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Small TLEF Project – Proposal Form

All proposals must be submitted by 3:00 pm on November 18, 2016

- Before proceeding, please read all TLEF criteria and application instructions at: <http://tlef.ubc.ca>
- Applications should be written in language understandable to a non-specialist.
- The online application system is plain text. You will not be able to add tables, graphs, or charts in your proposal.
- Click "**Save My Work**" to save your work before logging out.
- Click "**Save & Exit**" only when all questions are completed (you will submit at a later step).
- Your Department Head, School Director, or equivalent must indicate support for the proposal through the TLEF online application system before you can submit your proposal.

Project Title (200 characters max.)

Do not use all-caps.

Your Professional Digital Identity: Case Studies from the Digital Tattoo Project

Principal Applicant

For administrative purposes, there must be one Principal Applicant only and she/he should be a full-time UBC faculty or staff member. A UBC student may also apply as a Principal Applicant provided there is at least one co-applicant who is a full-time UBC-V faculty member who will act as a co-principal signatory.

Principal Applicant's name	Julie Mitchell
Principal Applicant's title(s) (e.g. Assistant Professor, Instructor, Professor of Teaching, etc.):	Assistant Director, IKBLC
Principal Applicant's primary (UBC) email address:	julie.mitchell@ubc.ca
Principal Applicant's role:	Faculty
Principal Applicant's Faculty, College, or administrative unit:	Library
If you selected Other above, please specify:	(No response)

Principal Applicant's Department, School, or unit:	Irving K. Barber Learning Centre, UBC-V
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Other Applicants

Please indicate all other applicants' name as well as corresponding title(s), affiliation(s), and email, separated by commas (e.g. Jane Doe, Associate Professor, History, Faculty of Arts, jane.doe@ubc.ca).

- John Yamamoto, Program Coordinator, Practicum & Field Experience (Secondary) Teacher Education Office, Faculty of Education, john.yamamoto@ubc.ca

- Alex Kuskowski, Learning Services Librarian; Strategic Co-lead, Digital Tattoo Project, Irving K. Barber Learning Centre UBC-V, alex.kuskowski@ubc.ca

- Cindy Underhill, Strategist: Learning Resource Design ; Strategic Co-lead, Digital Tattoo Project, Centre for Teaching, Learning and Technology UBC-V, cindy.underhill@ubc.ca

- Kathleen Schaeffer, Librarian, Outreach and Instructional Services Coordinator ; Strategic Co-lead, Digital Tattoo Project, Faculty of Information University of Toronto, kathleen.scheaffer@utoronto.ca

- Rob Kim, Student Engagement Advisor, Centre for Student Involvement and Careers, UBC-V, rob.kim@ubc.ca

Department Head & Email Address

The Principal Applicant's Department Head, School Director, or equivalent must indicate support for the TLEF proposal using the online application system before the Principal Applicant can submit the proposal.

Please provide the name, department/school/unit, and primary UBC email address of your Department Head who will need to indicate support for this project. The email provided will be used to invite your Head to review and approve the proposal in the online application system. To ensure your Department Head has reasonable time to review your proposal, you should seek their support well in advance of the deadline for submission.

Name	Department/School/Unit	Primary (UBC) Email
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	Lea Starr	Research Services, Irving K. Barber Learning Centre, UBC-V	lea.starr@ubc.ca
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Project Budget

Please Note: The Central funding cap for the entire duration of the project is \$50,000.

This project is (please select one of the options):

New Small TLEF Project

Funding being requested from TLEF in 2017/2018:	11,478
Indicate any funding from other sources being applied to this project:	5172

If this is a request for a NEW TLEF project, please provide the following information:

Future TLEF requests are anticipated for this project

Future TLEF requests anticipated for this project:

	Fiscal Year (i.e. 2018/2019; 2019/2020)	Dollar Amount
	2018/2019	11,478

If this is a request for CONTINUED funding, please provide the following information:

Title of previous funded project:

(No response)

Historical TLEF funding for the project:

	Fiscal Year (i.e. 2015/2016; 2016/2017)	Dollar Amount

Future TLEF requests anticipated for this project:

	Fiscal Year (i.e. 2018/2019; 2019/2020)	Dollar Amount

If applicable, please list any other existing TLEF-funded projects currently held by the Principal Applicant:

(No response)

Project Summary (150 words max.)

Describe your project in a manner that is accessible to wide readership. If your proposal is successful, this summary may be publicized on the UBC website.

