

Educational Technology Users Group

Shaping Online Identities: Creative Ways to Build Students' Self-Efficacy

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Presenters: Alexandra Kuskowski, Lucas Wright, Rie Namba, and Eden Solarik

BONNIE JOHNSTON:

Okay. Well, it's 3:10 and let's get started. Welcome back from your break. So in this next session, our last one for today, our colleagues at UBC from the Digital Tattoo Project will share with us their thoughts on creative ways to build students' self-efficacy. So Alexandra Kuskowski is a Learning Services Librarian. Lucas Wright is a Learning Design Instructor. Rie Namba is an Educational Resource Developer and CTUG member. And Eden Solarik is a Student Coordinator at the Digital Tattoo Project. And the project, if you don't already know, it's an early innovation, a buffet table. And I am one of many educators who've helped themselves to their resources and activities over the years. So I'm really looking forward to hear about what they're doing next. So over to you.

AKEX KUSKOWSKI:

Wonderful. Thank you so much for that lovely introduction, Bonnie. We're going to get started just talking about shaping online identity, creative ways to build students self-efficacy, which is something that's really important to the Digital Tattoo Project. And we'll talk more about what we do and why we do it. So before I get started, I just want to do a quick land acknowledgment. We'd like to acknowledge that we are on the UBC Point Gray campus, which is on the traditional, ancestral and unceded Musqueam territory. Since we're doing this virtually today, some of us may reside in different territories. And I'm sure folks are pretty familiar with the website called native.land.ca, where you can take a look and discover the Indigenous territories you reside on. If you feel comfortable, you are welcome to share that in the chat. We'd love to see it. The photograph on the right is a Truth and Reconciliation Commission bentwood box that was carved by Stz'uminus First Nation artist Luke Marston during a Truth and Reconciliation event. People were offered the opportunity to place their personal items inside the box to symbolize their journey towards reconciliation. So I would love for us to think about what we might put in the box just for about five seconds here to consider that. Alright, thank you everybody for taking that time to think about that. We're going to look at our agenda here. We're going to talk about what Digital Tattoo does and who we are. We're going to talk about self-efficacy and thinking about your own self-advocacy and students' self-advocacy efficacy, we're going to define it. And then it says Digital Tattoo here. But we're going to talk a little bit more about what we do with students and how we apply those things. That learning about digital identity and self-efficacy together. We're also going to talk about identity and privacy and why these ideas are very significant for students. And then we're going to talk about approaches to building student self-advocacy, and learn together in a second activity. We have a couple of activities today. And really look at how we can do that in our own contexts. So a little bit about who we are. My name is Alex Kuskowski. I'm the Learning Services Librarian and Digital Tattoo co-lead. And I'm very excited to be chatting with you here today. I'll let Lucas introduce himself really quickly as well.

LUCAS WRIGHT:

Hi everyone. I'm Lucas. I recognize a few faces are a few thumbnails in the crowd, which is great. I'm a Senior Educational Consultant at the CTLT. And I've been helping out or co-leading the Digital Tattoo for about four years since the sad retirement of my colleague Cindy Underhill. And I'll turn it over to Rie.

RIE NAMBA:

Hi everyone. My name is Rie Namba. I'm from Centre for Teaching Learning, Technology at UBC, and I work on web development for the Digital Tattoo website. And after Eden.

EDEN SOLARIK:

Hi everyone, My name is Eden. I'm the Student Project Coordinator for Digital Tattoo Project and I'm also in a dual degree between Sciences Po and UBC studying political science and philosophy. ALEX: And all this work that we do that we'll be talking about today. It didn't just happen with the four of us. It's been a long ongoing project where we've had a ton of really lovely, amazing collaborators, some of which are in here in the room today, including lots of great student collaborators. Again, some folks attending here today. So I just wanted to take a moment to acknowledge that this is a really great collaborative effort and that we're so excited to be sharing with you all the knowledge that we were able to build together.

