

## Integrating digital citizenship in social studies

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### Abstract

The study examined the degree to which digital citizenship has been incorporated into the Social Studies curriculum and evaluated the role of deliberative processes in this integration. The research process involved collaboration with teachers, students, curriculum specialists, and school administrators, all actively participating in curriculum deliberation. A design research approach was used with the primary focus on developing a framework for integrating digital citizenship into the curriculum. The study's findings underscored the value of integrating digital citizenship as it equips students for the digital era and fosters comprehensive development. It is recommended that digital citizenship be included in the Social Studies curriculum. Future studies should assess the effectiveness of this integration across various subject areas and educational settings.

**Keywords:** Curriculum integration, curriculum mapping, deliberation process, digital citizenship

### Introduction

Technological advancements have significantly transformed society, giving rise to the concept of a network society (San et al., 2019). In the past, citizens were defined based on legal rights and obligations granted by the state, but technology has expanded this definition to include digital citizenship. Digital citizenship refers to individuals' adeptness and ethical stance in using digital tools responsibly (San et al., 2019).

However, the spread of misinformation through social media poses challenges (Allcott & Gentzkow, 2017). Cognitive biases contribute to this phenomenon, creating echo chambers where people reinforce their pre-existing beliefs (Kim et al., 2021). This issue is particularly pronounced in the Philippines, where false information proliferates on social media platforms (Funke, 2017). Efforts have been made to enhance digital citizenship and ICT literacy, but face obstacles like a lack of policy direction and curriculum integration.

Educators play a crucial role in fostering digital competency and promoting responsible technology use (Selwyn, 2014). They can guide students in navigating the digital landscape and integrating technology for impactful learning experiences (Gee, 2016). Effective digital citizenship is essential in the Philippines, where false information on social media platforms remains a concern (Santosa, 2017). Initiatives like computer centers and cybersecurity awareness seminars are being implemented, but challenges persist (Globe, 2017).

Curriculum deliberation is important in addressing challenges and practical issues in education, including digital citizenship (Lund et al., 2014). Teachers must analyze obstacles and devise strategies individually or collaboratively (Lund et al., 2014). Schwab's concept of the practical emphasizes the application of knowledge to solve real-world problems (Schwab, 1969). Deliberation involves examining current circumstances, identifying problems, and choosing potential solutions (Schwab, 1969).

Research on curriculum deliberation in educational contexts is limited (Atkins, 1986; Reid, 2009). Understanding how curriculum deliberation works in real-world contexts is crucial, especially in integrating digital citizenship into the curriculum (Schwab, 1969). This study aims to contribute to this understanding by creating a digital citizenship integration curriculum framework.

## Conceptual framework

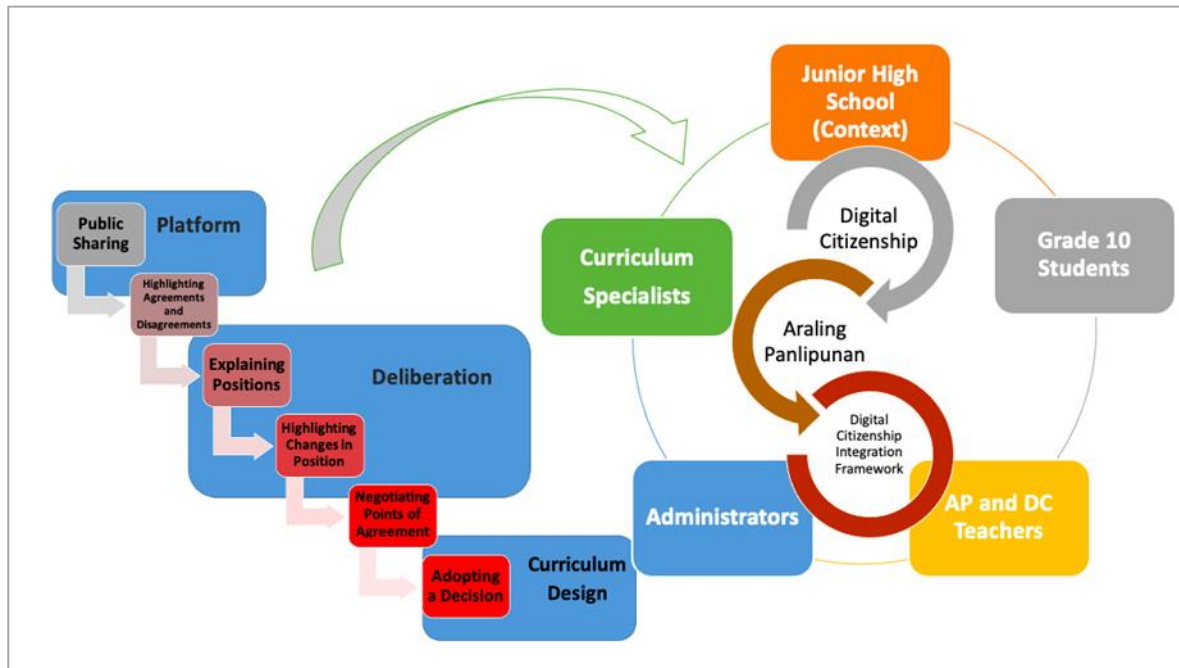
The Deliberation Curriculum Model can be employed to integrate digital citizenship into the Social Studies curriculum, aligning with the objectives of digital citizenship education (Schwab, 1969). Ribble's (2015) nine elements of digital citizenship can be included in this curriculum to address digital inequality and promote responsible tech use. Studies demonstrate the positive effects of this education on students' knowledge and attitudes (Walters et al., 2019).

