A Book Review;  
Digital Citizenship: A Community-Based Approach  
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Abstract  
This review critiques Susan Bearden's Digital Citizenship: A Community-Based Approach. An author considers that the digital citizenship is a free professional learning community that is initiated to help students to share ideas, stay connected, and be safe. Bearden emphasizes that the digital citizenship should become an essential part of the education culture. An author provides a clear guide for education leaders on how to implement the community-based approach to digital citizenship education in their learning institutions. The book only contains the necessary functional information, which makes it a useful tool for education leaders worldwide who are already familiar with the core concepts and theory behind the approach and want to learn more about its practical implementation. The review will evaluate the core of the connection between the digital citizenship and education by examining the effectiveness based on technology-rich learning and teaching and the appropriate use of the digital technology according to rights and responsibilities of the digital citizenry.  

Keywords: digital citizenship, community-based approach, information technology, cyberbullying, learning  

INTRODUCTION  
Susan Bearden's Digital Citizenship: A Community-Based Approach is part of Corwin's Connected Educators series that explain the need, methods, and resources for connecting education providers on a global level using modern technology. The idea of connectedness, indeed, is at the core of this book: it is written in a friendly manner, with the author's Twitter username and other contact information provided. The book is aimed at the leaders in education, and "provides a look at how leaders can prepare teachers and students for the new responsibilities of using technology and inter-acting with others on a truly global platform" (Bearden, 2016, p. x).  

AUTHOR AND PRESENTATION  
Susan Bearden is a former teacher, now the Director of Information Technology at Holy Trinity Episcopal Academy in Melbourne, Florida. She is involved with modern technology and its contribution to teaching and learning, having presented at many education technology conferences and summits (Bearden, 2016, p. xiii). She has appeared among the “Top 30 Technologists, Transformers and Trailblazers” and received the “Making IT Happen” Award from the Florida Society for Technology in Education (Bearden, 2016, p. xiii). In addition, she moderates education technology and digital citizenship chats on Twitter and is a regular contributor to various online publications, such as Huffington post, Edsurge, and others. She has even developed a mobile app designed to help educators engage in Personal Learning Networks on Twitter - Tweechme (Bearden, 2016, p. xiii).  

Digital Citizenship: A Community-Based Approach is a short soft-cover book, divided into seven clear chapters by the groups of people involved and themes discussed. Each chapter is followed by a few study questions, allowing the reader to gather some overall thoughts on the material. There are no diagrams or other visual learning tools, but many of the concepts are presented in the form of clear step-by-step plans, which eases the application of the theories discussed to practice.  

A NEW APPROACH TO DIGITAL CITIZENSHIP  
Being a devoted advocate for the use of education technologies, Bearden stresses the importance of being informed not only about the opportunities but also about the responsibilities associated with using global learning platforms and practices. The author takes the time to explain the entire concept of digital citizenship in a clear and coherent manner, addressing all the different aspects of it. For instance, the author states that digital citizenship, in the eyes of many parents and educators, is only needed to protect children from the threat of cyberbullying, whereas, in fact, digital citizenship can provide far more than that. Internet safety is, indeed, the primary goal of educating children on the correct use of technologies (Bearden, 2016, p. 4).
However, it protects not just from cyberbullying, but also from other threats, including threats to physical safety: as Bearden (2016) notes, "Revealing too much personal information can leave children vulnerable not just to predators, but also to identity thieves and other criminals" (p. 4). Digital citizenship also helps to resist communication difficulties arising from misinterpretation of written words in the absence of visible body language, as well as from the fact that "people say things online—especially anonymously—that they would never say face-to-face" (Bearden, 2016, p. 6). Overall, the author's explanation of the uses and benefits of digital citizenship is thorough yet concise and practical, which makes it useful not just for novice connected educators but also for the leaders who are familiar with the practice.

The concept of digital citizenship, of course, is not new. However, the exploration of its application to the entire learning community is a rather unusual concept. The author highlights the importance of teaching all the education participants, including learners, educators, and parents, on the correct use of digital technologies: "while any digital citizenship education is better than nothing, the most successful programs weave digital citizenship lessons into the regular curriculum, with an eye toward educating the entire school community" (Bearden, 2016, p. 15). Bearden (2016) argues that this practice would help the children to be responsible digital citizens. However, to educate such a large mass of people on such a broad concept is not an easy task, and Bearden acknowledges that different approaches are needed for each group of people. The main body of the book is centered around the specifics of each group and the methods for including them in the digital citizenship education project.