So a little bit about Digital Tattoo and what we do. So the project looks to raise questions, provide examples and resources to think about digital identity online and how folks represent themselves online, as well as giving folks the tools to know about their rights and responsibilities as digital citizens. So we built this through collaborative student co-led projects. So Eden is here with us today. She's our current student coordinator, but we always really focus on making sure we're centering the student experience and the student is a leader in all of the work that we do. And then we also have lots of cross-institutional partnerships. So currently we have a really great collaborative partner at the U of T, Kathleen Shaefer, but we've also worked with various other departments within British Columbia and beyond to make sure that we're really reaching folks and our message is consistent with what the needs of our users are. How we do that, we have a website with toolkits and quizzes, which is open to the broader community. Everything is open source and accessible for everyone. Then we also do professional practice workshops with students at university. So we've done several at SFU, but we also do them for BCcampus. And right now we're doing them at the University of British Columbia. And so we'll be talking more in-depth about how we build those workshops to really think about self-efficacy and digital identity together. We also have social media, which I've got to plug here because we're, we talk about digital identity and how we can connect online. And so that's something that we update routinely to continue that conversation both on Instagram and Twitter. And I will turn it over to Rie to talk about the history of Digital Tattoo.

RIE NAMBA:

Yeah, I'll go, I will go for a very brief history of the Digital Tattoo Project, So the Digital Tattoo project-based goes back in 2009 with a grant funding from the BCcampus and Teaching and Learning and passing funding. As Alex mentioned, it is a cross-institution project and currently

we partner with UBC Library, CTLT, U of T, ICCIT and we have various contributors, but most of the projects were led and built by students. And this is the Digital Tattoo Project website back in 2009, which was screenshot by Wayback Machine. And you can see that in the beginning the resources were more focused on cybersecurity and things like pop up and sharing computers. And there are some resources on the left that are still rather than nowadays as well.

So going to the next slide, here's this, the digital site currently in 2022, and as Digital Tattoo site grows, there is more content on the site such as the H5P interactive quiz and podcasts. And these are all produced and created by wonderful students. And as technology evolves, the resource gets updated as well and throughout the projects. These resources both explore the positive side, which are things like improving online presence and a bit more of a negative side, such as a beta. So we look at both positive and negative sides to it. And as I have on this slide, there's also a case study on UBC Wiki, which runs on the MediaWiki, which is the same technology that runs on the Wikipedia. These case studies that students have developed are publicly available on the Wiki site and are licensed under Creative Commons license. So it is reusable, as long as it's under the term of use of the Creative Commons license. And as you can see from the screenshot on the right, the case study is continuously edited and viewed and continuously improved by past digital to student contributors.

ALEX:

Alright, so we're just going to have a quick poll to get folks to start thinking about the perspectives of others and about self-efficacy. So the first question on the poll is I intentionally consider the perspectives of others before posting new content online. And then the second question is, Should issues arise to my digital identity arise, I am confident in my ability to resolve them. So we'll give everybody just a moment to respond to that quiz. Something I want to highlight about these quiz questions. So these are things that we get students to think about when they are participating in our workshops.

Alright, so we have about 61% of participants participating. So I'll let folks continue to share what their thoughts are on those two quiz questions. But I'll talk a little bit more about why these questions are important. The term self-efficacy refers to your personal beliefs about your ability to effectively perform the tasks needed to attain a valued goal. So self-efficacy does not refer to your abilities necessarily, but how strongly you believe you can use those abilities you have to work towards your goals. So one thing that's really important for us is that academic research has shown stronger self-efficacy beliefs indicate that students may change their behaviour if they report it positively or true. But if they report negatively or false on self-efficacy behaviour, they will not change. And so I think what's important to think about this, is students indicated that self-efficacy helps them to improve in the classroom as well. Studies have shown that student responses indicated, among other things, inquiry-based activities, conceptual problems, had a significant effect in creating a positive climate and positive self-efficacy in the classroom. And so these are pedagogies that we apply in our workshops and in our thinking about how we are collaborating with students. And I think that's something that's really significant as we go forward.

