opción

Analysis of Computer Textbook for the Second Intermediate Grade According to Digital Citizenship

Zainab Hazim Ibrahim

University of Baghdad / College of Education for Pure Sciences / Ibn al-Haytham

Abstract
The research aims to build a list of digital citizenship axes and standards and indicators emanating from them, which should be included in the content of the computer textbook scheduled for second grade intermediate students in Iraq, and the analysis of the above mentioned book according to the same list using the descriptive analytical method ((method of content analysis)). The research community and its sample consisted of the content of the computer textbook scheduled for the second year intermediate students for the academic year 2018-2019, and the research tool was built in its initial form after reference to a set of specialized literature and previous studies that dealt with topics related to digital citizenship, and the authenticity of the tool was confirmed. The researcher adopted the idea unit (explicit and implicit) as a unit of analysis, and it was confirmed the validity and stability of the analysis. The research found that the content of the computer textbook scheduled for the second intermediate students dealt with the criteria of digital citizenship in unequal proportions, and did not take into account the balance and regulation, as the proportion of standards (digital behavior, digital communication, digital literacy, digital health and safety, digital security) respectively(12.11%, 40.36%, 45.29%, 0.45%, 1.79%) in the textbook content, and the content of the book omitted standards (digital access, digital laws, digital trade, digital rights and responsibilities).

Keywords: Content Analysis, Textbook, Digital Citizenship.

Análisis del libro de texto de computadora para el segundo grado intermedio según la ciudadanía digital

Resumen

La investigación tiene como objetivo construir una lista de los ejes de ciudadanía digital y los estándares e indicadores que emanan de ellos, que deben incluirse en el contenido del libro de texto de computadora programado para estudiantes de segundo grado en Irak, y el análisis del libro mencionado de acuerdo con el misma lista utilizando el método analítico descriptivo ((método de análisis de contenido)). La comunidad de investigación y su muestra consistieron en el contenido del libro de texto de computadora programado para estudiantes intermedios de segundo año para el año académico 2018-2019, y la herramienta de investigación se construyó en su forma inicial después de referencia a un conjunto de literatura especializada y estudios previos. que trataba temas relacionados con la ciudadanía digital, y se confirmó la autenticidad de la herramienta. El investigador adoptó la unidad de idea (explícita e implícita) como unidad de análisis, y se confirmó la validez y estabilidad del análisis. La investigación encontró que el contenido del libro de texto de la computadora programado para los segundos estudiantes intermedios abordaba los criterios de ciudadanía digital en proporciones desiguales, y no tenía en cuenta el equilibrio y la regulación, como la proporción de los estándares (comportamiento digital, comunicación digital, alfabetización digital, salud y seguridad digital, seguridad digital) respectivamente (12.11%, 40.36%, 45.29%, 0.45%, 1.79%) en el contenido del libro de texto, y el contenido del libro omitió estándares (acceso digital, leyes digitales, comercio digital), derechos y responsabilidades digitales).

Palabras clave: Análisis de contenido, Libro de texto, Ciudadanía digital.

Chapter One: Definition of Research

First: Research Problem

The world is witnessing a huge technological revolution in the field of digital information and communications, as technology has entered in all aspects of our lives, as it has an impact in the social, economic and educational aspects, and a new generation of Internet users has emerged and the most important features of his daily life is the use of technology and electronic communication in a great way. Its reliance on digital tools is

remarkable, as members of this generation are dealing with digital content in a dynamic way became involved in the formation of digital content on the Internet and not just a recipient, and these technological developments have strengths and weaknesses, so digital citizenship has become It is imperative for all individuals, especially students, to prepare them to face the technological revolution and the digital society which carries with it further digital development.

Because there are undesirable behavioral patterns and rational use of technology and a clear lack of understanding of the values of digital citizenship among the categories of students, the researcher believes that the student should be aware of the methods of safety and optimal use of digital technology and avoid negativity as much as possible and its rights and responsibilities and laws must be followed. Since the textbook is the container and document approved and the basic reference for the student, so the computer textbook should play an important role in the development of digital awareness of students to make them effective digital citizens able to understand how to use digital technology in a safe, legal and ethical. Thus, the problem of research is evident in the need to analyze the computer textbook for the second intermediate grade according to digital citizenship. The search problem can be presented by answering the following question:

• What is the percentage of availability of digital citizenship axes, standards and indicators emanating from them in the content of the computer textbook scheduled for second grade intermediate students approved by the Ministry of Education / Directorate General of Curricula in the academic year 2018-2019?

Second: The Importance of Research Importance

Education is closely linked to the life of society and peoples; it is a social and human process aimed at caring for nations and societies by fulfilling their desires and meeting their needs. The education of the individual is the ultimate goal and goal in this world at all times past, present and future (AL-Titi et al., 2013: 11). Information and communication are among the priorities of educational institutions in various countries of the world for reasons including, cognitive growth, increasing impact on technology and its consequences on the lifestyle and society, in order to prepare a generation capable of keeping up with the changes brought about by the ICT revolution. Education ministries in many countries of the world to develop plans and strategies for the integration of technology and informatics within the educational system (AL-Naoushi, 2010: 3). The curriculum is a sub-system of education that includes experiences, attitudes, learning re-

sources, activities, educational methods and processes to achieve targeted education (Taima et al., 2011: 371). Therefore, curricula must be continuously followed up by analyzing and evaluating them in order to achieve optimal and distinctive education to reach the total quality (Mohammed and Reem, 2018: 17-18).

The textbook is one of the tools of the school curriculum, it is the main tool in the educational process - learning, including the scientific material, diversity of experience, and a very important impact in raising awareness of the educational process, so the modern trends look at the process of developing textbooks as an important input from the development The educational process (AL-Hashemi and Mohsen, 2011: 79-80), and to develop it in a sound scientific manner must be based on the foundations and scientific standards sober through the adoption of tools characterized by objectivity and honesty (AL-Jaafari, 2010: 8). The researcher believes that textbook analysis is the appropriate tool to achieve this.

The process of analyzing the content of textbooks is an indispensable process in the educational process because of its importance in detecting the amount of content contained in that content, as well as knowing the lack of knowledge developments with the possibility of modification, integration or deletion according to the spirit of the times and trends. Modern science (Bahri, 2012: 18), as content analysis is one of the most widely used means of scientific research in an age where knowledge has accumulated as the means to analyze the vast amount of knowledge and information (Mohammed and Reem, 2012: 11).

According to (Hashish, 2018), both indicate (Ribble & Bailey, 2006) and (Al-Qaid ,2014), and with the revolution of digital communication and its positive effects on the individual and society, the negative effects of digital technologies are highlighted with the rebellion against the rules, regulations and ethical principles. The legal approach that regulates human life, as the improper handling of technology has become a major problem in the lives of students, and the real response to overcome these problems depends primarily on providing students with knowledge and controls that allow students to understand the appropriate way to use technology (Hashish, 2018: 409).

