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Cyber Literacy for the Digital Age equips students with the knowledge, tools, and resources they will need to adapt, grow, and stay safe in today’s ever-changing technological world.

Cyber Literacy for the Digital Age is focused on helping students become both proficient in the use of new technologies and comfortable in the atmosphere of cyberspace. Designed for today’s digital natives, this book consists of engaging, graphically appealing lessons on topics including:

- conducting effective online research
- dealing with cyberbullying
- defending against identity theft
- using social media and e-commerce sites safely
- using proper netiquette
- managing one’s digital trail

Who Should Use This Book?

Cyber Literacy for the Digital Age is designed to be used by students who are enrolled in a Cyber Literacy or Cyber Education course. It can also be used as a supplement in a number of other classes that incorporates cyber- and/or Internet-readiness in its curriculum.

This book is designed to allow students to use and apply their knowledge of the cyberworld and cyberspace in fun, creative extension and hands-on activities.
Why Learn About Cyber Literacy?

In today's world, a student who accesses the Internet without being aware of its potential benefits and dangers is at a distinct disadvantage. Students who have been educated about the Internet and are cyber literate are more likely to operate in a safe and ethical manner in cyberspace.

Prerequisite Skills

In order to use this book, it will be useful if students have a basic working knowledge of computers and a familiarity with using the Internet.

Disclaimers

Students should obtain the consent of their parents or guardians and/or their teacher before accessing websites. They should exercise caution while online.

All websites referenced in this book were active at the time of publication. However, websites and their URLs change over time. In some cases, some websites referenced in this text may yield "dead" links.

Standards

Since national education standards are updated over time, the latest standards with which this text is aligned can be accessed on our website at www.bepublishing.com.

At press time, the standards aligned with this book are:

- **Common Core Standards for Reading and Literacy**
- **Common Career Technical Core Standards**
- **International Society for Technology in Education (ISTE)**

Visit www.bepublishing.com for details.
How to Use This Book

*Cyber Literacy for the Digital Age* is divided into five units, each containing chapters pertaining to the topics that fall within the unit's main focus. In total, the book contains 16 easy-to-read chapters which include follow-up assessment activities.

This section will help you become familiar with the layout and content of each chapter.

**Unit Openers**

Provides students with a unit summary and chaptered table of contents.

**Chapter 8**

**Plugging In to Social Media**

**Overview**

Social networks, blogs, online communities, podcasts—there are so many ways to communicate with others through social media. In this chapter, you will differentiate among different types of social media, understand their risks and rewards, and learn about ways to use social media in your personal, academic, and professional life.

**Key Terms**

- Social media
- Social networks
- Blog
- Microblog
- Wikis
- Podcast
- Online communities
- Virtual worlds
- Media sharing
- Online and video chatting
- Web conferencing
- Webinar

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**Chapter Openers**

Provides students with an overview that summarizes the overall theme and topics covered within each chapter.

**Key Terms:**

Key Terms introduced in each chapter are also provided. It is recommended that students read the Key Terms before beginning each chapter.
What Is Social Media?

Social media is a form of online communication using Web-based tools such as comment-enabled blogs, social networking sites, online content communities, and virtual game worlds. Users can send messages and share pictures, news, and status updates with friends, family, and even strangers.

Social media tools—such as Facebook and Twitter—have drastically changed how we communicate. These tools make interacting in real-time possible without actually being face to face with another person. Businesses also use social media to reach customers, and many people rely on social media to learn about what is going on in the world in real-time.

Types of Social Media

See below for some of the latest tech tools that make online social interactions possible. Often, there is overlap in functionality among different social media types.

Social Networks

Social networks allow us to connect to others online through status updates, wall posts, and shared pictures and videos. These sites are formed around user profiles, and they allow users to share information, such as favorite movies or music. Examples: Facebook.com, Myspace.com, LinkedIn.com

Blogs

A blog is an online journal. Bloggers can write about any subject, from a trip they took to day-to-day life. Some bloggers offer advice on different topics. Many blogs are public, though some may require registration to read. While you can leave comments on many blogs, comments are often reviewed first by the blog owner before they are posted. Examples: WordPress.com, Blogger.com

Microblogs

People often use microblogging to keep people up to date on their “status,” such as what they’re doing at the moment or what is on their mind. Often, there is a character limit (such as 140 characters for Twitter). A microblog post is much shorter than a blog post. Status updates on Facebook are considered microblogs. Examples: Twitter.com, Tumblr.com

Did You Know?

73% of American teens who use the Internet also use social networking websites.

Source: Pew Internet and American Life Project

Sidebar Margins:

Sidebar margins include illustrations, facts, and callouts to support chapter content.
Chapter Assessment and Extension Activities

Assessments in this book have been organized into several well-defined categories. The Assessment section begins with **What Do You Think?**, an activity that asks students to give their opinions on topics. The next activity, **What Would You Do?**, asks students to imagine themselves in situations and explain how they would handle them. **Extension Activities** and **Hands-On Activities** round out the assessment section in each chapter.

**What Do You Think?**

This assessment activity uses real-world scenarios related to the chapter’s main concepts. After reading the scenarios, students are asked to write personal reflections that connect chapter content to their personal lives.

**What Would You Do? Challenge Activities**

These writing activities provide students with the opportunity to write about what they would do in a hypothetical situation that relates to issues and topics raised in the chapter.

**Extension Activities**

These activities include a combination of objective and subjective questions:

- Multiple Choice
- True and False
- Short Answer
- Key Terms Review
- Other Read and Respond Activities
Hands-On Activities

Each Chapter Assessment concludes with one or more Hands-On activities. These inventive activities engage students using tangible methods that allow for critical thinking and creative expression.

Hands-On activity examples include:
- creating a social media website
- designing a board game
- writing and performing a song
- making a collage
- conducting online research
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