



digital tattoo.ubc.ca

Your digital identity matters. Let's discuss.

Shaping Online Identity: Creative Ways to Build Students' Self-efficacy

Land Acknowledgement

- UBC Point Grey Campus is on traditional, ancestral, unceded Musqueam Territory
- If you're in Canada, See this resource to discover the Indigenous territories you reside on: native-land.ca



TRC Bentwood Box. Artist: Luke Marston



Agenda

1. What is Digital Tattoo
2. Your self-efficacy
3. Defining Self-efficacy
4. Digital Tattoo
5. Identity and Privacy
6. Approaches to Building Student Self-efficacy
7. Activity 2



Presenters



Alex Kuskowski

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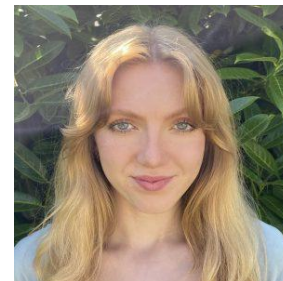


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Partners



The Digital Tattoo

What

Raise questions, provide examples and resources to think about your presence online and learn about your rights and responsibilities as a digital citizen.

Who

Collaborative student co-led & cross institutional partnerships

How

Website with toolkits, quizzes and more

How

Professional practice workshops with students

How

Social Media



Digital Tattoo 2009

Protect | Connect | Learn | Work | Publish

Useful Resources

10 Privacy Settings Every FB User Should Know

Anti-Virus Software Review

Beginner's guide: How safe is your computer?

Canadian Cybertip Line

Chatdanger

Digital Nation: Life on the Virtual Frontier

Facebook Breaches Canadian Privacy Law

Facebook Pushes People to Go Public

Facebook's Move Ain't About Changes in Privacy Norms

Get Safe Online

Guidelines Wanted for Teachers on Facebook

How to Digitally Hide (Somewhat) in Plain Sight

How to Read a Privacy Policy

Internet 101

Iran Blocks Facebook Access



Start Section



...Your Computer

Make the most of your computer's settings to keep all your data safe, and to avoid spyware, pop-ups and outsiders from accessing your information.

Choose a topic from the right to begin this section of the tutorial!

... Yourself

You might be surprised at how much of your private information is online. Learn how to defend yourself against identity theft and cyberstalking, and get the scoop on website privacy settings.

Protect

Protect Your Computer

- Control Your Cookies ▾
- Erase Your Digital Path ▲

I know how to modify the amount of browsing history my computer keeps.

I understand why my browsing histories can put me at risk.

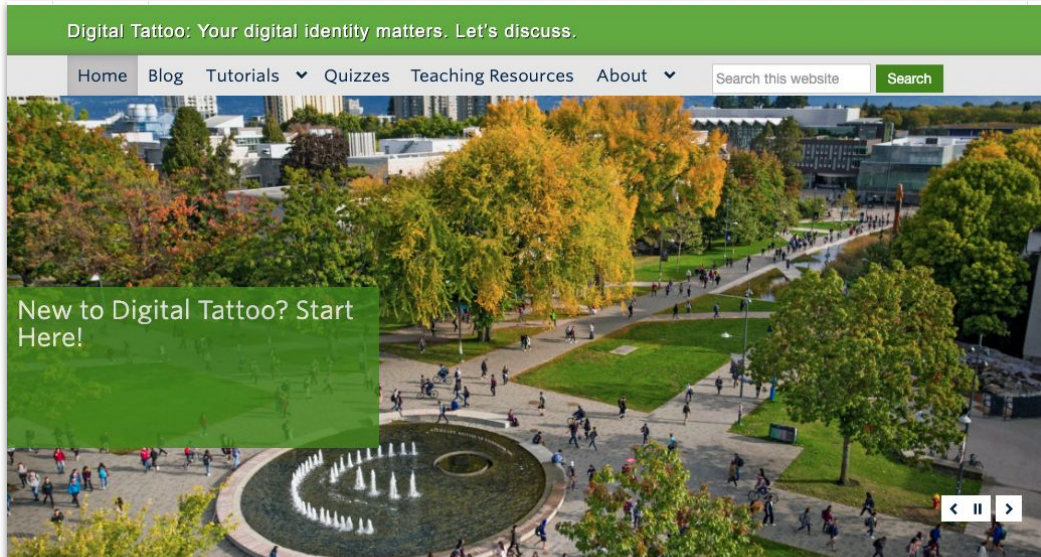
- Pop-ups ▾
- Protect Your \$\$\$ ▲

I know where to find signs that a site is secure

I know that a website that does not have security signs could be trying to steal my identity

- Vaccinate Your Computer ▾
- Sharing Computers ▾
- Wireless Safety ▾
- Protect Yourself
- Removing myself from the internet ▾

Digital Tattoo 2022



What is the Digital Tattoo project?