The researcher believes that there is an urgent need to teach digital citizenship standards as a new way of thinking about digital technologies rather than focusing on what they do, as the main goal is how to make the best and responsible use of technology. The importance of this research as well as the above can be summarized in two theoretical and practical

aspects.

Theoretical importance:

1 - The importance of content analysis in the field of curricula for the existence of accurate information that has an appropriate degree of stability and objectivity on the extent to which the content of the curriculum fit with the standards that should be adhered to.

2 - The importance of the second intermediate stage, as it is a stage where students' inclinations and abilities are discovered to help them pay attention to the foundations of knowledge, skills and attitudes and work to achieve them in preparation for the next stage.

3 - The importance of digital citizenship in our time, as it contributes to the acquisition of technology skills and abilities of users in electronic and digital transactions as well as the preservation of intellectual security and optimal use in an era in which digital technologies have spread in all aspects of life, and many differences on their uses and risks to generations.

4 - The importance of research to keep pace with all that is new and modern in the development of curricula, especially computer books methodology.

Applied importance:

1-Computer textbooks have not been analyzed according to the criteria and indicators of digital citizenship axes in Iraq.

2 - This research provides a list of the values of digital citizenship to be included in computer textbooks for the benefit of researchers later.

3 - The results of the research stimulate the concerned officials and officials from the authors to review the content of school curricula for computer material and development to fill the shortcomings in the standards of digital citizenship axes and indicators emanating from them.

4 - The results of the analysis process in identifying the strengths and weaknesses in the content of the computer textbook for the second grade intermediate, which helps to strengthen the weaknesses and development.

5 - Helps researchers to conduct a number of studies that require analysis and evaluation of computer material to other stages in accordance with the standards and indicators of digital citizenship axes.

6- Draw attention to the topic of digital citizenship and promote its values among the target group (students of the second intermediate) in line with all that is new and modern in the field of education development.

Third: Research Aims

The research aims to:

1.   Prepare a list of digital citizenship themes, standards and indica-

tors emanating from them, which should be available in the content of the computer textbook scheduled for second year intermediate students.

 2 - Analysis of the computer textbook for the second grade intermediate according to digital citizenship.

The objective of this research is achieved by answering the following question:

• What is the percentage of the availability of digital citizenship axes, standards and indicators emanating from them in the content of the computer textbook scheduled for second grade students?

Fourth: Limitations Research

Search is limited to:

 1 - The content of the computer textbook for the second intermediate grade, authored by a committee of the Iraqi Ministry of Education, the fourth edition, for the year 2014, issued by the Ministry of Education / Directorate General of the curriculum, after excluding the facades of the chapters, pictures, indexes and questions found at the end of each chapter.

 2 - Time limits: the academic year 2018 - 2019 m.

 Fifth: Determination of Terms

 Content Analysis

Defined by (Mohammed and Reem, 2012): "A scientific method that can be used in the field of analyzing the content of the textbook in order to convert the written communication material into statistical numerical data can be measured" (Mohammed and Reem, 2012: 21).

The researcher knows him procedurally:

It is a method of research to describe the content of the computer textbook for the second intermediate grade according to the axes of digital citizenship and its criteria and the indicators emanating from them objectively and quantitatively by splitting the content into categories and paragraphs for analysis by adopting the idea (explicit and implicit) as a unit of analysis.

 Textbook:

Defined by (Issawi et al., 2012): "The means that includes the content of cognitive experiences of a particular curriculum for a level of education within the stage of study helps the learner and the teacher towards the use of certain knowledge experiences in order to understand and pass successfully and is one of the main sources upon which the content of the course in the curriculum." (Issawi et al., 2012: 125).

The researcher knows him procedurally:

Is the computer textbook scheduled for the second grade students

in the middle of the academic year 2018/2019 in Iraqi schools issued by (Ministry of Education / Directorate General of Curriculum).

Digital Citizenship

He defined it (Ribble & Bailey & Ross, 2004) as: "defined as the code of conduct for optimal use of technology" (Ribble & Bailey & Ross, 2004: 7).

The researcher defines them procedurally:

A set of rules, controls, and standards that can be employed to help second graders understand the issues they need to know in order to optimize the use of technology to avoid its risks and negative impacts on the individual and society.

Chapter II: Theoretical framework and previous studies

The theoretical framework of this research and the most important of the previous studies that have been reviewed, will be presented as follows:

First: the theoretical framework

It comprises the following three axes:

Axis I: Content Analysis

☐ The concept of Content Analysis

Content analysis is defined as an organized process by which the written material (content) is broken up into its components, and the relationship between these components is clarified. The process is characterized by an objective method of describing the content of writing, a structured scientific method, and a quantitative approach that addresses form and content (Olayan, 2010: 195-196).

☐ Content analysis objectives

The main objective of content analysis is to isolate the characteristics and characteristics of content from each other to describe and discover the relationship between them, as indicated (Mohammed and Reem, 2018) that the objectives of content analysis vary according to the nature of the research, including:

1 - Improve the quality of the material being analyzed, and upgrade it and raise its adequacy to achieve the desired objectives.

2 - Discover the aspects of sufficiency and shortcomings in the subject of analysis for the purpose of improving them and judge any aspects that are more valuable than others.

3-Assist authors, stakeholders, designers and writers in the preparation of materials by providing them with guidelines, and guiding them to what should be contained therein, and what should be avoided.   (Mohammed and Reem, 2018: 27)

In the view of the researcher that the main objective of content analysis is to isolate the characteristics and characteristics of the content from each other, to be able to describe clearly, as well as discover the relationship between them or between them and other elements associated with them.

Axis II: Textbook

☐   The concept of the textbook

The textbook is a formal, structured and written document written as an introduction to the subject, containing appropriate terminology, text, forms and exercises designed for use in the classroom. It is specific to the student in the teaching process, and a teacher to the teaching process (Al-Zind and Hani, 2010: 40).

☐   Textbook functions in the educational process

According to (Al-Hashemi and Mohsen, 2011), the textbook functions in the instructional process can be limited to the following:

1 - Is an effective teaching and learning tool.

2 - Reflects the goals and objectives of the educational system.

3 - Represents a means in which education is organized according to the knowledge and psychological and educational bases.

4 - Is a reference framework on which both the teacher and the student in both the process of teaching and learning.

5 - Represents a means of guidance and education derived from the needs of students and society.

6 - Prepares a document to be referred to in the calendar and school exams.

7 - Has an active role in the behavior of the teacher; because he draws his performance plans in the light of the content of the book and its objectives, and the required tools and educational activities.

