

Privacy and Dx Workshop Lesson Plan [Peer/Professional]

Note: This workshop session scaffolds from the [Intellectual Privacy Workshop](#) and [Privacy Workshop \[Peer / Professional\]](#).

Privacy and Dx Workshop Guide <https://guides.libraries.psu.edu/privacy2021/PrivacyDx>

Learning Outcomes

Participants will be able to:

1. recognize how Digital Transformation (Dx) is impacting intellectual privacy and its role in teaching, learning, and inquiry
2. describe how learner and educational data and metadata are collected, along with the potential implications of such data collection
3. assess how student data is used and make informed, intentional choices to safeguard student privacy
4. apply integrated privacy perspectives, considerations, and principles to critically examine ed tech terms of service

Workshop Activities

Reflection Stations (10-15 minutes)

1. Have participants visit each station (virtual posting board or posted throughout the room) and respond to the following questions:
 - a. What tools or methods do you *know* of to monitor student work? What tools or methods do you *use* to monitor student work, participation, or engagement?
 - b. How do you utilize the info / data that you collect on students? What value add does this provide to your library work or teaching practice?
 - c. How does remote teaching and learning influence your practices / philosophy?
 - d. How do you teach / inform students about these surveillance tools? Are you transparent about *your* use of methods or tools?
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. [Privacy and Dx](#)



- a. *Note: As a scaffolded workshop session, this minilecture is divided into two parts, allowing for a large group debrief discussion of outcomes from the [Intellectual Privacy Workshop](#) session.*

Breakout Activity (20-25 minutes)

1. Critically examine ed tech privacy policies and related terms of service in light of intellectual privacy and the Dx:
 - a. Organize participants into small groups by educational technology application, allowing them to self-select their groups, if possible. Examples:
 - i. Learning management system
 - ii. Plagiarism detection software
 - iii. Proctoring software
 - iv. Integrated library system
 - v. Library discovery system
 - vi. Library instruction platform (Springshare)
 - vii. Learning analytics platform (Starfish)
 - viii. Web conference platforms (GoToMeeting, Zoom)
 - ix. Productivity platforms (MSTeams, GSuite for Education)
 - b. Provide links to the privacy policies for these educational technologies on a workshop guide, and to any relevant library or institutional privacy policies.
 - c. For each break-out group, provide a [worksheet](#) (virtual or print) with the following guiding questions:
 - i. What types of data does the system collect? (Consider consciously given, automatically monitored, and modeled data.)
 - ii. What is the utility of this data - is it actually helpful? To whom?
 - iii. How does the system impact privacy? Consider the [Six Private I's](#): Identity, Intellect, Integrity (bodily / contextual), Intimacy, Interaction / Isolation
 - iv. Do you think students are aware of how their data is used? Are there privacy literacy learning opportunities presented by the system?
 - v. What's surprising about this privacy policy? What concerns do you have after reading the privacy policy?
 - vi. What privacy configuration options are available? Consider the control paradox - how useful are they?
 - vii. What privacy best practices do you recommend for using this system?
 - d. Prompt break-out groups to report back a takeaway on best practices for learner data use in academic libraries
2. Facilitate a group discussion on best practices for data use in higher education, such as student-facing disclosures, opt-in/-out mechanisms, privacy-friendly alternate assignments / learning experiences, syllabus statements, and customizing ed tech settings.

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Closing Reflection (5 minutes)

1. Ask participants to respond to the following prompts using an anonymous virtual posting wall, such as Padlet:
 - a. How has the digital transformation positively and / or negatively impacted personalized services for students?
 - b. What value does human interaction bring to library services and higher education?
 - c. How does human interaction, personal attention, care, and compassion contribute to overall digital wellness?

Assessment

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

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

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