We are a students-as-partners project creating cross-institutional resources and communities to explore digital identity. [Learn More.](#)

QUIZ: How good are you at spotting fake news?

Scientists believe they've detected mysterious radio signal from alien planet

What do you make of this headline from the great beyond?

- I think this is fake news.
- This headline seems misleading.
- This seems real to me.

Check





Student generated Open Case Studies

UBC Wiki

Documentation Discussion

Read Edit Wikitext View History More

Documentation:Digital Tattoo Questionable Comments

Contents

- Introduction
- Learning Outcomes
- Theme
- Personal Reflection
- Case Study
- Discussion Questions
- Additional Resources
- Sharing Permissions
- Perspectives

Introduction

During the summer of 2017, the Digital Tattoo project team is collaborating with students and others on the development of case study scenarios for use in seminars in teacher education programs.

Learning Outcomes

Workshop participants have the opportunity to:

- build their confidence for decision-making about posting and sharing content online.
- practice using guidelines and resources to support decision-making.
- reflect on and discuss the multiple perspectives at play in each scenario and the implications for themselves as beginning teachers.

Theme

Revision history of "Documentation:Digital Tattoo Curriculum/Case Studies for Student Teachers/Questionable Comments"

View logs for this page

Filter revisions

Diff selection: Mark the radio boxes of the revisions to compare and hit enter or the button at the bottom.
Legend: **(cur)** = difference with latest revision, **(prev)** = difference with preceding revision, **m** = minor edit.

(newest | oldest) View (newer 50 | older 50) (20 | 50 | 100 | 250 | 500)

Compare selected revisions Change visibility of selected revisions

Select: All, None, Invert

- (cur | prev) 09:42, 21 October 2022 Dreams anatomy (talk | contris | block) **m** . . (9,836 bytes) (-254) . . (rollback 1 edit | undo)
- (cur | prev) 15:46, 21 September 2022 EdenSolarik (talk | contris | block) . . (10,090 bytes) (+4) . . (→Discussion Questions) (undo) (Tag: Visual edit)
- (cur | prev) 11:35, 20 September 2022 EdenSolarik (talk | contris | block) **m** . . (10,086 bytes) (-3) . . (→Case Study) (undo) (Tag: Visual edit)
- (cur | prev) 11:35, 20 September 2022 EdenSolarik (talk | contris | block) . . (10,089 bytes) (+395) . . (→Case Study) (undo) (Tag: Visual edit)
- (cur | prev) 11:38, 12 January 2022 BrittanyDzioba (talk | contris | block) . . (9,694 bytes) (+250) . . (Added a new link) (undo) (Tag: Visual edit)
- (cur | prev) 11:02, 21 September 2021 LucasWright (talk | contris | block) . . (9,444 bytes) (-171) . . (→Discussion Questions) (undo) (Tag: Visual edit)
- (cur | prev) 15:33, 18 September 2019 Dreams anatomy (talk | contris | block) . . (9,615 bytes) (+1) . . (undo)
- (cur | prev) 15:32, 18 September 2019 Dreams anatomy (talk | contris | block) . . (9,614 bytes) (0) . . (undo)
- (cur | prev) 15:32, 18 September 2019 Dreams anatomy (talk | contris | block) . . (9,614 bytes) (-47) . . (→Case Study: Questionable Comments) (undo)
- (cur | prev) 13:27, 17 September 2019 KieranForde (talk | contris | block) **m** . . (9,661 bytes) (+14) . . (→Additional Resources) (undo) (Tag: Visual edit)
- (cur | prev) 14:38, 16 September 2019 AlexandraKuskowski (talk | contris | block) . . (9,647 bytes) (+269) . . (→Discussion Questions) (undo) (Tag: Visual edit)



Poll

What steps or considerations do you have around your own identity and digital privacy use social media?

