about our philosophy and practices in line with the school mission and IB's standards and practices. In all studies implemented at FMV Işık Schools, the requirements of both national and international programs are taken as reference.

Before this policy was formed, the relevant Ministry of Education and IB documents were read and understood. This policy covers the requirements and expectations regarding digital citizenship in the Ministry of Education and IB Diploma Programs. The digital citizenship policy is shared orally and in writing with the entire school community.

02. Nine Dimensions of Digital Citizenship

2.1. Digital Access

It can be defined as individuals in the school community being a part of the digital society by accessing digital technology from anywhere, quickly and with high quality. In this context, FMV Işık Schools provide the necessary access infrastructure to all school stakeholders. School administrators offer their students technical opportunities and areas so that students can benefit from equal opportunities in technology use. Technological tools are also provided to teachers for lesson preparation and classroom use. Laptop computers used by teachers have secure and uninterrupted internet access. With the IDP (Işık Digital Passport) project, opportunities are provided for students to use the Internet and devices within the school.

Feyziye Schools Foundation supports wireless internet access and modern educational tools in classrooms. Smartboards are equipped in each of the kindergarten, elementary, secondary and high school classrooms. Students are supported to carry out technology-supported studies using tablets and computers in lessons and information technology activities. The devices of the students who are entitled to a visa in the IDP project have secure internet access.

2.2. Digital Commerce

Digital commerce is the ability to be conscious enough to buy products or services in the digital environment, to create and protect personal information in shopping and financial transactions. In order for our students, who are in the process of learning life

and becoming an individual, to gain this awareness, training is given on the responsible and safe use of technology, and informative studies are carried out by both experts and teachers.

2.3. Digital Communication

Digital communication is the provision of information exchange and the accurate and timely use of different communication resources. With Web 2.0 technology, the number of blogs and social media platforms has increased. The reason for this is the communication opportunities that Web 2.0 technology provides to individuals. With this technology, people have the opportunity to share, add comments and chat with other people in online environments. Digital communication means that individuals are respectful to each other in this interaction and maintain the same type of communication in these environments as they should be addressed in real life. Support is obtained from school libraries for communication resources to be used in the school environment. Digital resources are introduced to students and taught how to access them. Students are told how to get support from the library. In addition, all subject teachers make use of Web 2.0 tools such as Quizizz, Padlet, Canva, EdPuzzle and Kahoot. They also pioneer the use of different resources by supporting the use of these tools.

2.4. Digital Literacy

Digital literacy is to produce, acquire and share information accurately, being aware of the use of technology in the learning and teaching process. An enriched curriculum that incorporates technology is carried out in our schools. Teachers use digital technologies and innovative methods in their lessons and present course materials and activities digitally to their students.

2.5. Digital Etiquette

It can be defined as obeying the rules of behavior in the digital society. Digital etiquette means respecting the rights of others in the digital environment and being aware of when and how information tools should be used. The school community is responsible for adapting digital community behaviors.

In this context, under the name of "Responsible Use of Technology", the concept of cyberbullying, which is contrary to digital etiquette, is taught to students through seminars and in-class activities. Students receive up-to-date education in the fields of "Online Security" and "Cyberbullying", primarily in information technologies and software courses and events organized by the psychological counseling and guidance service every year.

Starting from kindergarten, the items specified in the handbook distributed to the students at the beginning of each year on supporting research skills and academic integrity are revised with students and an academic integrity agreement is signed. Every year, "Academic Integrity Week" is organized and students are told about the importance of academic integrity.

2.6. Digital Security

Digital security means that every individual in the school community takes measures to ensure their own information and hardware security in the digital environment. Students are trained in the responsible and safe use of technology. In order to protect themselves and their devices from dangers in the digital environment, students are trained, especially in Information Technologies courses and within the curriculum. The necessary up-to-date security (firewall, antivirus, etc) applications for the devices in the school are used by the FMV Information Technologies Unit. Our school also has the "e-safety bronze" label, which is accredited all over Europe.

2.7. Digital Rights and Responsibilities

Digital rights and responsibilities are to have the right to express oneself freely while using digital tools and to be aware of the cyber crimes committed against them and to act with this responsibility. By making students aware of cyberbullying, they are helped to protect their rights in the digital world. Through educational activities, basically what cyberbullying is, what behaviors are involved in cyberbullying and the methods to be used to deal with it are discussed.

Cyberbullying, which is a type of Psychological Violence, refers to the targeting of children or young people by other children or young people through the Internet, digital technologies or mobile phones in ways such as torment, threat, harassment, humiliation, embarrassment and other similar ways.