(AL-Hashemi and Mohsen, 2011: 80-81)

In light of the above we conclude that the textbook has two roles, one of which is related to the subject of the study, and the other is the role of the book in the educational educational life of students, we must pay attention to the preparation of the textbook bearing in mind the educational dimension of private and general, it is one of the means of learning Continuous self - culture, provides high levels of educational experiences to achieve the educational goals to be achieved.

Axis III: Digital Citizenship

☐   The concept of citizenship

It is the true expression of the awareness of the individual of his rights and duties, it is give and take, so it affects the formation of the personality

of the individual and make him an active and positive participant in community life and lead him to build a social, political and cultural basis for a country characterized by stability and security (Al-Madhoun, 2012: 72).

☐ The concept of digital citizenship

Defined as a set of controls, rules, standards and ideas in the optimal use of technology needed by young and old in order to contribute to the advancement of the nation (Kaya A and Kaya B, 2014: 347), here we must understand that digital citizenship does not mean the erection of borders and constraints for control and repression of users In a way that is incompatible with freedom and social justice, digital citizenship seeks to find the right way to protect and guide users, especially children and adolescents, by encouraging desirable values and behaviors and avoiding wrong behaviors in digital transactions for a digital citizen who strives for the progress of his country (Al-Mallah 2017: 15).

☐ Elements of digital citizenship

1) Digital Access: It means that technology must be available and equally accessible to all learners in educational institutions (Ribble & Bailey, 2007: 14).

2) Digital Trade: means the sale, purchase or exchange of products and services via the Internet, and is the most difficult element in digital citizenship to be addressed by teachers in the school, as it is believed that it is not within their responsibilities in teaching students to be customers, and since digital commerce plays a major role in Individual lives are needed, so an individual needs more information to make him an effective consumer (Ribble, 2015: 28-30).

3) Digital Communication: As a result of the digital revolution, many applications have emerged to communicate between individuals wherever they are: mobile phones, e-mail, instant messaging, etc., all of which need to teach and train individuals on the appropriate options to communicate through these means (Sharaf and Mohammed, 2014: 132).

4) Digital Literacy: It means the basic skills to use digital technologies and build capacities and capabilities to discover information and how to evaluate and use it effectively when needed (Al-Qahtani, 2018: 65).

5) Digital Behavior: It is a set of behaviors and rules to be followed by users of digital technology, and as a result of increased dealing with technology in all areas of daily life emerged the need to teach digital behavior and fitness and be an integral part of the educational process for all ages (Ribble & Bailey, 2007: 24-25).

6) Digital Laws: Laws that address the issue of digital ethics, punish the

unethical use of technology, protect the rights of individuals and achieve digital security such as copyright, piracy, privacy and ethical issues (Hashish, 2018: 417).

7) Digital Rights and Responsibilities: Human rights and responsibilities that enable them to access, use and disseminate digital media or communication networks or use them or to access digital technologies and applications (Ribble & Bailey, 2004: 14- 15).

8) Digital Health and Safety: It means awareness of physical and psychological risks as a result of the use of digital technologies and methods of prevention, and work to reduce those risks (Dawaba, 2018: 15).

9) Digital Security: means the precautions and precautions that users of digital technologies must follow to ensure the safety and preservation of their personal identity and the security of their devices, information and programs (Shakoura, 2017: 27).

(Ribble & Miller, 2013) pointed out that digital citizenship is divided into three main axes and each of these axes includes three of the main elements of digital citizenship (standards), as follows:

The first axis: (self - respect / respect for others) and includes digital behavior, digital access, and digital laws.

The second axis: (self -education / communication with others) and includes digital communication, digital literacy, and electronic commerce.

The third axis: (self-protection / protection of others) and includes digital rights and responsibilities, digital health and safety, and digital security.

(Ribble & Miller, 2013: 139-140)

☐   Justifications for digital citizenship

1. Prepare a qualified society to deal with digital technologies and spread the culture of cybersecurity among different age stages by clarifying the appropriate methods in dealing with electronic issues, and provide an integrated reference to them according to the values of society and needs (Michael, 2010: 18).

2. Training and digital education required to prevent electronic exploitation (AL-Dahshan and Hazza, 2015: 22).

3. Spreading the culture of digital citizenship in the home and school among the students has become an urgent necessity so that we can protect our societies from the increasing negative effects of technology and the best use of it.

4. The concept of digital citizenship has a strong relationship with education. Because it is a means to help teachers and educators in general

and parents in particular to understand what students must know in order to use technology in an appropriate manner, and is a means to prepare students to engage and participate actively in the interests of the nation. (AL-Dahshan, 2016: 87-88)

5. Spending long hours in front of digital screens weakens life skills, and ways of dealing with others, in addition, individuals of all ages use technology for entertainment and in their life and may suffer many mental health problems and physical as a result of the wrong use of technology such as muscle pain and spine, Loss of concentration, nervous tension, eye strain and others (Shakoura, 2017: 21).

□   Characteristics of the digital citizen:

(Al-Mallah, 2017) defines the digital citizen as an individual who has the ability to use technology and the Internet to complete his work effectively and orderly. It is the fruit of modern technology and the development in society for a better future. Citizen must possess a set of skills to be called a citizen My number is as follows:

1- Respects other communities and cultures in the digital society.

2- Protects itself from malware and corrupt beliefs spread through electronic means.

3- His commitment to intellectual integrity.

4- Knows how to manage his time spent in the use of technology.

5- Shows integrity, honesty and ethical behavior in the use of digital technology.

(AL-Mallah, 2017: 32-33)

6- Deals positively in digital activities.

7- Enriches digital content with positive knowledge.

8- Follow the correct instructions when using the computer.

9- Maintain the privacy of his personal data and information.

(AL-Jazzar, 2014: 19)

According to the aforementioned researcher believes that the need to prepare students to deal with digital technologies and their applications and protect them from the dangers by acquiring them and training them to adhere to the standards of proper and optimal behavior when using digital technology, whether in school or home or anywhere else.

Second: Previous Studies

Two previous Arab studies related to the subject of this research,

as well as aspects of agreement and differences between them and this research will be reviewed in Table (1) prepared by the researcher in chronological order.