And I'll just think we'll end the poll here, but I do want to share the results. Share results, here we go, with folks. So we can see the majority of folks feel like they intentionally consider the perspective of others before they share, which is for an ETUG conference. I would hope that would be the case. But there's always folks from different perspectives who participate in different ways. So knowing that and we all come with our own intentionality. And then the second was, Should issues arise related to my identity, I'm confident in my ability to resolve them. A lot of people aren't sure. That's what these sessions are about, is really thinking about making folks feel that they have that confidence to go forward. And we've seen significant improvement in the workshops we do. So Lucas will talk more about where that improvement comes from and I'm excited to share more.

LUCAS WRIGHT:

Before we do that, what I'd like to do is to just another quick activity with you. We're going to use the whiteboard. So I know all of you have been digital for a long time. We're all ETUG folks. Although many of you have grown up with online technology now. So thinking really broadly, let's think about this question. What steps or considerations do you have around your own identity and digital privacy using social media? So really broad here. Two things: What considerations do you have? And what strategies do you have? I'm going to stop sharing here. And I'm going to create a whiteboard for us. And I'd like just to use the Post-it notes now on the whiteboard. Just to share some of these considerations you have about your own identity as well as core strategies around that. So let's see, I'm getting actually some errors on the whiteboard here. So I'm just going to know. It seems like the Zoom Whiteboard may not like giant groups of people. So instead of that, what I'm going to do is just open it up to the groups. And if folks could share some of the considerations they have in their own use of social media and what they post. Just please feel free to unmute yourself. This is just popcorn. Just jump in there. So I see my audio was breaking up a bit. So the question I was asking again was, In your own usage of social media, what considerations and strategies do you have around what you post and what you don't post, how you think about privacy and how you think about identity. And I'll just open that up to the group. Please feel free to use the chat if you want. You can also just jump in there if you'd like. So make sure I read an article before sharing. Posting innocuous contents instead of potentially anything criminal. I asked myself, do I really need my comments? I love that, Amanda. I do that all the time now. Stay away from social media. Thanks, Brenda. Anything else?

PARTICIPANT:

Yeah, I've got one if I can jump in.

LUCAS:

Yeah, go for it.

PARTICIPANT:

Well, one of the lessons that I've found is that when you say something online, especially about a company, sometimes they're listening and sometimes they go after you. So recently I signed

up for Mastodon and I have a private account. And I found that that's an important consideration too is what other consequences can there be?

LUCAS:

That's such a good point, and I'm sure many folks are familiar with your story and the challenges and the great work you've been doing with Proctorio. But it is interesting that these companies are often scanning us in a very different way than we're inputting the information. We're going on Facebook, we're going on social media, we're adding this information, but companies are using data, they're pulling our data, pulling our metadata. They're really listening actively to what's going on. And Brian says that he's far less likely to emphasize social media. And I think for many of us, it's become a real dystopian change over the years. People like Brian. Brian, I learned about using Wikipedia from you. We're talking about social media, we're talking about media. And then privacy became quite different. And the way we're served out became quite different. So that was just a quick nod to what we're doing already. And sometimes we do this with students because students as well are often struggling with some of these questions, but they often have some really good strategies as well for what they can do.

So let's just jump back in now. And I'd like to talk a little bit about the why of the Digital Tattoo. And I'd like to start with aligning it with the Digital Literacy Framework. So it was great to see the digital, I'm sorry, digital citizenship being located within this document. And there was a couple of alignments that directly connect with the Digital Tattoo. So I'll give you a chance to read these quotes from the Digital Literacy Framework. So the first piece is just this idea of students having online identity and something that's intentionally, sometimes intentionally, created. And it can influence their self. And I'll talk about a couple of examples later about what a significant impact it can have. And the second competency is more around privacy. It's kind of understanding what is being gathered about you, understanding that your data is being trapped. Understanding a little bit about some of the privacy and surveillance concerns. And although we have these ideas that students are digital citizens, many students have grown up with this. They haven't necessarily asked a lot of questions in these areas.