The Digital Tattoo project is a collaboration between students and the UBC Library, UBC’s Centre for Teaching, Learning and Technology, the University of Toronto’s iSchool . Our goal is to provide resources that support students in making informed decisions about their digital identities and data ownership. Initially developed with a TLEF grant (in 2009), the project is currently sustained with funding from the I. K. Barber Learning Centre and in-kind support from our collaborators. Requested funds will extend the reach and impact of these resources by developing case studies for students in professional programs, where they are widely used as a learning resource. Over 2 years, this pilot will be leveraged to develop a collection of open case studies to support graduates in Education, Law and Health Sciences. This year, we will build on our existing relationship with the Teacher Education Program to develop and pilot while identifying collaborators in the disciplines of Law and Health Sciences for an expanded project in year 2.

Students Impacted by the Project

Please fill in the following table with all known courses and sections that will be impacted by your project and in which academic year (e.g. HIST 101, 002, 2017/2018, Sep).

	Course Code	Section	Academic Year	Term (Sep/Jan/May)

If your project does not pertain to a specific course(s), briefly describe the overall student impact in the academic year(s).

This project extends across and outside the curriculum - though individual faculty may choose to embed the resources in a course in some way - as the Teacher Education Program has done.

We expect the direct impact to be as follows:

UBC students: 600 teacher candidates; We will pilot the case studies in professional program seminars with prospective teacher candidates. We have been offering these seminars for the past several years.

Public (as OERs): 22,000 + annual website visitors. Since 2008, 73,480 users have logged 95,188 sessions.

How many students do you estimate will be impacted by this project annually? (Please provide a number)

600

Project Objectives (500 words max.)

Clearly state the project's rationale and overall objectives, with particular reference to how it meets TLEF criteria.

Rationale:

Our project aligns with the University's goals for community engagement as it directly responds to learner, industry and community needs for digital awareness and decision making. Students are navigating digital spaces that increasingly blur the lines between professional and private (i.e. Facebook, Twitter, blogs, etc.). Many mobile apps share user data by permission - users may be unaware of the implications of permitting downloaded apps to share data like contact lists, location, photos, etc. Understanding how data is shared and exercising ownership over its use and distribution contributes to informed decision-making. Professions with a public service role are under public scrutiny and any perception of ethically or morally questionable behavior can have a serious impact on the reputation of individuals and their employers.

Teacher candidates grapple with this issue as they work to understand professional obligations and their impact on online practices. To be issued a teaching certificate, Section 30 of the Teachers Act states "applicants must also be of good moral character and otherwise fit and proper". But by whose definition are ambiguous terms like 'good' and 'proper' to be understood? To make informed decisions about digital interactions and data ownership, prospective teachers often find themselves ill-prepared and, in some cases, misinformed about the privacy risks inherent in some of the tools and applications they use. They may find they have unwittingly shared private information more broadly than intended, leaving the door open for their moral character to be publicly judged.

Our student-led approach to resource development and the opportunities we provide for both graduate and undergraduate students as content developers speaks to our alignment with UBC's commitment to improve the culture of involvement on campus and extend enriched educational experiences beyond the classroom. This aspect is highlighted by a comment from our current project student, Bryan Short: "I've been able to explore issues around online identity and privacy at a level of detail that I had never been afforded before. Although I've always been interested in the subject matter, this project gave me the opportunity to truly take ownership of my digital identity. I'm really lucky to have the opportunity to explore these issues and be able to share what I find through our learning resources, blog posts, and on social media."

Finally, our focus on the creation and sharing of our case studies as open education resources (OERs) speaks to one of the TLEF priorities for 2017. The case study sets will be published with our collection of teaching resources on the UBC Wiki, licensed for reuse and made publicly available through our website. Embed code allows for ease of re-use across a variety of formal and non-formal learning environments.

Objective:

The resources created with funding from this grant will produce and pilot a set of professionally relevant, openly licensed case studies with companion question sets and resources for prospective teachers. We will pilot the resources with 600 teacher candidates from the Teacher Education Program where we have an existing relationship. At the same time, we intend to explore new partnerships in Law and Health Sciences since they share a public service aspect, which is relevant to the motivation for this project.

A future TLEF (2018) will aim to expand this approach, if successful, to benefit UBC graduating students in the disciplines of law and health sciences.

Project Work Plan, Timeline & Milestones (1000 words max.)

Provide a clear work plan for how you will achieve the stated objectives of the project. Please include major milestones to indicate when you will initiate project development, when you will implement the project with students, and when you will conduct evaluation.