The Deliberation Curriculum Model also benefits from post-positivism principles, promoting critical thinking, active engagement, and meaningful conversations (Caselunghe, 2018). It's crucial to consider contextual factors for the success of the deliberative processes (Caselunghe, 2018). Incorporating post-positivist principles can enhance the curriculum's relevance.

The Deliberation Curriculum Model provides a robust framework for developing a digital citizenship curriculum, which allows for an inclusive curriculum integration process by involving various stakeholders. In conclusion, the Deliberation Curriculum Model facilitates the integration of digital citizenship into the Araling Panlipunan curriculum, leading to a comprehensive curriculum that encourages ethical technology use (Schwab, 1969).

**Figure 1**

*Curriculum Deliberation Framework*



The figure presents a flowchart depicting the process of Curriculum Deliberation, which is divided into three phases: the Platform, Deliberation, and Curriculum Design, executed over six stages. The flow is indicated by a downward arrow. Enclosed within a circle are the key stakeholders required for the deliberation process, including teachers, students, administrators, and curriculum specialists, as well as the subject of context. A spiral arrow denotes the integration of digital citizenship into the Social Studies curriculum. As the process of integration unfolds, the anticipated outcome is an integration framework for digital citizenship within the Social Studies curriculum, utilizing the Deliberation Curriculum Model. This integration occurs dynamically and continuously, reflecting the nature of curriculum deliberation in real-world contexts.

## Research objectives

This study aimed to create an integration framework for digital citizenship through the curriculum deliberation model. The specific research questions that were raised included the following:

1. To what extent is digital citizenship integrated into the Social Studies Curriculum?
2. How is the deliberative process applied in integrating digital citizenship in the Social Studies curriculum?

## Methodology

### Research design

The research study used a qualitative methodology called design research methodology to incorporate digital citizenship into the Social Studies curriculum. This approach untangled complex problems and proposed practical solutions in education. Collaboration between researchers and practitioners was crucial in developing applicable solutions. The iterative refinement process and emphasis on innovation were important for creating and testing innovative practices. Overall, design research methodology played a critical role in enhancing the integration of digital citizenship into the curriculum.

### Participants of the study

Sixteen participants, including four experienced Social Studies teachers, four Grade 10 students, four curriculum experts, and four school administrators, were purposefully chosen for the deliberation process. Expert sampling and purposive sampling were used to select participants with extensive knowledge in digital literacy for the research.