Table (1) Two Previous Arab Studies

First study	Second study
Name of researcher, date of study , university , College and Country	
Al-Ghulath - 2016 Imam Muhammad Bin Saud Islamic University College of Social Sciences - Saudi Arabia	Dawaba - 2018 Islamic University Faculty of Education - Gaza
Objective of the study	
- Build a list of citizenship standards Digital. - The availability of citizenship standards Digital content in decision Computer and Information Technology (General preparation) of the quarterly system Secondary.	- Defining the values of digital citizenship To be available in decisions Technology for high school. - The extent of the inclusion of decisions Technology for high school For digital citizenship values. -Proposal to enrich the decisions technology for high school For digital citizenship values.
Research Methodology	
Descriptive analytical method	Descriptive analytical method
the sample	
Course of Computer and Information Technology (General Preparation) for the secondary semester system, its experimental edition 2015-2016.	Technology courses for high school.
Supported tool	
Content analysis card	Content Analysis Tool
Statistical means	
- Duplicates - Percentages - Holste equation	- Duplicates - Percentages - Holste equation
The results of the study reached	
The content of the computer and information technology (general preparation) of the secondary semester system does not comply with the standards of digital citizenship except within the limits of the digital culture, where the digital culture standard achieved the highest rate of 87.08 while the digital security standard achieved the lowest rate of 1.05, as The content did not address any of the criteria (digital availability, digital commerce, digital safety).	Imbalance percentages of the frequency of digital citizenship axes in the content of technology courses for secondary school, where the following ratios showed: - Tenth grade Respect axis 80%, Education axis 0.18%, Protection axis 0.02%. - Eleventh grade Respect axis 67.12%, Education axis 26.44%, Protection axis 6.44%. - The twelfth grade respect axis 51.70%, education axis 36.93%, protection axis 11.35%. A proposed lesson for one lesson in the technology curriculum for 10th grade students was developed.

The aspects of agreement and differences between the two previous studies and this research
Name of researcher, date of study, university, College and Country
Ibrahim - 2019
College of Education for Pure Sciences / Ibn Al Haytham
University of Baghdad, Baghdad.
Objective of the study
- Prepare a list of the indicators of digital citizenship that must be available in the content of the computer book scheduled for second grade intermediate students.
- Analysis of computer book for the second intermediate grade in the Republic of Iraq according to digital citizenship, and thus this research differs from the previous two studies.
Research Methodology
Descriptive and analytical approach and this research agreed with the previous two studies
The sample
The content of the second grade intermediate computer book, after excluding the facades of the chapters, pictures, indexes and questions at the end of each chapter, thus agreed the current research sample with the sample of the previous two studies in the sample textbooks, but differed with them in the study material.
Supported tool
Content analysis tool, so this research agreed with the previous two studies
Statistical means
- Duplicates
- Percentages
-Equation G. Cooper
Thus, this research agreed with the previous two studies in terms of the calculation methods used (iterations and percentages), but it differs from the previous two studies in adopting the Cooper equation instead of Holste equation in finding the coefficient of stability.

The results of the study reached
Addressing the standards of digital citizenship in disproportionate proportions and did not take into account the balance and regulation, as the percentage of standards (digital behavior, digital communication, digital literacy, digital health and safety, digital security), respectively (12.11%,

40.36%, 45.29%, 0.45%, 1.79%) In the content of the textbook, the content of the book omitted standards (digital access, digital laws, digital Trade, digital rights and responsibilities).

Chapter III: Research Methodology and Procedures
First: Research Methodology
    This research adopted the descriptive analytical method ((method of content analysis)) to suit the nature of the research.

Second: The Research Community
    The research community consists of a computer textbook for the second intermediate grade in the Republic of Iraq for the academic year 2018-2019, by the Ministry of Education / Directorate General of the curriculum, as shown in table (2).

Table (2)

Computer textbook scheduled for the second intermediate grade

The title of the book	Edition	Year of publish	Number of chapters	The total number of pages of the book
Computer for Second Grade Intermediate	4th Edition	2014	four	160

Third: The Research Sample
    The sample of this research is the same research community (the content of the computer book for the second intermediate grade).

Table (3)

The names of the chapters and the number of pages analyzed for the second grade computer textbook

The chapter	Name of chapter	No of pages analyzed
Chapter One	Excel	55
Chapter Two	Computer Network	25
Chapter Three	The Internet	21
Chapter Four	E-mail	19
Total		120

Fourth: Research Tool

1-To achieve the research objectives, the researcher adopted a tool to analyze the content of the computer textbook for the second intermediate grade. The following are the steps taken to build this tool:

A-Prepare a list of criteria and indicators of digital citizenship axes to be included in the content of the computer textbook scheduled for the second intermediate grade above, after reviewing a set of specialized literature and previous studies that dealt with topics related to the content analysis of some textbooks and digital citizenship, and thus built the list in its form The preliminary (3) axes, each axis a set of standards, and each standard a set of indicators, which are as follows:

1 - The first axis (self-respect / respect for others): consists of (3) standards and (9) indicators.

2 - the second axis (self-education / communication with others): consists of (3) standards and (10) indicators.

3 - The third axis (self-protection / protection of others): consists of (3) standards and (10) indicators.

Thus, the number of standards (9)and the number of indicators (29) for the three axes.

B- Validity of the list (validation of the analysis tool):

The list was presented in its preliminary form to a group of arbitrators specialized in the fields of curricula, teaching methods, computer science, and methods of teaching science to ensure the safety and validity of the tool, and the extent to which the indicators represent the standard, and modify what is necessary whether delete or change or merge or add, and the researcher adopted (80%) to agree on the amendment, according to (Bloom, 1971), if the percentage of arbitrators agree on the paragraph amount of (75%) and more, it is true (Bloom, 1971: 76), to become the list (analysis tool) in its final three axes of (9) standards and (25) indicators. (3) standards for each axis and (8), (8) and (9) indicators for each axis respectively.

2-Analysis of the computer textbook for the second intermediate grade:

A-   The objective of the analysis: Determine the availability of digital citizenship axes, standards and indicators in the content of the aforementioned computer textbook according to the list of proposed standards and indicators in their final form.

B - Analysis sample: the content of the computer textbook for the second grade average for the academic year 2018/2019 in the Republic of Iraq above.

C - Categories of Analysis: The researcher adopted the list of analysis according to the axes of digital citizenship in its final form.

D - Analysis Unit: adopted the idea unit (explicit and implicit) as a unit of registration to suit the purpose of research and the nature of content, and because it adds new dimensions to the analysis process (Al-Hashemi and Mohsen, 2011: 221).

E - Census Unit: Repetition was adopted as a unit to enumerate the idea for each of the indicators of the above analysis list.

F-Steps of Content Analysis:

• Reading the computer textbook scheduled for the second grade intermediate students to read a preliminary to make a clear picture in the mind of the researcher on what is contained in its content.

• To reinforce the image in the mind of the researcher has read each topic a second reading accurately.

• After the identification of phrases containing ideas (explicit or implicit) are recorded.

• The researcher matched the idea in the phrases with the indicators in the analysis list.

• Unloading the analysis results in the analysis form to get the number of iterations of each indicator in the analysis list according to the idea.