So this is a really important quote right now. From my perspective, this is from Robards & Graph. And what Robards & Graph did is they looked at the different social media firings that have been happening over the last couple of years. So where people were being punished for their social media behaviour. And I really liked this quote that they brought up. So young people are in such a challenging position. They're being surveilled their entire life. For everything they do, it's been recorded, it's been archived. We're asking them to navigate everything. However, when they come into the professional sphere, they come into professional practice or other reasons. Suddenly they realized that this can have a significant impact on them and might have been something they said four years ago. It might have been something they said last week. But we're putting them in a really challenging situation.

You may have seen some focus on this in the K to 12. There's some great workshops, particularly around digital citizenship. I found a lot less in the university context. Yet there's some really important aspects of having students thinking about social media and identity

within the university context. And I think the first one is the vulnerability of students. So when we have university students coming, we have them coming from all over the world and they can be vulnerable for what they post here back at home. So there's some vulnerability there. I think there's just a general vulnerability for many students who don't realize the impacts of social media use and a digital presence.

And a couple other examples I wanted to show here. The first is around student vulnerability. This is a case that was recent Salma al-Shehab was a Leeds University PhD student, or is, and she was following and retweeting some dissidents and activists when she returned to Saudi Arabia for a short time. It was just a holiday. She was given a 34-year prison sentence for that. So for me, that's an example of student vulnerability and how we need to think about helping our students interrogate and question their social media usage.

The second example I wanted to share is the other group that we often work with in the Digital Tattoo. And that's emerging professionals. For some emerging professionals, emerging teachers, emerging pharmacists. Again, they may have worked with social media. They may have been using it their whole lives. Suddenly they have different expectations of how they're going to be judged on what they posted. And I wanted to share this example to show some of the stakes. So this is an example from last year. A B.C. teacher posted on Facebook of three students winning a trophy. And the teacher posted, I wish they'd been nicer students in my class. I'd be way more impressed with this. Undoubtedly a snarky comment. Because teachers are held to a higher standard, she was suspended for two days and reprimanded over this post. So in the university context, I think student vulnerability, as well as emergence into these new professional areas may be a challenge for them.

One intervention we do is by hosting these workshops, and Alex mentioned them a little bit earlier. So far now we've had 3,350 teacher candidates, 660 emerging pharmacists, and 120 media and technology students complete these workshops. And the key goal of these workshops is not to talk to students about what is bad and what is good, but it's helped them to think about the questions to ask themselves and help them also to think about what their intention is. We use the idea of self-efficacy to do that. And Alex mentioned this at the beginning. So it's very difficult. This is such a complex space. We can't really give folks a checklist of things to do, but we can analyze to see if they're becoming more confident.

So we survey students at the very beginning of every workshop, live, and then we surveyed the end of every workshop and we look for changes. So this is one example where students at the beginning of the workshop were less confident in integrating their emerging professional identity into their existing digital identity. This was a teacher. Generally, in most of the questions we ask, we do see some growth. So it seems like students are becoming, developing a little bit more self-efficacy. [...] saying a little bit more. Again, this is a very complex space to make change in.