2.8. Digital Health

Digital health is being aware of the physical and psychological health problems that the digital world will bring. In this context, the risks that students may encounter in the virtual world are explained. It is ensured that they are informed about what to do when they encounter these problems. Things to consider at the door to the digital world are discussed in 4 sections: Behavioral, Physiological, Psychological and Digital factors. Recommendations are offered that can help maintain digital health.

Digital health awareness training is given to school community employees by the occupational safety specialist.

2.9. Digital Law

It is the awareness of the legal regulations made for digital environments, complying with these rules and warning those who do not comply. It is the duty of a digital citizen to be aware that there are criminal sanctions before the law for crimes such as cybercrime, bullying, violation of freedom of expression, blackmail, and defamation in social media environments, and to raise awareness of others on this issue.

Newly recruited staff are informed of the "Compliance with Software Copyright and Internet User Statement" regarding situations such as creating social media accounts with corporate extensions such as "fmv.edu.tr" and "fmvisik.k12.tr" provided by the Feyziye Schools Foundation", performing digital activities that would contradict the corporate reputation and sharing political views with these accounts.

03. Digital Resources and Access

3.1. Library and Digital Databases

Feyziye Schools Foundation offers its students access to global online databases. The Foundation provides new digital resource subscriptions to school libraries at regular intervals, increasing the number and diversification of digital resources.

3.1.1. Electronic Resources

FMV Işık Schools Libraries support the information needs of their members, consisting of students and teachers, by providing subscriptions every year with electronic resources that are used and paid jointly by all campus libraries. In this context, Yordam Library Information Document Automation, EBSCOHost, Britannica School, TumbleBooks, ARTstor Image Database, Cumhuriyet Newspaper Archive, Hukuk Türk, Nature Journals Online, Press Reader, Scientific American, Springer and Palgrave E-Book Collection, Springer and Palgrave Magazine Collection, Wiley E-Books and Wiley Magazine Collection databases are available to its members. The Foundation supports the development of this information service free of charge with trial access database subscriptions.

3.1.2. Access to Information

FMV Işık Schools Libraries make use of an information access model that can respond quickly to user requests by using developing technologies in information and document access services, and contribute to the development of the school community by providing up-to-date information services at the highest level. They organize electronic resource seminars for their members, conduct online presentations on scientific research methods in the context of Information Literacy, and provide training and support especially to IBDP students and teachers to use the MLA style in their academic studies.

3.2. Web 2.0 Applications

Feyziye Schools Foundation determines the purchasing process of licensed digital content, portals and tools. In this context, the Technology Strategies Commission (TESKO) has been established to determine the needs and strategies of FMV Işık Schools regarding the use of technology in education, to follow and research technological developments, to carry out necessary studies for the use of those found suitable, to set targets and to make recommendations to achieve these targets. The Technology Strategies Commission executes this process effectively. *(Appendix 1 - Licensed Web 2.0 Tools Chart)*

3.3. Bring Your Own Device (BYOD)

Feyziye Schools Foundation supports students to use their digital tools as a personal learning tool. For this purpose, it implements the Bring Your Own Device (BYOD) programme and tablet classrooms.

BYOD Project is a programme developed/used to support students to bring their own devices and learn different subjects through Web 2.0 tools or digital applications. BYOD

allows students to bring their personal laptops/tablets with them and use them for educational purposes in the classroom.

BYOD provides the advantage of using technology that students already have and are familiar with in an academic setting. Infrastructure, content and training plans have been completed for the implementation of the BYOD project in FMV Işık Schools and the implementation process has begun.

3.4. Işık Digital Passport (IDP)

It is an interdisciplinary collaborative digital learning project initiated with the aim of raising individuals with the skills required by the 21st century. The main purpose of the project is to increase the motivation of children who learn differently and to enable all our students to develop themselves to become conscious digital citizens of the information age. Our project is at an important point in order to raise awareness of our students about the information age, digital world citizenship requirements, 21st century skills and expectations. In the IDP project, students may prefer to do their class activities using technology.

04. Our Responsibilities as an Educational Institution

4.1. Responsibilities of Administration

4.1.1. Feyziye Schools Foundation, School Directorates, Information and Education Technologies Coordinators, all teachers, especially IT Teachers, together with the Digital Citizenship Policy Commission and Technology Strategies Commission (TESKO) review the school's digital citizenship policy every year.

4.1.2. Feyziye Schools Foundation supports educators in the internalization and dissemination process of Digital Citizenship in the school community; ensures that curriculum planning is carried out as required by creating the necessary resources / time / opportunities, and evaluates the feedback it receives.

4.1.3. Feyziye Schools Foundation, according to the rules specified in the Child Protection Policy, acts within the framework of "best interests of the child" in the use of all visual and written materials belonging to children. The Foundation acts fairly while preserving any depiction of a child, the child's experiences, identity and dignity. Verbal (in their mother tongue) and written permissions are obtained from parents/guardians or carers before their photographs, films, footage, sound recordings or personal backgrounds are used. In addition to all this, all data and content (names, photos, files) are securely protected in schools.

