

Cultivating Digital Identity: Activity

Share questions, actions and activities that can help students cultivate digital identity.

Pertaining to...	Digital Privacy	Social Media	Digital Presence	Other digital concerns?
Concerns and Challenges	-What the student submit for Open assignment may impact their future -Apathy around why privacy matters -the difficulty/effort required in switching to "privacy first" digital habits/tools - We've been conditioned to either not care about privacy, or think cheaply of it (e.g. it's worth giving up just for convenience) - Choosing passwords that are easy to remember instead of worrying about security; using the same password for different accounts - It may seem to be an easy tradeoff to give data so that we can use certain tools & platforms for free. It would be helpful to learn more about the pitfalls of	- Students believe they should be able to share whatever they want on their social media -No thought of consequences or future retribution. -How do we create a space where people from across the political spectrum can engage in a respectful way? Rather than different polarized social media spaces. - The contradictory nature of much social media. It can be toxic and discriminatory for sure - it can also provide important spaces for many marginalised groups. How do we navigate this complexity? - Often gives the impression that other people's lives are great; sets unrealistic expectations of what life is actually like	- Some students do not want to engage online or share anything about themselves -What age does it make sense to begin engaging children online with education tools? - A lot of students choose not to have a digital presence. For a lot of companies at the time of hiring this is a red flag, if they cannot find anything on the applicant online. How can we help students to get around this issue? - How much of an online presence is actually part of the students persona - Balance protecting students' privacy with establishing a public presence/audience for writing e.g. blogging assignment -I don't have much to say online, but feel like if I don't, I am somehow	- Until women and BIPOC have equitable safety online, I think it is not ethical for us educators to require participation in public online spaces. - Concerns that what I posted today (what I have thought through) would be inappropriate sometime in the future, then may have an impact on me. - Trying to balance encouraging open pedagogy and new teaching methods/approaches with concerns about security and privacy -Just because something is posted in a closed or private setting, it doesn't mean that it won't someday end up public (someone else in the group can copy the information/ take a screenshot and share it)

	such a tradeoff (it's not just about getting more relevant ads).	- Misconceptions about social media platforms being a "town square" or related to freedom of speech, when really they are platforms owned by businesses	not legitimate - there is a kind of hegemony of the social media space over all other forums/spaces of engagement. How do we value silence?	
Approaches	- Giving a choice for assessment for students. Not forcing students to use open assignment if it is not an option Students can post drafts for peer feedback (and support) in the LMS, before posting to their blogs - spreading awareness actively about digital safety and privacy tools, coaching others on what settings/tools to use (e.g. Brave browser, Social media privacy account settings, Browser extensions) - Demonstrations about how much of them is known by large companies (mentioned earlier in this presentation) - "The White Hatter" presentations to students on digital privacy/engineering (Darren Laur)	- give examples of some of the recent issues with famous individuals and what has become of them due to 'dumb' social media engagement - Social Media is where everyone can be a media, it can have consequences, but at the same time, has tons of benefits. It is really important how to use it. - Consider not asking students to be involved in social media when designing assessment activities - Teach 'bridging' skills so people can communicate across differences. - Help people understand their rights when employers interfere with private freedom of expression on social media - teachers and public figures needing	- Use a credit card analogy -- you build credit by "using" it. People will google you anyway - what do you want them to find? - Embedding info on privacy and social media into structured, pre-built starter portfolios: https://bstudentportfolio.template.trubox.ca/ Building or own resources to engage our community on digital ethics and practice: https://digitaldetox.trubox.ca/ Piloting an "observatory" on surveillance in academia: https://aftersurveillance.net/observatory/ - Acknowledging the importance of digital world these days, that is creating trends, making changes, it is not all about being worried, but also being effective, having a voice, knowing what is going on	Using a Trauma-informed approach to create just, equitable spaces where the student is in control - Provide choices for students on how they want to engage online (part of UDL actually) - The internet is forever... most don't understand that concept. Need to pressure gov't to bring in Euro-type law "Right to be Forgotten" Use search features to find information from multiple platforms so students can see how tracking happens. - Integrating positionality statement practice into teaching and learning in digital transformation era - Students do understand more about privacy and risk than we give them credit for, but so much of their lives and social lives are on the line that they are willing to make those risks even though they are nervous about the possibilities. They do really want to know how to

		special guidance		balance those things. -Lots of great work being done to break down the broad statements about what is good and bad, which are often perceived by students to be unrealistic statements, to capture more nuance and reality of online uses. Amy Orben's Digital Diet metaphor is a great, accessible starting place for those conversations with students, and to help them make decisions based on themselves, their purposes, the risks, and the contexts of the use
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