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Lesson Plan for LIBR 535

**What is your Digital Tattoo?**

**A highly visible and hard to remove mark both on and offline.**

**Lesson Details-**

Starting on October 2012 one billion people actively use facebook.[[1]](#footnote-1) This equates to one seventh of the population of the world. While this statistic seems shocking to those who recall life pre-social networks to the incoming class of 2017, it reads like common sense. For those born in the years 1995 or 1996, Facebook has been in existence for nearly half of their lifespan. The online world has been a key part for most incoming freshmen since elementary school. This entire time they have been creating and developing an online presence. This digital footprint remains online even if it has been so long since creation that the user doesn’t know it exists. Children are becoming adults with ever growing online trails. For the majority of these young adults their internet past will reveal nothing other than mild embarrassment. However, many others may tarnish their reputation before they have a chance to build it. Teenagers and young adults might not realize the impact their life online will impact what they wish to pursue as adults. I work for the Digital Tattoo Project[[2]](#footnote-2) which is funded by the University of Victoria and UBC learning commons. I worked with a team on creating a streeters style interview video. While interviewing undergraduates from around UBC, we were shocked to discover the disconnect between the older third and fourth year students and the first years. The older students knew what information could be found about them online perhaps because they were considering the job market after graduation. The first year students had less of a concrete idea about what would happen if we googled their name. This disconnect is why it is so important to teach first year undergraduate students the tools needed to prune their digital identity for a professional future. Understanding informative accurate sources is a tricky concept for many high school and undergraduate students. Information literacy skills can also be used to educate students about their own presence online, critical thinking and trustworthiness applied to privacy features. This lesson will unite information literacy and social responsibility while preparing students for opportunities after graduation.

**Purpose-**

This instructional workshop aims to build awareness the importance of a positive digital identity in incoming university undergraduates. The workshop will teach students how to learn more about the digital footprint they create everyday, how to clean up said footprint, and finally how to use your internet reputation as positive publicity. This will be achieved by engaging with case studies, instructional media, discussion and allowing students to experiment with their own technology such as smart phones, tablets and laptops.

**Objectives-**

1. Students will understand the term “digital identity” and what contributes to its creation.

2. Students will discover what their own personal digital identity (or lack thereof) might look like from an outside perspective.

3. Students will gain a critical perspective about the persona they are choosing to share with the world.

4. Students will learn about technology like geotagging, wireless security and how to protect their mobile devices.

5. Students will learn how to create digital portfolios and what resources UBC offers.

**Assessment-**

Students who attend this workshop should have an awareness of the trail they are leaving behind them on the internet. They are not expected to withdraw from the internet or completely change the way they interact online. With the completion of this workshop students will be able to write an articulate assessment of their digital footprint and what changes (if any) they plan to make in their online lives.

**Lesson Activities-**

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| **Activity**  | **Resources Used** | **Est. Time** |
| **Introduction**As this is a standalone workshop there will not be any pre required readings. Students will be seated at tables in groups of 4-8 to aid discussion.Warm up questions will be randomly placed on the tables to encourage students to get to know each other and start thinking about the material. * What age did you first join a social network and which?
* What do you primarily use the internet for academic or social? Why?
* Have you ever learned “too much” about a oversharing friend?
* Do you think social networks are here to stay? What might they look like in 20 years? etc..

Bringing students back show the Arthur C. Clarke[[3]](#footnote-3) interview and tie back to the warm up questions.Activity Have the students pair off and then use their phones or computers to google their partners name. If they are uncomfortable doing this they can google the teachers. What did their partner find? Was it surprising?  | Students will be encouraged to bring a smartphone, laptop or tablet.TeacherPre written questions Powerpoint slides with internet connection and projector.  | Questions and clip ~10Activity and discussion~10Total~20 |
| **Concept Development** The students will be taught the term “Digital Identity” and how they continually create it both intentionally and unintentionally. **Intentionally** * Social Media - Onion Clip[[4]](#footnote-4), review Facebook graph search and privacy settings. Other types of social media will be discussed such as Twitter and snapchat focusing on how they can learn about and control privacy settings.
* Digital portfolios, what they are and what resources UBC offers to help students create them[[5]](#footnote-5).

**Unintentionally*** Wi-fi security, different strategies hackers use on unsecured connections.
* Geotagging, show examples such as checking in on Foursquare and unknowingly being tagged on FB.

Throughout students will be encouraged to follow along on their own devices and ask questions. There will be two discussion breaks after the section on social media and that of intentional geotagging. The questions for discussion are: Does this generation share too much online and is it within the rights of the a potential employer to “snoop” a candidate online?  | Students will be encouraged to bring a smartphone, laptop or tablet.Teacher Powerpoint slides with internet connection and projector. Include screencasts of Facebook graph search. | Intentionally~20Unintentionally~ 20Total ~40 |
| **Summary** It is important for the teacher to emphasise that the point of this workshop is not to scare students away from the internet but instead to make them think critically about what information they make available on the web. Open the conversation up for questions and debate. As if the Clarke video took on a deeper meaning for the students after examining online communication.  |  | ~5 |
| **Student Reflection**After the workshop the students will be asked to write a short assignment explaining the digital footprint they have thus completed and what they hope to create in the future. Students will need to show an understanding of the importance of privacy settings, security when it comes to maintaining a positive online identity. The assessment should be emailed back to the instructor after a week in order to receive a certificate of completion which is hopefully required by the students faculty.  | Teacher needs to bring assignment sheets to class.  | During student time |

**References-**

*ABC Clarke Predicts the internet and PC*, ABC, May 29, 1979. Accessed February 2013. http://commons.wikimedia.org/wiki/File:ABC\_Clarke\_predicts\_internet\_and\_PC.ogv?

*Digital Tattoo,* UBC. Accessed February 2013. digitaltattoo.ubc.ca.

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[*Report: Every Potential 2040 President Already Unelectable Due To Facebook*](http://www.theonion.com/video/report-every-potential-2040-president-already-unel%2C27963/)*,* The Onion.com, Accessed February 2013. http://www.theonion.com/video/report-every-potential-2040-president-already-unel,27963/.

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1. Jemima Kiss, “Facebook hits 1 billion users a month”, *The Guardian,* October 4th, 2012. http://www.guardian.co.uk/technology/2012/oct/04/facebook-hits-billion-users-a-month [↑](#footnote-ref-1)
2. digitaltattoo.ubc.ca [↑](#footnote-ref-2)
3. *ABC Clarke Predicts the internet and PC*, ABC, May 29, 1979. http://commons.wikimedia.org/wiki/File:ABC\_Clarke\_predicts\_internet\_and\_PC.ogv? [↑](#footnote-ref-3)
4. [*Report: Every Potential 2040 President Already Unelectable Due To Facebook*](http://www.theonion.com/video/report-every-potential-2040-president-already-unel%2C27963/)*,* The Onion.com, http://www.theonion.com/video/report-every-potential-2040-president-already-unel,27963/. [↑](#footnote-ref-4)
5. http://elearning.ubc.ca/toolkit/eportfolios/ [↑](#footnote-ref-5)