KEY IDEAS
The first critical step in creating a community-wide digital citizenship practice, according to Bearden (2016), is for education leaders to educate themselves. This notion is relatively new; as digital citizenship education is usually part of the program administered by the state or local government. Bearden (2016), however, argues for a thorough involvement of the schools' leaders, who have a potential to pass what they have learned to a wider school community. The author proposes an easy step-by-step plan of self-education for the leaders in education, which acknowledges their busy schedule and thus encourages a practical application from the early stages rather than building a strong theoretical base prior to the implementation. Whereas such approach might be appealing to education leaders due to their lack of time for extensive reading and learning, it seems a little unrealistic for a leader to be able to promote digital citizenship across the community while spending no more than fifteen minutes on reading about it each day. Bearden (2016) creates an impression that the core principle of the promotion of digital citizenship education by the leaders is creating awareness about it, but it is hardly possible to expect the teachers to want to learn more about the concept if your own knowledge on the subject is scarce.

Nevertheless, the author believes that a self-educated leader would be able to successfully initiate a digital citizenship training program for teachers and faculty members. Training the entire school staff is needed not just to enable the education providers to enlighten students on the concept of digital citizenship, but also to avoid information security risks that could affect the reputation of the school in a negative way (Bearden, 2016, p. 30).

The author thus creates a more practical aim that applies directly to the school and not just to its students, which creates more motivation for the leaders to implement the practice of digital citizenship education at their school. The proposed plan of staff and faculty training is thorough and adequate, addressing the various aspects of digital citizenship that apply to teachers. For instance, the correct usage of copyrighted material is discussed in depth, which is important to avoid breaking of copyright laws that might lead to a lawsuit against the entire school. The use of digital learning platforms and communication with students is also addressed, which is crucial to establish the rules and norms of teacher-student online communication to avoid misinterpretation and preserve the authority in the classroom. However, even though the author argues for the use of separate profiles for the teachers' professional and personal communication, no explanations are provided as to why this is crucial. The teenagers' tendency to be more open in internet communication and to perceive it as a way to build a personal connection to the teacher needs to be addressed for the staff to understand the importance of setting borders when it comes to social media and e-mail correspondence with students of this age.

Another innovation proposed by Bearden (2016) is the incorporation of digital citizenship education into all lessons rather than approaching it as a separate discipline. Again, the author provides no substantial reason as to why this is the preferred method, moving on to explain the various tools that could be used by teachers instead. Concentrating on the practical implications of the approach instead of providing a sound basis for utilizing it is, perhaps, the main weakness of the book. Clearly, there is no unified approach that teachers all over the world would use to incorporate digital citizenship education in their classes, which is why it would be
useful to devote more attention to the theoretical basis of the approach rather than to its step-by-step implementation.

Finally, the involvement of parents in the digital citizenship education process is a significant proposition. The author clearly identifies the challenges and opportunities of the parents' engagement, outlining the processes to maximize the effectiveness of the program. For example, Bearden (2016) argues that the education of parents on the digital citizenship should start before middle school: "The proliferation of mobile devices means that children are accessing the Internet at increasingly younger ages" (p. 47). This is an interesting suggestion, which highlights the importance of changing the digital citizenship education strategies in accordance with the advancements in the field of digital technology use.

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CONCLUSION
There are many strengths to the approach proposed in Bearden's book: for instance, the involvement of the entire community might indeed help to ensure that the students use digital technologies correctly, as well as to avoid the misuse of data and social media by teachers, which could lead to a lawsuit against the school. Bearden (2016) also provides many external resources for further reading to show the audience where to start the self-education process. The primary weakness of the book, however, is that the author relies on the readers' teaching experience to find explanations for most of the statements instead of supporting the theories discussed with evidence. Moreover, even though it is logical for the book to be aimed at the leaders in education, the author's style and the structure of the work makes it almost useless for other professionals, such as teachers. A more flexible approach to discussing the subject could make the book valuable for a wider audience.