G- Validity of the analysis: To ensure the validity of the analysis, the researcher presented a model consisting of the third chapter of the computer book for the second intermediate grade of the method of analysis to a number of specialists in the fields of curricula and teaching methods, and methods of teaching science who have experience in the analysis of content. This is true of the analysis done by the researcher.

Table (4) shows the analysis of a sample of the subjects of the content of the computer textbook scheduled for the second intermediate students.

Table (4)

Analysis of a sample of the topics of the content of the computer textbook

scheduled for the second intermediate students p (107-108)

S	The idea	Type of idea	No of paper	The axis	Standard	Indicator	No of Indicator
1	The services provided by the Internet are browsing the World Wide Web (WWW).	Honest	107	Self-education / communication with others	Digital communication	Know the pros and cons of digital communication.	9
		Implied	107	self-respect / respect for others	Digital behavior	Encourage learning skills to deal with digital devices and techniques.	1
2	The World Wide Web (WWW) represents a huge number of interfaces and pages that carry different information.	Honest	107	Self-education / communication with others	Digital communication	Know the pros and cons of digital communication.	9
3	Browsers use special programs called web browsers, including Netscape.	Honest	107	Self -education / communication with others	Digital communication	Define multiple digital communication methods.	10
4	Explorer is a web browser.	Honest	107	Self -education / communication with others	Digital communication	Define multiple digital communication methods.	10
5	Mozilla Fir Fox is web browser software.	Honest	107	Self -education / communication with others	Digital communication	Define multiple digital	10

						communication methods.	
6	Chroma Google is a web browser program.	Honest	107	Self -education / communication with others	Digital communic ation	Define multiple digital communication methods.	10
7	Opera is a web browser program.	Honest	107	Self -education / communication with others	Digital communic ation	Define multiple digital communication methods.	10
8	Figure (3-4) Web browsers.	Honest	107	Self -education / communication with others	Digital communic ation	Define multiple digital communication methods.	10
9	One of the services provided by the Internet is the e-mail service, which is one of the strongest and most widely available means available through the network	Honest	108	Self -education / communication with others	Digital communic ation	Know the pros and cons of digital communication.	9
10	E-mail service features sending and receiving from multiple addresses simultaneously.	Honest	108	Self -education / communication with others	Digital communic ation	Know the pros and cons of digital communication.	9
		Implied	108	self-respect / respect for others	Digital behavior	Encourage learning skills to deal with digital devices and techniques.	1
11	E-mail service features do not	Honest	108	Self -education / communication	Digital communic	Know the pros and cons of	9

	require the presence of the receiving person.			with others	ation	digital communication.	
		Implied	108	self-respect / respect for others	Digital behavior	Encourage learning skills to deal with digital devices and techniques.	1
12	Features of the e-mail service.	Honest	108	Self -education / communication with others	Digital communication	Know the pros and cons of digital communication.	9
		Implied	108	self-respect / respect for others	Digital behavior	Encourage learning skills to deal with digital devices and techniques.	1
13	The advantages of the e-mail service The existence of a special PIN for each e-mail address.	Honest	108	Self -education / communication with others	Digital communication	Know the pros and cons of digital communication.	9
		Implied	108	self-respect / respect for others	Digital behavior	Encourage learning skills to deal with digital devices and techniques.	1
14	Features of the e-mail service The possibility of containing messages on the image and sound.	Honest	108	Self -education / communication with others	Digital communication	Know the pros and cons of digital communication.	9
		Implied	108	self-respect / respect for others	Digital behavior	Encourage learning skills to deal with digital devices and techniques.	1
15	Many websites offer a free	Honest	108	Self -education / communication	Digital communic	Know the pros and cons of	9

				with others	ation	digital communication.	
	e-mail account.	Implied	108	self-respect / respect for others	Digital behavior	Encourage learning skills to deal with digital devices and techniques.	1
16		Honest	108	Self -education / communication with others	Digital communic ation	Define multiple digital communication methods.	10
	Figure (3-5) Start accessing electronic accounts	Implied	108	self-respect / respect for others	Digital behavior	Encourage learning skills to deal with digital devices and techniques.	1

H - Stability Analysis: The stability of the analysis tool leads us to the possibility of adopting the tool and the generalization of its results and reliability (AL-Hashemi and Mohsen, 2011: 227), therefore adopted two types of stability to be objective analysis and to reduce subjectivity:

1- Stability through time: by selecting a sample of the content (Chapter III of the computer textbook for the second intermediate grade), and then analyze the sample twice from the researcher with a time interval of (18) days between the two analyzes, as he pointed out (Adams, 1964) to In order for stability to be true, the time between the first and second analysis must be no less than two weeks and not more than three weeks (Adams, 1964: 85), and then balance the results by calculating the ratios of agreement and difference between the two analyzes. To calculate the stability of the analysis, the researcher adopted the G. Cooper formula (Cooper, 1974: 27).

 2 - Stability between different analysts: The researcher gave the same sample (Chapter III of the computer textbook for the second intermediate grade) to specialized analysts. In its final form, and determined the stability of the analysis between the analysts and the researcher, the G. Cooper Cooperator equation was adopted to calculate the stability of the analysis, and Table (5) shows that.

Table (5)

Stability analysis results

Analyst	Agreement ratio	Difference ratio	Stability coefficient
The Researcher through time	0.95	0.05	96.05 %
The Researcher and 1st Analyst	0.88	0.12	86.74 %
The Researcher and 2nd analyst	0.94	0.06	93.4 %

We note from Table (5) that the coefficients of stability are accept-
able, as the coefficient of stability is good if the proportion exceeds 70%
(AL-Dulaimi, 2015: 120).
I-Conducting the analysis: After confirming the validity of the list and the
stability of the analysis, the analysis was conducted according to the ob-
jective of the analysis and the research requirements away from bias and
subjectivity.
Fifth: Statistical Means
 - Frequencies and percentages (computational means).
 - G. Cooper equation (to calculate the stability coefficient of analysis)
(Cooper, 1974: 27).

$$p = \frac{NP}{NP + NPP}$$

It is NP = number of times the agreement,   NPP = number of disagree-
ments.
Chapter Four: Presentation and Discussion of Results
     To achieve the goal of the research must answer the following ques-
tion:
 • What is the percentage of the availability of digital citizenship axes,
standards and indicators emanating from them in the content of the com-
puter book scheduled for second grade students?
 • With regard to the themes of digital citizenship

Table (6)

Frequencies and percentages of the main digital citizenship themes in the content of the second grade intermediate computer textbook

S	Main axes	Repeat	Ratio	Level
1	self-respect / respect for others	54	12.11 %	2
2	Self-education / communication with others	382	85.65 %	1
3	Self-protection / protection of others	10	2.24 %	3
	Total	446	100 %	

It is clear from Table (6) that the content of the book included (446) idea about the axes of digital citizenship distributed between the three axes in varying proportions, and focused attention first place on the axis (self-education / communication with others) by (382) repetition percentage (85.65%) Self-respect / respect for others was followed by (54) with a percentage of (12.11%), while (self-protection / protection of others) received very little attention (10) iterations with a percentage of (2.24%) ranked last.