4.1.4. Feyziye Schools Foundation carries out its work in relation to the Digital Citizenship Policy, taking into account the details specified in all other policies of the institution.

4.1.5. FMV Işık Schools Information Technologies Education and its resources are provided within the scope of the IB PYP/DP Transdisciplinary Inquiry Program and Units in all courses suitable for students at all levels.

4.1.6. Feyziye Schools Foundation supports teachers with in-service training on the

correct use of technology in classrooms.

4.2. Responsibilities of Teachers

4.2.1. School teachers provide students with the opportunity to learn how to use technological devices while exchanging information.

4.2.2. School teachers act respectfully and responsibly and in accordance with proper digital etiquette while communicating with parents online.

4.2.3. School teachers are knowledgeable about and accountable for the use of technological devices at the school.

4.2.4. Information and Education Technologies Coordinators, IT Teachers and school teachers organize activities, training and symposia on the correct use of technological devices with Digital Citizenship in mind.

4.2.5. School teachers use technological devices as teaching tools to support various learning styles in line with digital citizenship responsibilities.

4.2.6. Digital Leaders Academy (DLA) teachers share the training they received within the scope of the DLA Program and the course designs they made with the department teachers.

4.2.7. DLA Teachers organize online training at regular intervals under the coordination of R&D Education Technologies / Campus IT Coordinators for all campus teachers within the scope of DLA 360 Educational Planning.

4.2.8. It is aimed, via the sharing of presentations made by the members of the Digital Leaders Academy to their departments, that teachers and students' use digital resources more efficiently in their lessons and studies.

4.2.9. Information and Educational Technologies Coordinators, IT Teachers and school teachers, knowing today's digital citizenship responsibilities, are exemplary role models for students and parents.

4.2.10. School teachers provide the necessary information at the beginning of the academic year to correctly cite the digital resources that students use in their assignments and projects. Turnitin program is preferred in order to support pedagogical studies and to raise awareness of students and teachers within the scope of academic integrity policy and to prevent plagiarism. In the planning processes of the International Baccalaureate (IB) Primary Years Program (PYP) inquiry units, information technology teachers take an active role in enriching the program by using digital tools in the theme planning processes.

4.2.11. Each academic department prepares a report for the annual evaluation of the digital tools it has licensed use and the continued use and membership of the appropriate ones.

4.3. Responsibilities of Students

4.3.1. Students have digital citizenship awareness and they know how to act politely, responsibly and respectfully while using technology.

4.3.2. They act with the awareness of which behavior will fall into the category of cyberbullying.

4.3.3. Students take an active part in classes by making use of the available educational technologies.

4.3.4. Students comply with the requirements of the Bring Your Own Device - BYOD (Bring Your Own Device) Student Agreement. (Appendix 2 - Bring Your Own Device (BYOD) Student Agreement)

4.3.5. Students follow the instructions and directions given by the teachers.

4.3.6. Students collaborate with other students and teachers to increase quality and maximum use of technology.

4.3.7. Students do not disclose or share any online information without permission regarding the privacy of any individual in the school community.

4.3.8. As is the case with school employees, each student has a corporate e-mail address in the form of "name.surname@fmvisik.k12.tr". Students know that their e-mail accounts will be suspended and then closed when they graduate or leave school.

4.3.9. Students can make unlimited use of Google Workspace tools (Drive, Classroom, Documents, Sheets, etc.) that serve their personal and collaborative learning through their e-mail account or applications that work integrated with this account. They know that they need to regularly check the apps used throughout the school.

4.3.10. Students know that they should be knowledgeable and responsible for the active use of all applications that support in-class and extra-curricular learning activities.

4.3.11. Students do not share their passwords with anyone. They are aware of the fact that logging in with the user name and password of another individual violates digital etiquette.

4.3.12. Students know that they must cite anything (e.g., information, image) quoted from the Internet.

4.3.13. Students do not use any resource that is known to be unethical or that they are not certain is ethical. Students do not deliberately open or send any material that violates the code of conduct of the school.

05. Linking the Digital Citizenship Policy to Other Policies

5.1. Academic Integrity Policy

Academic integrity is one of the fundamental principles of FMV Işık Schools. Our schools base their philosophy on the belief of raising global citizens who are honest, responsible and aware of ethical values. FMV Işık Schools expect students to be aware of the concepts that make up academic integrity and to exhibit decent academic behaviors throughout their lives. Not only our students, but all members of the school community know the importance of having principles and displaying virtuous and honest behavior. Academic integrity is basically the fulfillment of one's own duty and

the "true" possession of the information that one claims to be his or her own. All students must understand the benefits of properly and honestly conducted research in any assignment and study and be aware of the meaning of the terms of originality, intellectual property and creative expression. When students include the ideas of others in their assignments and projects, they have to apply the rules of citing resources. Within the scope of digital citizenship, academic integrity and digital literacy studies are applied together, and our students are taught to reach the right information ethically and create their digital products by using digital resources. Academic Integrity and Digital Citizenship Policies interact and cooperate directly with each other.