Milestone 1: Initiate Project: May 1st, 2017

Activities:

- *Hire students

- >2 Graduate Research Assistant (GRA) Support students: Research, resource design and pilot workshop facilitation

- *Current Digital Tattoo WorkLearn student to orient GRA students to the broader Digital Tattoo project and its objectives

- *Convene advisory group (GRA project students, DT project co-leads, faculty representative from Teacher Education office - (TEO))

Milestone 2: Research and develop prototype case study: end June 2017

Activities:

- *Work with TEO contacts to establish relevant focus for case studies.

- *Conduct research.

- *Work with Learning Design specialist project co-lead to assist in the development of case study and questions.

- *Draft prototype resource for advisory review.

- *Revise as necessary

Milestone 3: Finalize case studies: end July 2017

Activities:

- *Work with U of T partners to research and identify aspects of self-efficacy to target on evaluation.

- *Develop an evaluation survey (using a UBC hosted survey tool)

- *Review and validate the survey tool and draft case studies with a focus group of students.

- *Review survey tool with advisory group for feedback.

- *Analyze feedback from focus groups and advisory and iterate accordingly.

Milestone 4: Publish Case Studies: end August 2017

Activities:

- *Integrate feedback from pilot discussion groups.
- *Ensure alignment with DT website content (as an additional resource) and professional standards (where applicable).
- *Publish to UBC Wiki with a suitable open license.
- *Identify key contacts in Law and Health Sciences for exploratory meetings.

Milestone 6: Pilot Case Studies: Sept. 2017

- *Workshop with teacher candidates in annual seminar.
- *Pilot evaluation using self efficacy as measure of change.

Milestone 7: Report Results: Dec 2017

- *Review data from fall implementation and write report.
- *Convene advisory group to review results.
- *Invite potential new collaborators to review results and begin to draft next TLEF

Expected Project Outcomes (500 words max.)

List or describe the project's intended tangible outcomes or deliverables. What will the project do or create as a result of implementation of its work plan?

UBC strives to engage with the community around issues of public importance. Their goal to “be a leader in fostering public understanding of societal issues and in stimulating action for positive change.” The resources created from this project will engage emerging professionals and their instructors in dialogue and reflection about digital identity issues related to ownership, privacy, control, data and the blurring of personal and professional boundaries. We will focus on the Teacher Education Program as a site for the pilot development and implementation of such resources. We plan to leverage what we learn from this development to refine our approach as we bring on new collaborators from the disciplines of Law and Health Sciences.

Specifically, the tangible outcomes for this project will include:

1. A student produced OER for publication and access via the UBC Wiki which will include: 4 or 5

case studies/scenarios; question sets to surface issues and promote critical thinking/reflection/discussion; accompanying resources and links to relevant professional standards to assist decision making relevant to the case studies.

2. A pilot implementation of the case studies in seminars for over 600 teacher candidates in the Fall of 2017.

3. An evaluation survey targeting self-efficacy related to digital presence. This will also be piloted during the seminars.

4. Expanded partnerships with contacts in the disciplines of Law and Health Sciences to explore the possibility of expanding the collection of case studies in 2018.

Project Benefits (500 words max.)

Referring to the project's objectives and expected outcomes, what are the direct and short-term as well as sustainable benefits to students? Explain how these will contribute toward the enhancement of teaching and learning.

The outcomes described for this project provide direct benefits to an important area of professional preparation relevant to students who are about to embark on practicum experiences, internships or careers in areas concerned with public trust. The open educational resources developed here will contribute to the wider community and serve to promote guided reflection, discussion and learning about digital identity and data ownership in the professional, public sphere.

Direct benefits to current students include:

- Deeper awareness of the considerations involved in decision making related to digital presence and data ownership - leading to an increased perception of self efficacy and preparedness for handling the complexities involved in such decisions.
- Enriched educational experiences for students hired on the project. Project GRA students will develop competencies related to research, writing, assessment and open education resource development and evaluation.
- Richer, targeted learning resources to support annual seminars for teacher candidates before they embark on their practicum experiences. This will directly benefit over 600 education students in 2017.