And a couple of the students' comments. So this is from a UBC teacher candidate this year. And I'll give you a second to read it. And in this case, this comment is focusing on a teacher's

realization about some of the challenges of even private platforms and how the private may become public and how they deal with that challenge. This quote is from a pharmacist. So I felt I've improved my ability to evaluate the nuances of posting, venting, and patient confidentiality. I enjoyed this session a lot. I love how it stressed the importance of intention behind posting. So in this case, the pharmacy student became, maybe a little bit more confident thinking about venting and what venting might mean online. And when we might be a little careful around our venting in online spaces. And again, none of this is right or wrong. And we have a lot of students asking us, you know, pushing back, why do we have to behave this way? Why are teachers expected this? And we just have to say this, unfortunately is the reality. In Canada we don't have a right to forget on the Internet. We have surveilled students their entire lives. And in some professions there is additional judgment based on their behaviour, both positive and negative.

EDEN SOLARIK:

Yeah. So as Alex mentioned, the Digital Tattoo Project is a students as partners project. And what this means if you don't know, is that the majority of our work is produced by students, which includes things like blog posts. All our social media accounts are run by students, run by me. And our case studies are student-created. On this slide you can see some of our past student coordinators on both from UBC and U of T. And what we think that's really important about students as partners is that student like content is really essential for understanding the developing nature of social media and online identity. And in order to reach students with the information we want to share, it's really essential to understand their needs and their situation. The kind of the comparison I think when I think about my 14-year-old sister and how she relates to her digital identity is completely different to how I relate to it. And similarly, if I were trying to reach her age group, then that would best be done by first understanding how they conceptualize their digital identity and by seeing what their priorities and needs are surrounding this. And not only does, do we try and reach out to undergraduate students and have a positive impact on their navigation of their online identity. But I can also say from a personal experience that I've gained a lot from this role. When I first started, when I applied for this position, I was interested in these ideas and I had dabbled a little bit in the context. Reading Shoshana Zubof's *The Age of Surveillance Capitalism*, and taken some courses related to technology at my previous university. But this role has really allowed me not only to explore these interests surrounding digital identity and privacy and all these surrounding concepts. But also to learn so much more about these topics and even more topics that I wasn't aware of. And also to develop my skills in other ways. Presenting, being one of them. And also writing has been a big thing that I've developed in this role. What's also really wonderful, I think, about this role is that it gives students a lot more agency than similar positions in their work-learn positions at this level. I think we usually associate undergraduate and graduate student positions as doing the low-level groundwork and not having a lot of creativity in the role. But I found this role to be very different. I have a lot of opportunity for creativity and deep thought, which is just wonderful in this role. And also in general. I even started doing an informatics minor, which is kind of hard to describe but technology-related. It has a lot of similar themes to Digital Tattoo. And that was because of being in this role that I realized this was something that I was really passionate about. I'll pass over to Lucas.

LUCAS:

Wonderful. And I think the students as partners has started one of the ways that we start dealing with the complexity of the web. It's such a complex space we're working around. And what, we've found that we've applied a number of strategies to deal with this complexity. So number one is this idea of questions and not answers. And I think this is so challenging in workshops. Imagine you're a first-year elementary teacher and you're trying to figure out what to do online. You want to know answers and it's really hard to let them know that this is about questions because there's just no pat answers. It's about what new teachers, what folks are willing to do. What they want to put themselves out there. What their intention is. What their context is. There aren't pat answers and linked to that is this idea of ambiguity. There's a lot of ambiguity in this space around what we do, what we can do, and what might happen. Another approach we use is the case study approach. We've found that by having student developed case studies and student revised case studies that are also looked at by, we have professionals as well in the field looking at these when they're first developed. It's allowed us to really get to the specific questions that students have. The specific areas they're interested in, and even the specific technologies and that kind of relates to evolving. We showed that earlier Digital Tattoo from 2009. It sure changed a lot, except Facebook still seems to be stealing people's data. That remains true. But so much else has evolved. So we have to keep thinking of ways to evolve it. A couple of evolutions this year. One of them is we change the tools. So we changed from Facebook to focusing on Discord in our case study. And it actually made a really big difference with a couple of the students who were using Discord for their group work, and they were aware of the different way that it's set up and the different risks to it. And another area that's changed over the years is positionality. I think a lot of the way that we're treated in digital environments is also about positionality. And when we were first talking in early Digital Tattoo days, a lot of the examples of teacher behaviour online was quite gendered. Meaning that females, different groups have a very different experience with dealing it online. So I think over the years we've been able to think a little bit more about positionality. Thinking a little bit more about the different needs and just bringing out those examples of different levels of vulnerability. So a lot of complexity in a really complex space. And I'm going to turn it over to Alex.