### Research instruments/tools for data collection

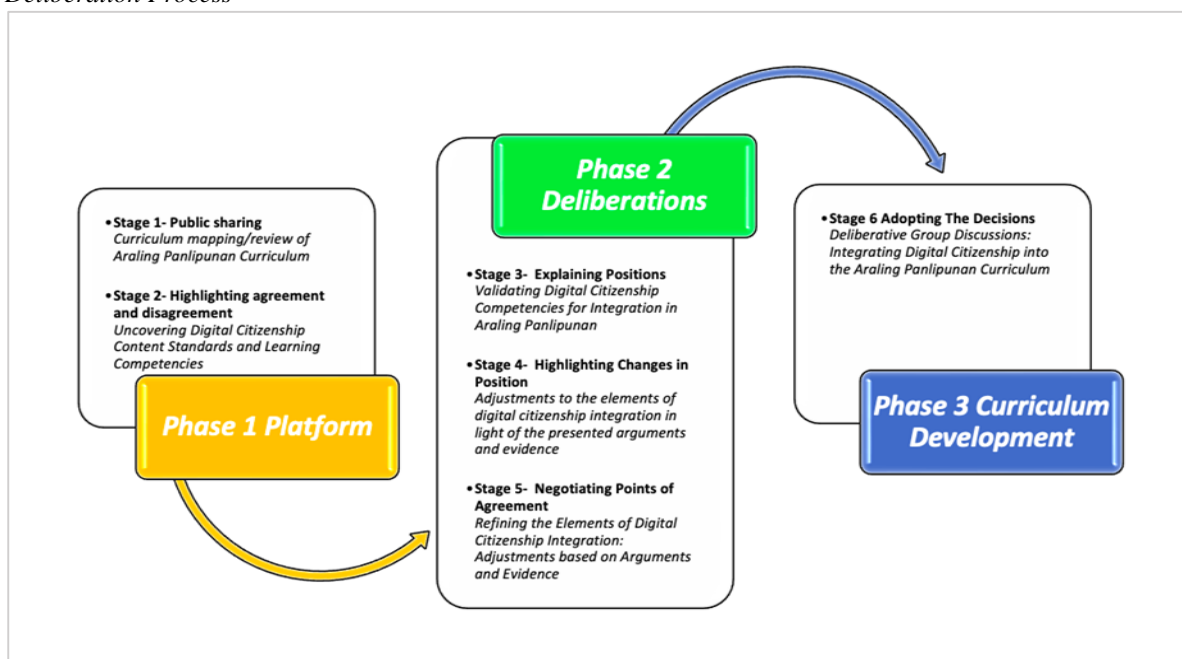
The study utilized several instruments/tools for data gathering, including Curriculum Deliberation Meetings, Curriculum Deliberation Mapping Matrix, and Focus Group Interviews. The Curriculum Deliberation Process Matrix provided a systematic and collaborative approach to curriculum development, ensuring the integration of digital citizenship in the Social Studies Grade 10 Curriculum. The Curriculum Mapping Matrix helped collect data on existing topics/content/competencies related to digital citizenship in Social Studies 10, assisting in evaluating the course's structure and identifying areas for integration. Focus Group Interviews were conducted to gather insights and perspectives from participants in a school setting, using multiple data collection techniques and facilitating interaction among participants (Reyes, 2011).

### The deliberation process

The integration of digital citizenship into the Social Studies curriculum was guided by a six-stage model known as Figure 2: The Deliberative Process. This process followed a structured approach that facilitated through engagement and thoughtful decision-making.

Figure 2

Deliberation Process



### **Phase 1 Platform**

**Stage 1 Public sharing.** During the planning phase, coordination with the school administration was done to foster collaboration among the deliberating members. The group discussed the current Grade 10 Social Studies curriculum provided by the Department of Education. Curriculum heat mapping was highlighted as the first step, aiming to enhance consistency and efficiency by identifying and addressing academic inconsistencies, redundancy, and misalignments. It enabled the group to observe students' learning and collect data on digital citizenship topics in the curriculum. This helped evaluate the course structure and areas for integrating digital citizenship. A summary of the group's opinions and issues regarding student, teacher, context, curriculum specialist, administrators, and subject matter was written by the group with the researcher's assistance. A preliminary integration framework was established, along with the researcher's defined role. The group was ready to proceed to stage 2, focusing on areas of agreement and disagreement.

**Stage 2 Highlighting agreement and disagreement.** The group discussed and identified their agreements and disagreements regarding digital citizenship content, standards, competencies, and performance standards in the integration framework for education. They reached a consensus on incorporating digital citizenship into the curriculum while considering all perspectives.

### **Phase 2 Deliberations**

**Stage 3 Explaining positions.** The deliberating group clarified their perspectives and validated the integration of digital citizenship competencies in the Grade 10 Social Studies Curriculum. They examined data supporting their concerns about the problem and identified a subset of students lacking digital citizenship skills. On a curricular level, they sought a solution. To reach a decision, the group members treated each other as experts rather than adversaries. The group leader, along with the researcher, provided expertise in facilitating the discussions.

**Stage 4 Highlighting changes in position.** Group members adjusted their positions based on the evidence and arguments presented. When individuals changed their ideas, they communicated them to the rest of the group, resulting in the modification of digital citizenship competencies.