5.2. Distance Education Policy

The distance education process means that the school is physically closed for various reasons, face-to-face education cannot be carried out, and/or activities that support education in the face-to-face education process are implemented through educational technologies. In this process, it is aimed to continue high quality education with a holistic and balanced pedagogical approach. The Distance Education Policy and the Digital Citizenship Policy complement each other. As emphasized in our distance education policy, possible needs are determined before the process in order to realize the distance education goals of our schools, and strategies are created for these needs during and after distance education. All school stakeholders must use electronic communication tools in a positive, safe, ethical and responsible manner in order for the distance education process to be carried out in a healthy way through technological devices and applications. In this context, a teaching model in accordance with the targets set in the Digital Citizenship Policy is adopted in the distance education process.

5.3. Global Citizenship Policy

Global Citizenship is to raise individuals who are not only content with their ties of the country where they were born and grew up but who also recognize universal human rights, accept and try to recognize the different cultures, who are aware of social, moral, political and environmental responsibilities, who fulfill these responsibilities and can take responsibility for their actions, who are able to use technology effectively in all areas of life, who are able to come up with solutions using an innovative and entrepreneurial approach, who are capable of leading people and working in teams and who design the future.

Digital Citizenship and Global Citizenship Policies are in direct interaction and cooperation with each other, as technology offers opportunities where borders are removed and every individual has the opportunity to reach any part of the world.

5.4. Child Protection Policy

Any kind of interaction that negatively affects the emotional and physical development of the child through information and communication technologies is a type of cyber abuse. Cyber abuse is the deterioration of the emotional, social and physical development of the child by being exposed to hate, suppression, stalking, harassment, bullying, violent and pornographic images in online environments. This type of abuse

includes other types of emotional, physical and sexual abuse as well. It is also included in the Child Protection Policy that all administrators and teachers must be protective and informative in the face of situations where the child may be exposed to cyber abuse.

06. Policy Review Process

This policy is reviewed (at least) every year depending on requirements. This policy was reviewed by the policy committee in February 2022 and necessary changes were made.

07. Digital Citizenship Policy Members

Name	TITLE - SCHOOL
Müge YALIM ALPAN	FMV Işık Schools Educational Institutions Director and Founder Representative
Özgür ALPER	Principal - 05A
Hakan KULABER	Principal - 05N
Arzu ALTUNTAŞ	Principal - 05I
Ender TUNCALI	Vice Principal - 05A
Doğukan ERDOĞAN	Information and Educational Technologies Specialist (05N)
Özlem MİZRAHİ	PYP Coordinator - 06A
Gizem KARADENİZ	Psychological Counseling and Guidance Coordinator - 05A
Ufuk GÜL	Homeroom Teacher - 06A
Erkan Sağnak	IB DP Coordinator - 05I
Benian Tuncel	English Teacher - 05I
Cecil Gazioğlu	English Teacher - 05I
Derya KILIÇ	Kindergarten Head of Department - 07I
Sultan KARADAĞ	Kindergarten Homeroom Teacher - 07I
Hande A. Yeşilkaya	IB CAS Coordinator / English Teacher - 05A
Veliaht Dipçin	Assessment Specialist - 05A
Funda Sarıkurt	Science Teacher - 06A

Dinçer Yurttaş	Turkish Teacher - 06N
Burcu Vural Muratoğlu	Librarian - 05E
İbrahim Çiçek	Head of Mathematics Department - 05N

05: FMV High School   N: Nişantaşı Campus

06: FMV Primary & Secondary School   A: Ayazağa Campus

07: FMV Kindergarten   E: Erenköy Campus

                                      I: Ispartakule Campus

References:

https://www.ibo.org/programmes/

http://mufredat.meb.gov.tr/

http://fmvisikokullari.k12.tr/

https://tegm.meb.gov.tr/dosya/okuloncesi/ooproram.pdf

From principles into practice

https://resources.ibo.org/pyp/works/pyp_11162-51465?lang=en

https://resources.ibo.org/pyp/works/pyp_11162-51464?lang=en

https://resources.ibo.org/dp/resource/11162-33702/?lang=en Diploma

Appendices:

Appendix.1 - Licensed Web 2.0 Tools Chart

Appendix.2 - Bring Your Own Device (BYOD) Student Agreement

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