The researcher believes that the computer book for the second grade intermediate addressed all axes of digital citizenship, but addressed randomly, as he paid great attention to the axis (self-education / communication with others) relative to the rest of the axes, while you see the axis (self-protection / protection of others) He obtained a very small percentage, and figure (1) shows that:
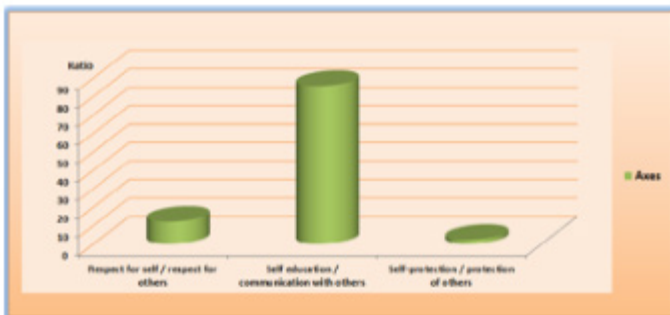

Figure (1)

Percentages of Digital Citizenship Axes in Second Grade Intermediate

Computer Textbook Content (by the researcher)
• With regard to the standards of digital citizenship
The first axis: self-respect / respect for others

Table (7)

Frequencies and percentages in the content of the computer textbook related to the standards of self-respect / respect for others

The axis	Standards	Repeat	Ratio	Level
self-respect / respect for others	1- Digital behavior	54	100 %	1
	2- Digital Access	-	-	-
	3- Digital laws	-	-	-
Total		**54**	**100 %**	

From the observation of table (7) we find that there are (54) ideas in the axis of (self-respect / respect for others), where the standard of digital behavior obtained all the repetitions of this axis by (54) repetitions by a percentage of (100%) for the axis (Self - respect / respect for others), while the authors neglected both the digital access standard and the digital laws.
• Regarding the self-esteem / respect for others indicators:

Table (8)

Frequencies and percentages of the self-esteem / respect for others standards

S	Standards	S	Indicator	Repeat	Ratio	Level
1	Digital behavior	1	Encourage learning skills to deal with digital devices and techniques.	54	100 %	1
		2	Respect other users through modern digital technologies.	-	-	-
		3	Ethics when using digital communication techniques.	-	-	-
			Total	54	100 %	
2	Digital Access	4	Encourage the use of computer labs.	-	-	-
		5	Employment of mobile devices in the educational process.	-	-	-
		6	Using smart devices connected to the Internet.	-	-	-
			Total	-	-	
3	Digital laws	7	Clarify responsibility for actions, download material and share information online.	-	-	-
		8	Demonstrate the limits of expression through digital technologies.	-	-	-
			Total	-	-	

In general, we can comment on the previous results, as we find that the ratios of the containment and representation of the indicators of the standards of the first axis, with the exception of the indicator encouraging the learning of skills to deal with digital devices and techniques of the digital behavior standard, and this may be due to the lack of knowledge of those involved in preparing the content of the computer textbook for students of this stage To the educational awareness required in the inclusion of these indicators, despite their importance and explained by (Ministry of Education, 2009) that one of the objectives of the computer in the field of social and ethical behavior is the importance of knowledge about the acceptance of ethical standards associated with technology and determine the behavior Prohibited and morally prohibited related to the use of electronic technologies, software and other data, in addition to its objectives in the field of knowledge is to introduce students to legal dealing and ethical behavior when using information and techniques and to know the consequences of misuse and behavior outside the law and the formation of a positive attitude towards the use of computers in learning and productive participation and continuous (Ministry of Education, 2009: 8-11). The researcher believes the need to include its importance for the formation of a digital citizen, and this is explained by (Hashish, 2018) that it must be the focus of (self-respect / respect for others) of great importance; because through it we can spread the culture of digital behavior among individuals and full electronic participation in Society, as well as digital responsibility for actions and deeds (Hashish, 2018: 415-417).

 The second axis: self-education / communication with others

Table (9)

Frequencies and percentages in the content of the computer textbook related to the standards of the axis of self-education / communication with others

The axis	Standards	Repeat	Ratio	Level
Self-education / communication with others	4- Digital communication	180	47.12 %	2
	5- Digital literacy	202	52.88 %	1
	6- Digital trade	-	-	-
Total		**382**	**100 %**	

From the observation of table (9) we find that there are (382) ideas contained in the axis (self-education / communication with others); The digital

communication standard came in second place (180) with a percentage of (47.12%), while the book neglected the digital trade standard; it did not get any percentage.

• With regard to the indicators of the standards of self-education / communication with others:

Table 10

Frequencies and percentages of indicators of the standards of self-education / communication with others

S	Standards	S	Indicator	Repeat	Ratio	Level
4	Digital communication	9	Know the pros and cons of digital communication.	110	61.11%	1
		10	Define multiple digital communication methods.	70	38.89%	2
	Total			180	100 %	
5	Digital literacy	11	Correct use of technology.	152	75.25%	1
		12	Encourage sharing of information about digital technologies.	1	0.5%	4
		13	Demonstrate the importance of digital cooperation among individuals to obtain information.	12	5.94%	3
		14	The importance of using digital technologies in society.	37	18.31%	2
	Total			202	100 %	
6	Digital trade	15	Awareness of safe places to exchange sales and purchases within electronic networks.	-	-	-
		16	Demonstrate how to deal with electronic trade.	-	-	-
	Total			-	-	-

In general, we can comment on the previous results, as we find that the proportions of the containment and representation of the indicators of the second axis criteria (self-education / communication with others) are unequal, but all indicators under both the standard of digital communication and digital literacy have been available in good proportions, albeit varying. The reason for this may be due to the awareness of those involved

in the preparation of the content of the computer textbook for students of the second stage with regard to the standards of digital communication and digital literacy to their importance in their eyes, and therefore focused on it, explained (Ministry of Education, 2009) that one of the objectives of the computer is to focus on Improved communication requirements Remote access to networks and Internet software such as browsers, e-mail, etc., as well as the development of computer skills in a proper manner, and dealing with the basic accessories of tools for input and output, and to introduce students to the role of computers in the labor market, and productive participation (Ministry of Education, 2009: 8- 13) citing (Mohammed, 2015), (Sabri, 2005) refers to its importance in building technologically enlightened students, capable of advancing science and technology, involved in making and developing technology (Sabri, 2005: 52-55).

