Students Perceptions of Online Privacy

Licheng Li
November 1, 2024

Content

- Introduction
- Methodology
- Results
- Discussion
- Recommendation & Implications
- Limitations
- Conclusion
- References

Keywords

Online Privacy

Strategies

Emergency Remote Teaching

Data Disclosure

Online Tools

Digital Skills

Introduction
-*Background*

Emergency Remote Teaching (ERT)

Post-secondary Education

Learning Management Systems

Online Privacy

Digital Skills

Data –New Oil

Personal Information

Research Questions

- Question 1: How do students consider privacy issues and the confidentiality of personal information when using different web-based tools within the ERT environment?

- Question 2: What are the concerns/issues/problems relevant to online privacy that institutions and students have faced within ERT?

- Question 3: How have postsecondary institutions and faculty members in higher education supported students in maintaining their privacy and keeping their personal information safe and secure?

- Question 4: What kinds of support related to digital skills do students and faculty members need to adapt to the digital era?

Methodology

- **Qualitative Research Methodology**

- **Critical Incident Technique (CIT)**

  - ➤ 10 first-year graduate students from a graduate program in education at Thompson Rivers University

  - ➤ Snowball sampling approach

  - ➤ One-on-one CIT interview research method was used to collect data

Themes	Basic Themes
Trust as it relates to institutional safeguards	Trust between university and students
Value of the Risk	Social Media
	Benefits of other web-based tools
	Background and Recordings
	Other issues within the ERT Environment
	Future wishes
Student Perceptions of Employee Awareness	Professor's Awareness
	IT services

Research Results

Result #1

9/10 participants felt safe and secure about their personal information during the ERT experience under the protection of Thompson Rivers University (TRU) even though they might have mindful concerns toward their privacy and personal information

Result# 2

A high level of concern about their personal information being stolen and compromised in an external environment outside TRU.

Result#3

It is also essential to pay attention to teachers and other employees' abilities and awareness about privacy

Discussion

➢ The lack of freedom around technologies

➢ Knowledge gap in digital literacy, online privacy and the Terms of Service (TOS)

   -----*affecting users' privacy protection awareness.*

➢ Benefits versus Risks

➢ A lower concern in the ERT setting

➢ The faculty and instructors' awareness of maintaining student privacy

Recommendations & Implications

For policy and practice	• The sustainability of remote learning • Student need for digital skills
For institutions	• Institutional support • Simplify the language • Balance
For faculty	• Professional development initiatives

Limitations

The results were based on students' self-reports on their concerns and attitudes toward privacy and the security of the use of online web-based tools

The results of this research are limited by the relatively small group of MEd students.

Conclusion

Students are willing to take the risk of privacy by using some web-based tools even though they could not understand the professional privacy terms and conditions.

It is necessary for higher education to provide appropriate programs to increase students' knowledge about privacy at an institutional level and support students with the skills that are expected.

It is essential for post-secondary institutions to understand the support relevant to privacy and digital skills needed by students and ensure students and faculty are capable of developing awareness of how to maintain their privacy.

A future study can focus on creating software that covers the grade of each web-based tool relevant to education based on the assessment of privacy policies and how they maintain users' security of personal information.

Thank You for Listening!

Questions?