ALEX:

Alright, so this is going to be our activity that appeared on the agenda. But what I would love for folks to do is take a look at the link which I have put in the chat. And we're going to really share our approaches because we've been talking about how it's so important to involve positionality and also have specific contexts, I think is really significant in terms of talking about digital identity and how we educate about digital identity. So we wanted to put that into practice. So I've made a Google doc, which. Hold on. Everyone should be able to access and edit and just share the challenges and concerns that you have pertaining to issues around digital privacy, social media, digital presence, as well as your approaches. And I'm hoping to build a community. We're hoping to build a community centered doc where we can work together and see the solutions that everyone is applying and working on as well. And so we're going to take a few minutes here just to add to that document and consider it. And then we'll come back

around 3:48, 3:49 and share some significant pieces that folks brought and post it in the document. And then we'll look at wrapping up this session.

LUCAS:

I think maybe we should have just done this for the whole session, Alex.

ALEX:

I know I'm so impressed. Everybody is a collaborative spirit. I can't say I really appreciate it.

LUCAS:

I think that's the ETUG spirit we're seeing.

ALEX:

I just want to acknowledge all of the really great collaboration on this document. We will be leaving this document up for, I would say at least a full week for folks to check back and share and see what other folks' response is. So if you want to consider it and come back to this later and see what other folks have shared. This is something that'll be accessible to you for at least a full week, and if you need the link, always welcome to share with us. I really want to acknowledge all of the really awesome concerns and challenges that have been shared here. Thinking about how much of an online presence is actually part of the student persona. Having students being concerned about not thinking about consequences of future retribution. Acknowledging that women and BIPOC do not have equitable safety online. And how do we address and think about those questions? I think all of these concerns are really significant and I also want to acknowledge the really awesome approaches that are being added here. I really love thinking about some folks have included resources to engage community on digital ethics practice, which I really love. And thinking about how we integrate positionality into when we're talking about being online were some of the ones that really struck me. And the last one that I just want to mention is using a trauma-informed approach to create just equitable spaces where the student is in control. I think that's something that we really focus on in Digital Tattoo is giving the students control over what their identity looks like. And I really love and I want to thank everyone for participating and sharing in this document and please do continue to do so. As long as long as you feel comfortable. So Lucas, I'm just going to have you. Maybe we don't need our thank-you slide, but stop sharing and then yeah, and that doesn't even matter. But what I'll say is I'll just post some links to the things we've talked about today in the chat in just a second. So a link to Digital Tattoo and a link to the case studies that we referenced, just so folks can check them out for themselves just because we referenced them so much. Thank you, Rie. I appreciate it for posting that. And I also want to thank everybody for listening to us talk and, and participating fully in this session. It was really wonderful to be a part of ETUG and share with everyone. I just want to give a chance if there's any questions that folks have for us, we'd be happy to answer them in the last few minutes of this session. Otherwise, please do feel free to continue collaborating and sharing on the document that we shared today.

LUCAS:

And please do use these resources. You've probably caught it in some of our discussion, but I think it's an area that we are really under-serving our students in. And if we can find ways to help them navigate this space, I think it will help them within their lives as well as their studies.

ALEX:

Yeah. Just to build on what Lucas has said. All of our resources again, are open and Creative Commons license, so you're welcome to use any and all of them and adjust them for your needs just with attribution to Digital Tattoo. So again, these are all there for you to use in your context if you feel that's useful. And thanks so much.

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