The reason for omitting the inclusion of digital commerce standard indicators in the textbook content is that the authors concerned have failed to take into account their inclusion in the content of the book in proportion to their role and importance, and this is confirmed by (Sharaf and Mohammed, 2014) that individuals using technology should be aware that trade E-commerce has become widespread and rapid through digital technologies and media, so must be aware of the processes, ethics and laws governing them that one must possess during the conduct of e-commerce operations of buying and selling in order to be active users (Sharaf and Mohammed, 2014: 132).

The third axis: self-protection / protection of others

Table (11)

Frequencies and percentages in the content of the computer textbook related to the standards of self-protection / protection of others

The axis	Standards	Repeat	Ratio	Level
Self-protection / protection of others	7. Digital rights and responsibilities	-	-	-
	8. Digital Health and Safety	2	20 %	2
	9. Digital security	8	80 %	1
Total		**10**	**100 %**	

From the note of table (11) we find that there are (10) ideas contained in

the axis (self-protection / protection of others), where the digital security standard got the first rank of the repetitions of this axis by (8) iterations by a percentage of (80%) of the proportion This axis, and the standard of digital health and safety ranked second of the repetitions of this axis by (2) repetitions only by a percentage of (20%) of the proportion of this axis, while the authors neglect the standard of digital rights and responsibilities, as it did not get any percentage.

•   Regarding the indicators of self-protection / others protection:

Table (12)

Frequencies and percentages of the self-protection / protection-axis standard

S	Standards	S	Indicator	Repeat	Ratio	Level
7	Digital rights and responsibilities	17	Demonstrate the limits of freedom to the user in the digital world.	.	.	.
		18	Respect the privacy of others' data and rights.	.	.	.
		19	Respect for intellectual property rights.	.	.	.
	Total			.	.	
8	Digital Health and Safety	20	Disseminating digital health and safety values in the community.	2	100 %	1
		21	Awareness of the mistakes of sitting in the interaction in the digital world.	.	.	.
	Total			2	100 %	
9	Digital security	22	Disseminate the values of digital security to the community.	.	.	.
		23	Statement of the danger of publishing private data.	.	.	.
		24	Urged to avoid entering suspicious and harmful sites.	.	.	.
		25	Teach students how to choose a secure password.	8	100 %	1
	Total			8	100 %	

In general, we can comment on the previous results, as we find that the proportions of the containment and representation of the indicators of the third axis criteria (selfprotection / protection of others) are almost non-existent, as the content of the book omitted the inclusion of indicators of the third axis criteria all except the indicator of the dissemination of digital health and safety values in the community and the definition of students How to choose a password is very small, despite its importance, and this is a guide to the lack of attention to the recent global trends related to the indicators of this axis, this may be due to lack of knowledge involved in the preparation of the content of the computer book for students of the second

stage of the importance of rights standards Digital responsibilities and digital health and safety and digital security, as confirmed by (Adibes, 2018), citing (Al-Qahtani, 2018) that access to the Internet is a human right in this digital world, and countries should enable individuals to access it without restrictions However, the important point is to provide rights for each user, so learners today in particular to give them a clear understanding of the desired behavior (such as property rights to their work, and the right to freedom of expression without exceeding certain limits). In addition to the rights come with digital responsibilities to be a digital citizen and productive and effective, in terms of digital health and safety, many studies have indicated that individuals have many diseases (physical, psychological and social) because of spending a long time in the world of digital technology, so learners need guidance Continuing to use technology responsibly in sound work environments and to spread awareness and culture about the healthy use of technology, as well as digital security, learners should know the most important preventive measures to ensure their personal safety and the security of their networks. Guided control mechanisms to be aware of the implications of digital security to protect them from a threat to their security (AlQahtani, 2018: 67-70).

In the opinion of the researcher, the content of the computer book scheduled for the second intermediate students dealt with the criteria of digital citizenship in unequal proportions, and did not take into account the balance and organization, where both the standard of digital literacy and digital communication had the highest percentage (good), followed by the standard of digital behavior, while each of the Digital security and digital health and safety are very small, and the content of the textbook omitted both the digital access standard, digital laws, digital commerce, and digital rights and responsibilities. The researcher believes that the reason for this is the lack of clear and systematic planning in advance how to include these standards in the content of the computer book and the absence of coordination, balance and integration as a result of lack of access to global applications and Arab experiences in the design and construction of curricula, Figure (2) shows the percentage of availability of digital citizenship standards in the computer book For the second intermediate grade.

Figure (2)

Standards of Digital Citizenship Axes in the Content of the Second Grade

Intermediate Computer Textbook (Prepared by the Researcher)

Conclusions:

1 - The focus of the content of the textbook computer for the second grade intermediate on the axis (self-education / communication with others) at the expense of other axes.

2 - Lack of sound scientific method based on systematic planning in the inclusion of digital citizenship standards in the content of the computer textbook for the second grade intermediate.

3 - Not to take into account the balance in the inclusion of digital citizenship standards in the content of the computer textbook for the second grade intermediate, as it should not override the standard of the rest of the standards.

4 – Not to have those involved in the preparation of the scientific content of the aforementioned computer writers on the experience and competence to include all standards of (digital access, digital laws, digital commerce, digital rights and responsibilities) In addition, they failed to include (digital security, digital health and safety) for a very small percentage.

Recommendations

1-The need to enrich the computer curricula with the standards of digital citizenship in order to face the contemporary technological challenges within the digital world.

2- Preparing training programs for teachers (faculty members) to acquire the standards of digital citizenship of thought and behavior to be reflected in their dealings with students in the digital world.

3-Raise awareness of the importance of digital citizenship standards among learners and train them practically on the skills of dealing with modern digital technologies and provide them with the appropriate means and methods that enable them to take the appropriate solution in case of exposure to electronic blackmail.

4-Activating the role of computer labs in the educational learning process.

5-The need to spread and educate students of the potential risks as a result of the wrong use of the Internet.

Proposals

1-Analytical evaluation study for computer writers for the preparatory stage according to the standards of digital citizenship.

2-A proposed program for the development of digital citizenship standards for middle school students.

3-A comparative study between the content of computer books in Iraq and another country according to the standards of digital citizenship.

Sources

First: Arabic References

-        Bahri, Mona Younis (2012): The Educational Curriculum (Foundations and Analysis), 1st Edition, Safaa Publishing House, Amman.

-        Tamimi, Awad Jassim Mohammed (2011): Methodology and book analysis, 2nd Edition, Hawraa Press, Baghdad.

-        Al-Jazzar, Hala (2014): "The role of the educational institution in instilling the values of digital citizenship as a proposed concept", Arab Studies in Education and Psychology ASEP, No. 56, 385-418.

-        Al-Jaafari, Maher Ismail (2010): Curriculum of its philosophy - its construction - evaluation, 1st Edition, Dar Al Yazouri Scientific Publishing and Distribution, Amman.