**Stage 5 Negotiating points of agreement.** The participants reached an agreement on digital citizenship content, standards, competencies, and performance standards through bargaining and persuasion. Persuasion played a crucial role in leadership, relying on rational and emotional arguments. The deliberating group generated diverse curricular solutions to address educational needs and finalize the integration framework for digital citizenship.

### **Phase 3 Curriculum Development**

**Stage 6 Adopting the decisions.** The deliberating group reached a consensus on integrating digital citizenship into the Grade 10 Social Studies Curriculum, encompassing content, standards, performance, and competencies. The chosen curriculum reflects the group's social, political, and philosophical composition.

### **Data analysis**

#### ***Data analysis during data gathering***

Following each curriculum deliberation meeting, an initial data analysis was carried out to ensure that subsequent steps and actions met the satisfaction of all curriculum team members. Grounded theory methodology was utilized in the data analysis, which involved constructing ideas and theories based on emerging data rather than relying solely on observations. This analysis incorporated information from the researcher, including thoughts and feelings, into the judgments made by team members when writing memorandums. Previous data, such as transcripts, field notes, and videos, were examined to clarify any unclear ideas or themes. Visual aids such as diagrams, tables, and conceptual maps were instrumental in organizing concepts and themes within the program's content and process.

#### ***Data analysis after collection of data***

#### **Conduct of a focus group**

Focus groups were an important aspect of the curriculum development process, particularly in a school setting, as they provided a valuable field strategy (Reyes, 2011). These groups offered multiple data collection techniques

and allowed for continuous triangulation. By facilitating participant interaction, focus groups provided insights into individuals' thoughts and feelings on specific issues (Reyes, 2011). This data collection strategy had advantages, such as generating discussions that revealed the meanings and negotiations surrounding the topic. Additionally, it showcased diversity and differences within or between groups, emphasizing the complex nature of everyday arguments (Reyes, 2011).

### **Process observer**

The "Process Observer" assisted in collecting data by monitoring the proceedings. Their role was to oversee and take notes on the meeting's progress, highlighting strengths and areas for improvement. The observer summarized the group's behavior at the end of the meeting to facilitate learning and potential enhancements. The summary focused on aspects such as participants' engagement, handling of disagreements, distractions, emotional atmosphere, adherence to the agenda, preparedness of attendees, and appropriateness of responses. The comments in the debrief were aimed at the group as a whole, the dynamics and management of the deliberation, and the overall stage of development, rather than targeting specific individuals. The process observer was selected from the group, preferably a curriculum design expert, and their appointment ensured smooth running of the deliberation and encouraged collective ownership of the outcomes and atmosphere.

### **Open, axial and selective coding**

Open coding involved categorizing and analyzing the data by breaking it down and identifying concepts. Subcategories and properties were identified, leading to a conditional matrix. The process provided familiarity with the raw data and different perspectives.

Axial coding reorganized the data, establishing relationships between subcategories and categories. A conceptual map was created to illustrate these relationships. Descriptive titles were assigned to each category, serving as memo titles.

Selective coding involved purposefully selecting a subset of a central category to define the theoretical analysis scope and create a coherent narrative. The analysis incorporated literature review and fieldwork to explore new ideas from participants.

### **Role of researcher**

The researcher's contributions were crucial in establishing the investigation's framework and defining key ideas and methods. Unlike the traditional research paradigm, the researcher played multiple roles as a principal investigator and curriculum designer, facilitating the deliberation committee. Caution was exercised to prevent excessive involvement and maintain focus on the research's original goals (Reyes, 2011). The researcher determined the appropriate level of participation based on the information needed to address the research questions.

### **Findings and discussions**

This study aimed to fill a gap in the existing literature by developing a novel framework for digital citizenship through a deliberative model. The researchers collected data from various sources like curriculum standards, deliberation transcripts, focus group discussions, and more to help form this model. The model emphasized four key features: public sharing, position explanation, negotiation, and decision adoption.

The research centered around three main questions related to the integration of digital citizenship in the Social Studies Curriculum, the application of the deliberative process, and the resultant integration curriculum framework. However, this model wasn't tested in real teaching situations or other curriculum activities. Instead, the researchers primarily focused on the deliberation process to form the integration framework. Their aim was not only to describe a curriculum design process but also to provide a synthesis of ideas and experiences that transcends what can be achieved in a deliberation group setting.

