

Intellectual Privacy Workshop Lesson Plan [Peer/Professional]

Note: This workshop session scaffolds from the [Privacy Workshop \[Peer / Professional\]](#) and can be delivered synchronously or asynchronously.

Intellectual Privacy Workshop guide <https://guides.libraries.psu.edu/privacy2021/IntellectualPrivacy>

Learning Outcomes

Participants will be able to:

1. describe the dynamics of surveillance and privacy in inquiry, and expression
2. articulate the chilling effect of monitoring on free inquiry and expression
3. understand disciplinary perspectives and professional values on privacy in education
4. discuss considerations and principles for data use in higher education, including the requirements and limits of FERPA

Pre-Workshop Activities

Recommended Readings (1 hour)

1. Ask participants to prepare for a synchronous workshop session, or participate in an asynchronous workshop session, by reading the following (provide links on a guide):
 - a. [What is intellectual privacy, and how yours is being violated](#)
For a deeper dive:
 - i. [The electronic panopticon](#)
 - ii. A theory of intellectual privacy. In [Intellectual Privacy: Rethinking Civil Liberties in the Digital Age](#), ch. 6, pp. 95-108.
 - b. [Why privacy and confidentiality are important \(ALA\)](#)
For a deeper dive:
 - i. [The eternal value of privacy](#)
 - c. [2020 Campus Expression Survey](#)
 - d. [Inside the invasive, secretive “bossware” tracking workers](#) [workplace surveillance]
 - e. [Scholars under surveillance: How campus police use high tech to spy on students](#) [student surveillance]

Workshop Activities

Reflection Stations (5-10 minutes)

1. Have participants visit each station (virtual posting board or posted throughout the room) and respond to the following questions:
 - a. Will your knowledge of personal data collection influence your online behavior, professional or personal?



- b. If so, how?
 - c. If not, why not?
2. Facilitate a large group debrief discussion to lay the groundwork of what participants already know (or think they know), believe, and their current practices. Allow participant responses / interest to steer the discussion.
 - a. Tip: This debrief can be used as formative assessment to gauge interest and knowledge level of participants.

Minilecture (15 minutes)

1. Individually or as a group, review the Intellectual Privacy Minilecture:
 - a. [Intellectual Privacy Minilecture slides](#)
 - b. [Intellectual Privacy Minilecture recording](#) (16 mins. via Penn State Mediaspace. Includes transcript and closed captioning.)

Moderated Group Discussion (15-20 minutes)

1. Explore the infographic [Social Cooling](#) from privacy artist and designer Tijmen Schep.
2. Facilitate a group discussion, or provide a posting forum, using the following prompts:
 - a. Describe the positive case for intellectual privacy as a necessary condition for learning and scholarly inquiry. How might the chilling effect / social cooling impact student, faculty, or staff behaviors?
 - b. Discuss the [case studies](#) that each of you explored in the Privacy Workshop. What is the potential impact(s) of these practices on students and higher education?
 - c. Use the case studies to develop a list of considerations and general principles for data use in higher education. Consider the data lifecycle: planning, disclosure, collection, storage, aggregation/deidentification, analysis, use, sharing/breach response, and secure deletion. ****TIP: Use the [ALA's Library Privacy Guidelines](#) and [Privacy: An Interpretation of the Library Bill of Rights](#) as guidance****

Closing Reflection (5 minutes)

1. Ask participants to respond to the following prompt using an anonymous virtual posting wall, such as Padlet:
 - a. What is *my* role in *other people's* data doubles, by nature of higher ed work? This includes creating, recording, querying, analyzing, using, applying, etc. other people's data.

Assessment

Likert-scale and free-text questions included in workshop series evaluation form:

1. Overall, how would you rate the Intellectual Privacy Workshop session?
Excellent | Good | Fair | Poor | Did not attend
2. Top takeaway or muddiest point* from the Intellectual Privacy Workshop session:
**A muddy point is an unclear, confusing, or difficult concept.*

Suggested attribution:

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