-        Hashish, Nisreen Yousri (2018): "Digital Citizenship Skills Needed for Basic Education Students", Dirasat Journal of University Education, No. 39, 409-427.

-        Al-Dulaimi, Ihsan Alaiwi (2015): Educational and Psychological Tests and Standards, 1st Edition, Bab Al-Muadam Press, Baghdad.

-        Al-Dahshan, Jamal Ali (2016): "Digital Citizenship is an Introduction to Arab Education in the Digital Age", Journal of Criticism and Enlightenment, No. 5, 71-145.

-        Al-Dahshan, Jamal Ali and Hazza Abdul-Karim Al-Fuwaihi (2015): "Digital Citizenship is an Introduction to Helping Our Children to Live in the Digital Age", Journal of Psychological and Educational Research, No. 30, V.4, 1-42.

-　　　Dawaba, Ahmed Said Ahmed (2018): Analysis of technology courses for the secondary stage in the light of the values of digital citizenship and a proposal to enrich it, Master Thesis (unpublished), Islamic University, Faculty of Education, Gaza.

-　　　Al - Zind, Walid Khudair and Hani Hattal Obeidat (2010): Educational curricula implemented, evaluated, developed, 1st Edition, the world of modern books, Irbid.

-　　　Sharaf, Sobhy and Mohamed El Demerdash (2014): Digital Education Standards and their Application in Curricula, 6th Annual Conference 2014, 129-147, Menoufia University, Egypt.

-　　　Shakoura, Hana Hassan Ahmed (2017): The role of secondary school teachers in Gaza governorates in promoting digital citizenship to face the phenomenon of cultural trinity among students and ways to activate it, Master Thesis (unpublished), Islamic University, Faculty of Education, Gaza.

-　　　Taima, Rushdi Ahmed, Ahmed Mahdi Abdel Halim, Abdul Hai bin Ahmed Sobhi, Mahmoud Kamel camel and Suleiman Al-Khodari Sheikh and Mohamed Amin Mufti and Helmi Ahmed Al-Wakil and Ali Ahmed Madkour and Abdul Latif Safi Al-Jazzar and Aida Abdel Hamid Sorour and Mohammed Al-Sayed Ali Al-Kesbani and Gharib Bin Zaher Ismail and Bader Mohammed Justice (2011): Contemporary Curriculum Founded, Constructed, Organized, Developed, 3rd Edition, Al - Masirah Publishing House, Amman.

-　　　Al-Titi, Mohammad, Aoun Khasawneh, Munir Arifaj, Fadwa Musa, Salih Khattab, Adnan Al-Hassoun, Samar Al-Aghbar and Latifa Ayesh (2013): Introduction to Education, 4th Edition, Al-Masirah Publishing House, Amman.

-　　　Olayan, Shaher Rebhi (2010): Natural Science Curricula and Methods of Teaching Theory and Practice, 1st Edition, Al-Masirah Publishing House, Amman.

-　　　Issawi, Raheef Nasser Ali and Dawood Abdul Salam Sabri and Zainab Hamza Raji (2012): curriculum and textbook, 1st Edition, Office of Noor Hassan, Baghdad.

-　　　Al-Ghulath, Nisreen Bint Nasser (2016): Analysis of the content of the course of computer and information technology (general preparation) for the secondary semester system in the light of digital citizenship standards, Master Thesis (unpublished), Imam Muhammad bin Saud Islamic University, Riyadh.

- Al-Qahtani, Amal Safar (2018): "The extent of embedding the values of digital citizenship in the curriculum of teaching techniques from the perspective of faculty members", Journal of the Islamic University of Educational and Psychological Studies, V.26, No. 1, 57-97.

- Mohammed, Afrah Yassin (2015): "Building an educational program _ learning according to the concepts of renewable energy and nanotechnology and its impact on technological enlightenment and ethical scientific awareness among students of the Department of Chemistry", PhD thesis (unpublished), University of Baghdad, College of Education for Pure Sciences / Ibn al-Haytham , Baghdad.

- Mohammed, Wael Abdullah and Reem Ahmed Abdel Azim (2012): Analysis of the content of the curriculum in the humanities, 1st Edition, Dar Al-Masirah for Publishing, Distribution and Printing, Amman.

- _____ (2018): School Curriculum Design, 2nd Edition, Al-Masirah Publishing House, Amman.

- Al-Madhoun, Yahya Ibrahim (2012): The role of electronic journalism in promoting citizenship values among university students in Gaza governorates, Master Thesis (unpublished), Al-Azhar University, Gaza.

- AL-Mallah, Tamer (2017): Digital Citizenship Challenges and Hopes, 1st Edition, Al-Sahab Publishing House, Cairo.

- Al-Naoushi, Qasem (2010): The use of ICT in education, 1st Edition, Wael Publishing and Distribution, Amman.

- AL-Hashemi, Abdul Rahman Abdul and Mohsen Ali Attia (2011): analysis of the content of the curriculum, 1st Edition, Dar Safaa for publication and distribution, Amman.

- Ministry of Education (2009): Objectives and Vocabulary of Computer Curriculum, Republic of Iraq.

Second: Foreign Sources

- Adams, G.S. (1964): Measurement and evaluation in education, psychology, and guidance. Holt, Rinehart and Winston.

- Bloom, B. S. (1971). Handbook on formative and summative evaluation of student learning. New York.

- Gooper, J. (1974): Measurement and Analysis of Behavorial Techniques, Columbus, chio, Charles, E. Mcrill.

- Kaya, A., & Kaya, B. (2014). Teacher candidates' perceptions of digital citizenship Öğretmen adaylarının dijital vatandaşlık algısı. Journal

of Human Sciences, 11(2), 346-361.

-       Michael, S,D. (2010). Ifenthalerpedro Isaias, Kinshuk. Demtrios Sampson Eitors: Learning and Instruction in the digital Age. Springer New York, Dordrecht Heidelberg London.

-       Ribble, M. S., & Bailey, G. D. (2004). Digital citizenship focus questions for implementation. Learning & Leading with Technology, 32(2), 12-15.

-       Ribble, M. S., Bailey, G. D., & Ross, T. W. (2004). Digital citizenship: Addressing appropriate technology behavior. Learning & Leading with technology, 32(1), 6-12.

-       Ribble, Mike & Bailey, Gerald. (2007)."Digital citizenship in schools", International Society rof Technology in Education, USA, Washington, Dc.

-       Ribble, M. (2015). Digital citizenship in schools: Nine elements all students should know. International Society for Technology in Education.

-       Ribble, M., & Miller, T. N. (2013). Educational Leadership in an Online World: Connecting Students to Technology Responsibly, Safely, and Ethically. Journal of asynchronous learning networks, 17(1), 137-145.