### ***Integration of digital citizenship to Social Studies curriculum***

The deliberation group initially reviewed the existing Social Studies curriculum for Grade 10, designed by DepEd, through a process called curriculum heat mapping. This visual assessment helped identify areas of overlap or insufficiency in the curriculum's structure and flow, informing decisions on instructional materials and assessments. Data on the content and skills for each subject, unit, and lesson were collected from teacher observations, curriculum documents, and assessments. During this process, the concept of digital citizenship was discussed, revealing participants' unfamiliarity with the term. To address this, a lecture on digital citizenship was

presented, focusing on the ISTE Standard as a global guide for efficient technology use in schools. However, the curriculum experts concluded that no competencies related to digital citizenship were found in the current curriculum. The curriculum focused on environmental challenges, local and global economic challenges, gender equality, and civic citizenship, but did not include competencies related to appropriate technology use.

**Deliberation process in integrating digital citizenship in the Social Studies 10 curriculum**

**Phase 1 Platform**

**Stage 1 Public sharing.** The initial phase of integrating the International Society for Technology in Education (ISTE) standards into the Social Studies 10 (AP 10) Curriculum was met with challenges. The lack of existing Digital Literacy Competencies led the deliberation group to consider creating their own standards, which they saw as a burdensome task requiring substantial research and cultural consideration ("H2", "H3", "T3"). Students also voiced concerns about the practical application of these standards ("S2", "S4") (Phase 1 Platform).

Resistance to change, a common phenomenon in education, emerged among teachers, administrators, and students, stemming from factors such as fear of the unknown and the perceived complexity of the task (Fullan, 2015).

To overcome this resistance, the leading researcher conducted thorough discussions about digital citizenship and the process of developing the integration framework. This approach increased the acceptance among the deliberation group (Phase 1 Platform). It also aligns with the perspectives of critical theorists who emphasize the importance of understanding and addressing stakeholders' attitudes for successful change implementation (Snyder, 2017).

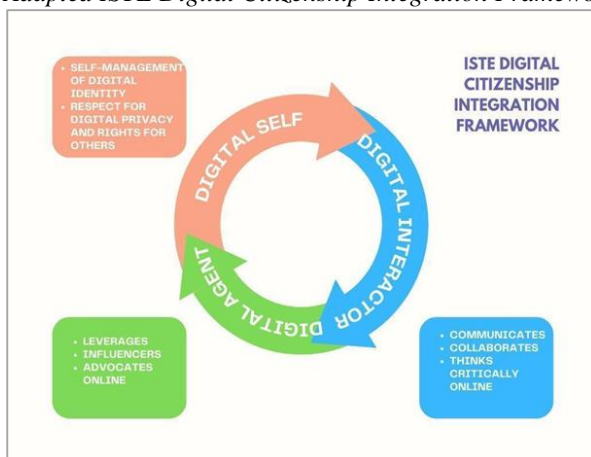
Resistance to change in education can be tackled through effective strategies including powerful media use, administrative pressure, and expert influence (Snyder, 2017). It can be fostered by fears and doubts, but can be overcome by building close collaborations, fostering effective communication, and providing adequate resources (Routhieaux, 2015). Engaging students in the development process and establishing positive relationships also play a crucial role in this transition (Tharayil et al., 2018).

In summary, integrating ISTE standards into the AP 10 curriculum faced initial challenges due to contextual considerations and resistance to change. However, systematic approaches and in-depth discussion enhanced understanding and acceptance of the proposed changes among the stakeholders.

**Stage 2 Highlighting agreement and disagreement.** The Social Studies curriculum mapping was developed, integrating the ISTE competencies that involve the Digital Agent, Digital Self, and Digital Interactor. These competencies require students to use technology responsibly, manage their digital identities, and communicate and collaborate effectively online. In this process, the personal knowledge and experiences of the educators play a critical role, according to Ben-Peretz (2011). Considering the characteristics of Generation Z learners, such as their short attention span and proficiency with technology, is also vital. Ultimately, the curriculum should be developed with the input of teachers, administrators, and students, considering their perspectives and experiences to ensure it meets all students' needs and promotes success.

**Figure 3**

*Adapted ISTE Digital Citizenship Integration Framework*



## **Phase 2 Deliberations**

**Stage 3 Explaining positions.** During Stage 3 of curriculum development for Social Studies Grade 10, the deliberation group clarified their positions on what should and should not be included in terms of digital citizenship competencies. The group approached each other as experts rather than competitors, facilitated by a group leader and a researcher.

A key element observed in this process was assertiveness, particularly from teachers and administrators. Assertiveness is a skill that allows individuals to uphold their rights calmly and confidently, without resorting to aggression or passivity. This trait was evident in the group, with members using their professional experiences to contribute their views on the integration of digital citizenship competencies into the curriculum (Sitota, 2018). For instance, one teacher, "T3", firmly believed that digital citizenship cannot be integrated into their department, while "T2" pointed out the disconnect between the focus on environmental problems and the digital citizenship competencies in their curriculum.