Digital Identity and Literacy



You intentionally create and manage your online identity and understand that it can influence your sense of self, your personal life, and your professional life (Feerrar & Hammer, 2019; Mauthner & Kazimierczak, 2018).

You are aware that search engines, websites, platforms, and the Internet of Things (i.e., wearable technologies, smart homes, etc.), and some emails track your online activity and create your digital footprint. This can lead to privacy and surveillance concerns, especially for Indigenous Peoples (McMahon, 2020)

A hidden curriculum



“...both a hidden curriculum of surveillance and intense pressure around employment futures, young people in particular then are being asked to navigate social media use (documenting their lives, hanging out with friends, and engaging in self-expression) with this threat of future reputational harm looming.” *Robards and Graph 2022*

The University Context





Student Vulnerability

Saudi woman given 34-year prison sentence for using Twitter

Salma al-Shehab, a Leeds University student, was charged with following and retweeting dissidents and activists



Salma al-Shehab, 34, was accused of 'assisting those who seek to cause public unrest and destabilise civil and national security by following their Twitter accounts'. Photograph: democracy now

Adve

-27

-23



Emerging professionals



Public ▼

Wish they'd been nicer students in my class... I'd be way more impressed with this.



3350

Teacher Candidates

660

Emerging Pharmacists

120

Media and Technology Students

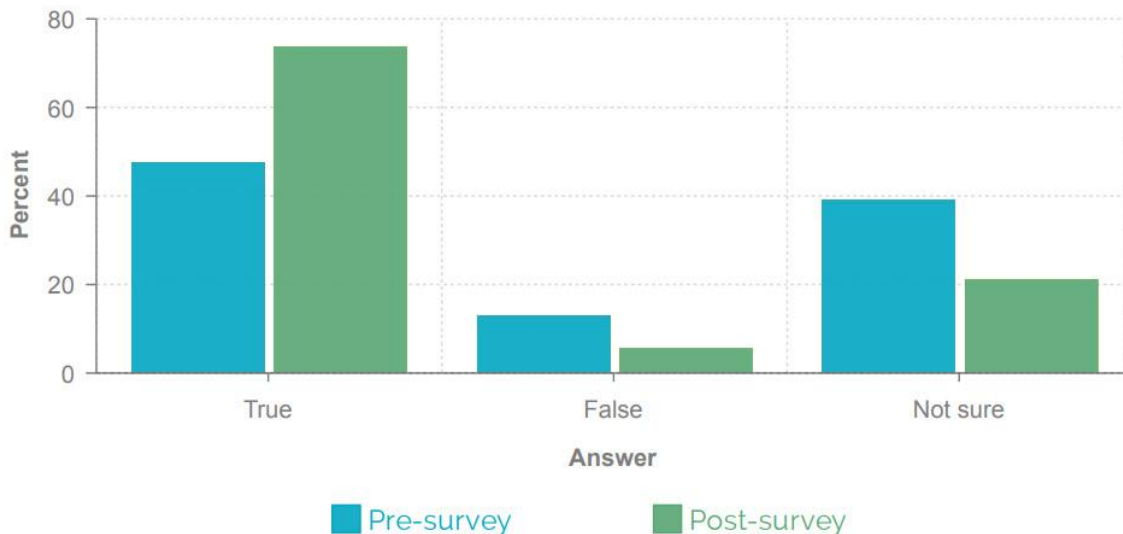


Surveying Self-efficacy

Digital Tattoo Pre and Post Survey

05

Q5: I am confident in my ability to integrate my emerging professional identity into my existing digital identity.





Student Responses

I think it's important to consider the sharing of information on "private" platforms such as discord, and to really think about if your posts and beliefs are adding value for the group, rather than just posting to vent

UBC Teacher Candidate



Student Responses

I feel I've improved my ability to evaluate the nuances of posting, "venting", and patient confidentiality. I enjoyed this session a lot and I loved how it stressed the importance of intentions behind posting, sharing, etc.

UBC, Doctorate of Pharmacy Student



Students as Partners



Dealing with Complexity

Questions not answers

Ambiguity

Case study

Evolving

Positionality





Share Your Approaches

<https://bit.ly/etug2022>



Thank You

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Email: digital.tattoo@ubc.ca



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