Rogue One-shots: Teaching the networked student in new formats

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Penn State University
PaLA Teaching, Learning, & Technology Spring Webinar
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1. Why privacy literacy?
2. Privacy Workshop Series at Penn State Berks
3. Possibilities in privacy literacy programming
Why Privacy Literacy?

- Shared interest in privacy literacy
- Neglected topic in IL instruction
- Opportunities:
  - FYS workshop series started Fall ‘17
  - Student Affairs partnership
- Scaffolded approach leveraging both curricular and cocurricular partnerships
Privacy literacy enables the exercise of privacy rights in the same way that textual literacy enables the exercise of speech rights (Keizer, 2012, p. 2)
Privacy literacy defined

A suite of knowledge, behaviors, and critical dispositions regarding the information constructs of selfhood, expressive activities, and relationships, privacy literacy is related to information literacy, and addresses many of the metaphysical and social dynamics of information (Hartman-Caverly & Chisholm, forthcoming *IFLA Journal*).
Implementation - Challenges & Opportunities

- Scaffolded & interconnected series that also serve as free-standing, individual workshops
- Integrated both in curricular & co-curricular settings
- Targeted to a wide range of students - from first-year to student leaders to career seeking seniors
- Outcomes achieved through active learning & metacognitive activities
Privacy Workshop Learning Outcomes

Focus on privacy in the present

Students will be able to:

1. recognize how their personal data and metadata are collected, along with the potential implications of such data collection
2. assess how their data is shared and make informed, intentional choices to safeguard their privacy
3. identify privacy issues facing our society
4. describe the positive case for privacy as a human right fundamental to individual well-being

Privacy Workshop Guide: https://guides.libraries.psu.edu/berks/privacy
Exploring Personal Data Collection

Three types of data:

1. **Consciously given data** - your name, email, date of birth.
   ○  ACTIVITY = reflection stations
2. **Automatically monitored data (a.k.a. metadata)** - where you log in from, what time you do it, where else you visit on the web.
   ○  ACTIVITY = explore web browsers & ad profiles
3. **Modeled data** - predicted from other data, such as your quantified attractiveness or trustworthiness.
   ○  ACTIVITY = case studies

Digital Leadership Workshop Learning Outcomes

Focus on privacy in the future

Students will be able to:

1. recognize that online behavior is persistent and there is no guarantee that it will remain private (despite privacy settings)
2. anticipate how perceptions of their online behavior can impact their personal and professional opportunities and make informed, intentional decisions regarding their activity
3. align their online activity within the context of their future profession
4. model constructive online behaviors as student leaders and future professionals

Digital Leadership Workshop Guide: https://guides.libraries.psu.edu/berks/DigitalLeadership
Find a link relevant to your career goals/major on the workshop guide: https://guides.libraires.psu.edu/berks/Digital Leadership

Explore the social media guidelines & policies of your profession/field.

What surprised you?

How do your current behaviors & actions on social media hold up in comparison?

What will you continue? What will you alter/change?
Digital Shred Workshop Learning Outcomes

Focus on privacy in the past

Students will be able to:

1. reflect on and describe their digital privacy priorities in order to articulate the benefits and risks of their digital dossier
2. apply a growth mindset to critically examine their current data exhaust // digital footprint and recognize when change is needed
3. develop a Personal Data Integrity Plan that makes routine the process of auditing and updating their digital dossier in alignment with their privacy values
4. describe “digital shred” and its importance

Digital Shred Workshop Guide: https://guides.libraries.psu.edu/berks/DigitalShred
Developed with Alexandrea Glenn, reference & instruction librarian, Susquehanna University
# Digital Shred Damage Assessment

Imagine your personal accounts are infiltrated by a hostile intelligence asset (or maybe just your kid sister) who exfiltrated sensitive information about you! Use this framework adapted from Intelligence Community Directive 748: Damage Assessments, to identify your risks and plan corrective actions.