Assertiveness plays a crucial role in curriculum development as it empowers stakeholders to express their ideas effectively, thereby facilitating better decision-making and more successful outcomes. To encourage assertiveness, administrators should foster an environment where all parties feel confident expressing their ideas, while teachers can model assertiveness and students can actively participate and advocate for their learning preferences (Kramer, 2003).

In conclusion, assertiveness is vital in curriculum development as it enables teachers, administrators, and students to effectively communicate their ideas and perspectives, leading to a more dynamic and relevant curriculum that meets the needs of all students and promotes their growth (Kramer, 2003).

**Stage 4 Highlighting changes in position.** During the curriculum deliberation process, participants showed adaptability, revising their positions based on new arguments and evidence. In particular, the students exhibited inquisitiveness, actively seeking clarity on topics they found unclear. For instance, student "S4" sought to understand the reasoning behind integrating digital citizenship in the curriculum, and whether sufficient information existed for teaching it. Similarly, student "S3" was curious about the skills being enhanced via digital citizenship, and if the focus was on providing more technology-related information.

Inquisitiveness, a fundamental human trait, has historically played a pivotal role in driving human progress by sparking scientific, technological, cultural, and societal advancements. This curiosity extends to personal growth and self-discovery, empowering individuals to broaden their knowledge, perspectives, and self-awareness. Despite the potential risks associated with challenging established norms, as highlighted by Friedrich Nietzsche, curiosity endows individuals with a sense of purpose and the drive to chase their aspirations. Thus, inquisitiveness stands as a vital characteristic propelling societal progress and personal development (Nietzsche, 1883/2006).

**Stage 5 Negotiating points of agreement.** Participants previously reached a consensus on the definition of "digital citizenship," and established standards for content, performance, and learning competencies based on the adapted ISTE framework. This collaborative process involved negotiation, the sharing of various perspectives, and development of diverse curricular solutions for educational needs (Hargreaves & Shirley, 2009).

Collaboration, involving teachers, administrators, and students, was fundamental to the success of the curriculum development (Fullan, 2015). Teachers shared best practices, while administrators facilitated collaboration through resource provision and professional development. Students' participation fostered their engagement, a crucial element for creating a more inclusive educational environment (Iversen et al., 2015).

During discussions, participants including "S4" and "S1", offered their views on the incorporation of digital citizenship competencies within the curriculum, generally reaching agreement on responses. Drita-Esser and Stark (2015) suggest that such collaborative processes promote active learning and change in teaching practices.

The final consensus integrated the digital agent competencies into quarter 2, digital self competencies into quarter 4, and digital interactor competencies into quarters 3 and 4 of the curriculum, which demonstrated the successful collaborative efforts to integrate digital citizenship in the curriculum (Drita-Esser & Stark, 2015).

Table 2 summarized the negotiated points of integration for the adapted ISTE Standards competencies. Competencies on Digital Agent were integrated primarily in quarter 2, week 1-2, while activities for quarter 3, week 3-4 aimed to understand all perspectives. Digital Self competencies were integrated in weeks 5 and 6 of quarter 4, and Digital Interactor competencies were included in quarter 3 and 4.

**Table 2***Negotiated Points of Integration of Digital Citizenship to Social Studies 10 MELC's*

Most essential competencies	Quarter	Duration
<b>Digital agent</b>		
Advocating for equal digital rights for all.	Quarter 2	Week 1-2
Striving to understand all perspectives.	Quarter 3	Week 3-4
Respect digital privacy, intellectual property, and other rights of people online.	Quarter 2	Week 1-2
<b>Digital self</b>		
Being mindful of physical, emotional, and mental health is demonstrated while using digital tools.	Quarter 3	Week 3-4
Using digital tools to collaborate with others.	Quarter 4	Week 5-6
Understanding the permanence of the digital world and proactively managing digital identity can be demonstrated.	Quarter 4	Week 5-6
<b>Digital interactor</b>		
Engaging in conversations and acting with empathy towards fellow humans through digital channels.	Quarter 3	Week 3-4
Applies critical thinking to all online sources and does not share unreliable resources, including fake news or advertisements.	Quarter 4	Week 3-4
Using technology to advance social goals.	Quarter 4	Week 1-2

In summary, not all competencies found in the ISTE standards were adapted by the deliberation group. The team thoroughly reviewed the topics and competencies that were aligned with the competencies outlined in Social Studies 10 MELCS. Unselected subjects are expected to be integrated into other subjects related to them.