Sustained benefits over time:

- Expanded collaborative partnerships between the Digital Tattoo Project and Education school and faculty to provide a broader base of expertise from which to explore issues of digital identity and online networking themes and issues relevant to students transitioning to careers as public professionals.
- Our project students will work with contacts in the target disciplines to align case studies with curriculum as appropriate and ensure that they are incorporated with other “continuing education” resources online and within the faculties.
- The OERs developed have broad application for students in professional programs across the province and beyond and will bring new audiences (and potential collaborators) with the Digital Tattoo project and UBC in general.
- New partnerships with Law and Health Sciences offer new opportunities for us to understand digital practices associated with other professions with a public service role - thereby laying the groundwork for us to identify opportunities for cross collaboration between the disciplines as we learn about what types of resources best support student learning in this area.
- Sustainable development of the case studies as open educational resources offers the possibility of building on and iterating the case studies over time to reflect changes in current practice.

Evaluation Plan (500 words max.)

Describe your evaluation strategy or process and outline any key indicators that will be used to determine the project's success/performance. What outcome-based criteria will be used to measure success? What data will you collect to evaluate the project's impact, and how will you collect this data?

Our aim is to evaluate the change in beliefs about decision making relative to social media and data ownership practices. We will do this through a pre/post self evaluation during seminars with teacher candidates, using the construct of self-efficacy to frame question design. We will consider the case studies as an effective learning resource if there is a reported shift to greater self efficacy among our pilot group of teacher candidates. We will enlist the research support of our strategic co-lead U of T partners and the evaluation support provided by CTLT in developing the survey.

Rationale for self-efficacy as a measure of success:

Professions involving issues of public trust are particularly vulnerable to public judgement. Students entering such professions are often judged on their public online presences and many

feel either powerless in managing their online identities or overconfident in their knowledge of the social applications they use to communicate. Students' beliefs in their abilities to make effective decisions (in this case - related to social media) can be accessed through a construct called self-efficacy (Bandura, 1997; Zimmerman, 2000.) Self-efficacy influences effort, perseverance, and resilience, and is one of the strongest predictors of motivation and behavior (Schunk, 1996).

Self-efficacy is associated with self control and confidence in problem-solving. Self-efficacious individuals make better use of their cognitive resources and make better decisions, especially in the face of challenges and setbacks (Cervone, Jiwani, & Wood, 1991). Self efficacy is also an important component of self-regulation, which may be an important factor in decisions about social media use.

Example questions for self-efficacy include:

"I am confident in my ability to [insert task or skill]"

"I believe I have some control over [situation]"

Case studies potentially align with two of the important influences on self-efficacy: vicarious performances - when someone you perceive as similar to you succeeds, belief about your own success is enhanced; imaginal performances - what you imagine yourself doing and how well or poorly you imagine yourself doing it (Bandura, 1997).

Implementation:

We will aim to develop a basic pre-post online evaluation, using questions aimed at self-efficacy measures. The self evaluation will be piloted with students teacher candidates during our annual seminars related to Digital Tattoo. Students will access the survey prior to working with the case studies and before leaving the seminar. We'll use our pilot to determine whether or not we feel this has been a useful approach to evaluating change.

Analytics from UBC Wiki, WordPress CMS (host for digitaltattoo.ubc.ca) will provide us with data on engagement with the OERs . Since the resources are new, we will be looking to achieve baseline data for future benchmarking regarding usage.

Student Involvement (250 words max.)

Describe how students were consulted and involved in preparing/reviewing this proposal and how they

will be involved in the implementation of the project.

A unique feature of The Digital Tattoo project and this grant is that students are and will continue to be the primary creators and curators of content for our website, social media and teaching/learning resources. For this project, graduate students will develop the case studies in consultation with our faculty contacts and with learning design guidance offered through CTLT as part of an ongoing engagement with this resource. We'll leverage the expertise of our project coordinator (currently a student in the School of Journalism), to provide context and act as a liaison to integrate and showcase the case studies as part of a collection of teaching and learning resources associated with the Digital Tattoo project. We have made strategic decisions to involve students at every step of the process. When preparing and reviewing this proposal we consulted both of the current student project coordinators for the Digital Tattoo project, one based at UBC-V and one at our collaborative partner University of Toronto, for their thoughts and input on the nature of the project.

Over 90% of requested funding for this project will go directly to funding GRA positions. GRA's will create the necessary content with guidance from our staff/student project team, faculty contacts and learning design guidance offered through CTLT. The teacher candidates who participate in the pilot will also provide needed feedback to review and evaluate the learning resources for future students to access.

Special Classroom or Facilities Requirements (150 words max.)

Does the implementation of your project require any special classroom/facilities or scheduling support (e.g. video-conferencing, lecture capture, flexible classroom space, etc.)?

N/A