<table>
<thead>
<tr>
<th>Identify Vulnerabilities</th>
<th>Evaluate Impact of Disclosure</th>
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<tbody>
<tr>
<td>What risky digital behaviors do you engage in? (e.g., store passwords in browser, phone not password protected, public social media posts, sensitive browsing, etc.)</td>
<td>What sensitive data do you generate? (e.g., social media posts, browsing history, shopping history, etc.)</td>
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<table>
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<tr>
<th>Estimate Damage</th>
<th>Assess Risks</th>
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</thead>
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<tr>
<td>What are some worst-case scenario consequences of your data breach? (e.g., get fired, lose scholarship, hurt others' feelings, breakup relationships, etc.)</td>
<td>What is the likelihood of a data breach occurring? Consider ranking your accounts or activities from most to least vulnerable. (e.g., Twitter - high risk because password stored in browser; PSU email - low risk because 2FA enabled.)</td>
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<tr>
<th>Plan Corrective Action</th>
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<tr>
<td>What could you do differently to manage risky digital behaviors or repair damage? (e.g., set social media to private, delete old content, deactivate zombie accounts, be a kinder human 😊 etc.)</td>
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**Image courtesy of Unsplash**
# Personal Data Integrity Plan

Plan ahead and make a routine process of auditing & updating your digital dossier / online presence. [https://guides.library.psu.edu/berks/digitalshrd](https://guides.library.psu.edu/berks/digitalshrd)

<table>
<thead>
<tr>
<th>Account / Product / App</th>
<th>Priority / risk level</th>
<th>Audit Frequency</th>
<th>Next Step Resources</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Smartphone</td>
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<td>Circle one:</td>
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<tr>
<td>iPhone</td>
<td>High</td>
<td>Based on your determined risk level, set a schedule for periodic audits (i.e., bi-annually, monthly, weekly, DELETE, etc.). Set reminders to hold yourself accountable.</td>
<td><a href="https://sites.ssu.edu/digitalshrd/category/toolkits/smartphone/">https://sites.ssu.edu/digitalshrd/category/toolkits/smartphone/</a></td>
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<tr>
<td>Android Other:</td>
<td>Neutral</td>
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<td>Web Browser</td>
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<td>Circle one:</td>
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<tr>
<td>Firefox</td>
<td>High</td>
<td></td>
<td><a href="https://sites.ssu.edu/digitalshrd/category/toolkits/web-browsers/">https://sites.ssu.edu/digitalshrd/category/toolkits/web-browsers/</a></td>
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<tr>
<td>Chrome Other:</td>
<td>Neutral</td>
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<td>Social</td>
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<td>Facebook</td>
<td>High</td>
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<td>Instagram</td>
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<td>Twitter</td>
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<td>Snapchat</td>
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<td>Other:</td>
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Focus on privacy across the lifespan - bringing together the past, present, & future by finding a balance of technology & wellness

Students will be able to:

1. evaluate & outline their digital wellness priorities
2. recognize that their relationship with technology can have real world impact on their personal well being, including relationships, mental health, & professional aspirations
3. align their online activity & habits within the context of their wellness goals
4. model constructive online and offline wellness behaviors as individuals, student leaders, and future professionals

Digital Wellness Workshop Guide: http://guides.libraries.psu.edu/Berks/DigitalWellness
Privacy Programming Development
Tips for Developing Privacy Literacy Programming

● Holistic approach
  ○ Privacy is a value system before it is a technology (Hartman-Caverly & Chisholm, forthcoming IFLA Journal)

● Control paradox (Brandimarte, Acquisti, & Loewenstein, 2012)
  ○ Focus on context over method - the why not the how

● Listen & learn
  ○ Participants bring their own experiences, values, & knowledge
CREATE YOUR OWN PRIVACY PROGRAM!

Digital Shred Privacy Literacy Toolkit: sites.psu.edu/digitalshred

Share your work:
- ACRL Sandbox: digital privacy
- Project CORA: privacy
Next Steps in Privacy Literacy

1. **Programming**: develop, share, repeat

2. **Study** (forthcoming, *IFLA Journal*): Privacy literacy instruction practices in academic libraries: Past, present and possibilities

3. **Qualitative study**: follow-up study on privacy literacy
Call for Participation!

Interested in participating in our follow-up qualitative study? Are you...

1. An academic librarian?
2. With teaching / instruction duties?
3. Already teaching privacy literacy topics?

If you answered ‘yes’ to all three questions, contact us!

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How might you integrate privacy literacy into your instruction/work?
Questions?

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/pсу-il-badges/

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Digital Shred Privacy Literacy Toolkit:
https://sites.psu.edu/digitalshred/

Connect!  @Digital_Shred