### **Phase 3 Curriculum development**

**Stage 6 Adopting the decisions.** In the end, the group decided to settle on adopting the ISTE Digital Citizenship Framework and its associated set of established learning competencies. All of these skills and knowledge have been incorporated into the Social Studies, Grade 10 Most Essential Competencies.

Table 3 provides a summary of the adapted ISTE Digital Citizenship Standard content and competencies. As shown in table 4, the deliberation group adapted topics such as Digital Self, Digital Agent, and Digital Interactor based on a comprehensive curriculum mapping analysis. All parties concurred that the selected competencies aligned with the existing Social Studies 10 MELCs. Other competencies unrelated to social studies were not included, but it was suggested that they be included and adapted by related subject areas.

**Table 3***Adapted ISTE Digital Citizenship Content and Competencies*

Digital self	Digital agent	Digital interactor
To cultivate the Digital Self, Students must responsibly manage their digital identity and property while respecting the privacy and rights of others.	A Digital Agent uses technology to solve the problems and models compassion and kindness.	Digital interactors communicates with empathy and authenticity. They collaborate online and vigorously vet online sources.

*continued*



<b>A Digital Self:</b> <ul style="list-style-type: none"> <li>● Is mindful of physical, emotional and mental health while using digital tools.</li> <li>● Leverages digital tools to collaborate with others.</li> <li>● Understand the permanence of the digital world and proactively manages digital identity.</li> </ul>	<b>A Digital Agent:</b> <ul style="list-style-type: none"> <li>● Advocates for equal digital rights for all.</li> <li>● Seeks to understand all perspectives.</li> <li>● Respects the digital privacy, intellectual property, and other rights of people online.</li> </ul>	<b>A Digital Interactor:</b> <ul style="list-style-type: none"> <li>● Communicates and acts with empathy for others' humanity via digital channels</li> <li>● Applies critical thinking to all online sources and doesn't share non-credible resources, including fake news or advertisements.</li> <li>● Leverages technology to advocate for and advance social causes</li> </ul>
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Table 4 showcased the curriculum derived from the deliberation process. The team integrated all selected competencies from the ISTE standards into the Social Studies 10 MELCs, adapting them to the topics discussed each quarter without altering the existing curriculum's content and competencies. Notably, the first quarter, focused on contemporary issues like climate change, did not introduce any digital citizenship competencies. The team ensured there was no overcrowding, integrating only two or three topics for each key competency.

**Table 4**

*Integration of Digital Citizenship Most Essential Competencies in Social Studies 10*

Key Stage Standards	Learning Standards	Description			
To demonstrate the capabilities of Filipino youth as critical, reflective, creative, with intelligent decision-making and active participation, environmentally conscious, responsible, productive, humane, and patriotic, with a global perspective using skills in investigation, data analysis, and various references, research, effective communication, and understanding of fundamental concepts in geography, history, economics, politics, and culture towards building a prosperous future for the country.	To demonstrate deep understanding and appreciation for contemporary economic, environmental, political, human rights, educational, and civic responsibility challenges facing countries today through the use of investigative skills, data analysis, various sources, research, critical thinking, effective communication, and intelligent decision-making.	To understand and value contemporary economic, environmental, political, human rights, educational, and civic responsibility issues faced by countries in the present time using skills in investigation, data analysis, various references, research, critical thinking, effective communication, and intelligent decision-making.			
Content Standard: Demonstrates deep understanding of current environmental, economic, political, human rights, educational, and civic responsibility issues faced by countries through skills such as investigation, data analysis, utilization of various sources, research, critical thinking, effective communication, fairness, and intelligent decision-making.					
Quarter	Content standards	Performance standards	Most essential learner competencies	Duration	Digital citizenship integration
First	The students are able to have an understanding of the causes and implications of environmental challenges to contribute to improving human life.	The students are able to develop an appropriate plan for addressing environmental challenges towards improving human life.	*Examine the importance of studying Contemporary Issues.	Week 1	
			* Discuss the status, issues, and responses to environmental issues in the Philippines.	Week 2-3	
			* Identify the preparations that need to be done in the face of the danger caused	Week 4	

*continued*

			by environmental problems.		
			* Examine the importance of preparedness, discipline, and cooperation in responding to environmental challenges.	Week 5-6	
			* Implement the appropriate steps of the CBDRRM Plan	Week 7-8	
Second	The students are able to understand the causes and implications of local and global economic issues is essential to develop the capacity for informed decision-making towards national development.	The students are able to can conduct research papers on economic issues that affect their lives.	* Examine the reasons, dimensions, and effects of globalization.	Week 1-2	* Advocating for equal digital rights for all (Digital Agent) * Respect for digital privacy, intellectual property, and other rights of individuals online (Digital Agent)
			* Explain the state, issues, and solutions related to labor in the country.	Week 3-4	
			*Examine the reasons and effects of migration due to globalization.	Week 5-6	
			*Examine the reasons and effects of migration due to globalization.	Week 7-8	
Third	The students are able to create creative initiatives that promote acceptance and respect for different genders to advocate for equality among people as members of the community.	The students are able to understand the effects of gender-related issues and societal challenges to become an active advocate for equality and respect for others.	* The different types of gender, sex, and gender roles are being discussed in various parts of the world.	Week 1-2	
			*Investigate discrimination and discrimination against women, men, and LGBT (Lesbian, Gay, Bisexual, Transgender) individuals.	Week 3-4	*Seek to understand all perspectives (Digital Agent). *Being mindful of one's physical, emotional, and mental health while using digital tools (Digital Self) is demonstrated. * Engaging in conversation and acting with empathy towards the humanity of others through digital channels (Digital Interactor).

continued

			* The response of the Philippine government and its citizens to issues of violence and discrimination is valued.	Week 5-6	
			Taking steps that promote acceptance and respect for gender, advocating for equality among people as members of the community.	Week 7-8	*Using technology to advance social goals (Digital Interactor)
Fourth	Students are able to understand the importance of citizenship and participation in civic activities towards achieving a prosperous, peaceful, and unified community and nation.	Students are able to conduct research on the status of citizen participation in civic and political activities within their community.	* The importance of active citizenship is emphasized.	Week 1-2	
			* Examine the importance of promoting and safeguarding human rights in responding to social issues and challenges.	Week 3-4	*Apply critical thinking to all online sources and not sharing unreliable sources, including fake news or advertisements (Digital Interactor). * Use digital tools to collaborate with others (Digital Self).
			* The effects of active citizen participation in civic activities on the economy, politics, and society are discussed.	Week 5-6	* Understand the permanence of the digital world and proactively managing one's digital identity (Digital Self) is emphasized.
			* The role of citizens in having a good government is valued.	Week 7-8	

In the deliberation's final stage, the collaboration persisted as administrators, teachers, and students respectfully shared views on integrating competencies in the Social Studies 10 Curriculum. Expressions used, such as "puwede ba?" indicating a request for permission, reflected respect for others' opinions and roles in the collaborative endeavor (Corzo & Castaneda, 2017).

Respect, fostering a supportive and positive learning environment, enabled effective collaboration, enhanced decision-making, and fostered creativity (Standley et al., 2022). Additionally, it led to a more inclusive curriculum, addressing all students' needs and interests. Thus, respect played a crucial role in creating a collaborative, inclusive, and supportive learning environment, essential for effective curriculum development.

### Conclusions and recommendations

The study's findings underscore the critical role of integrating Digital Citizenship into the Social Studies curriculum to adequately equip students for the challenges of the digital age. This integration is recognized as essential in addressing the shortcomings of the existing curriculum, particularly in neglecting the development of digital skills, internet safety awareness, and ethical conduct in online environments. Moreover, it goes beyond the mere acquisition of technical know-how, emphasizing the cultivation of values such as respect, empathy, and responsibility within the digital sphere, thereby fostering holistic student development. The study offers practical

recommendations for seamlessly integrating digital citizenship concepts into the curriculum, ensuring that students receive a comprehensive education that prepares them for a digitally connected world. Additionally, it calls for an extensive examination of the effectiveness of this integration across diverse educational settings, ensuring its adaptability and relevance in various contexts, and reinforcing the importance of digital literacy and ethical online behavior as essential components of modern education.

### **Conflict of interest**

I declare no conflicts of interest. I have not received any financial or non-financial support or services from any third parties. There are no relationships or affiliations that could be perceived as influencing this manuscript. I affirm that the work was conducted independently and that all opinions expressed are my own.

### **Author contribution**

1. Ma.Victoria Culminas-Colis: Sole author
2. Wilma S. Reyes: Research adviser

### **Data availability statement**

1. No data was used for the research described in the article
2. The data that has been used is confidential

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