

Competency: Digital Footprint

Core Concepts:

- *Invisible Audiences*: While we can visually detect most people who can overhear our speech in unmediated spaces, it is virtually impossible to ascertain all those who might run across our expressions in networked publics. This is further complicated by the other three properties, since our expression may be heard at a different time and place from when and where we originally spoke.¹
- *Persistence*: Unlike the informal public conversations, networked communications are recorded. This extends the period of existence of any speech act on the internet.²
- *Searchability*: Because expressions are recorded and identity is established through text, search and discovery tools help people find like minds. While people cannot currently acquire the geographical coordinates of any person in unmediated spaces, finding one's digital body online is just a matter of keystrokes.³
- *Replicability*: Hearsay can be deflected as misinterpretation, but networked public expressions can be copied from one place to another verbatim such that there is no way to distinguish the "original" from the "copy."⁴
- *Crisis Management*: A major event that threatens to harm your overall digital reputation.
- *Impression Management*: The social media activity that controls information in order to steer others' opinions in the service of personal or social goals.
- *Imagined audience*: A person's mental conceptualization of the people with whom he or she is communicating.⁵
- *Spreadability*: The ease with which content can be shared.⁶
- *Personal-Branding*: The practice of people marketing themselves and their careers as brands. Personal Branding is essentially the ongoing process of establishing a prescribed image or impression in the mind of others about an individual.⁷

¹ Boyd, Danah. (2007). "Why youth (heart) social network sites: The role of networked publics in teenage social life." *MacArthur Foundation Series on Digital Media* (ed. David Buckingham). Cambridge, MA: MIT Press.

² Ibid

³ Ibid

⁴ Ibid

⁵ Boyd, Danah. *It's Complicated: The Social Lives of Networked Teens*. N.p.: n.p., n.d. Print.

⁶ Ibid

⁷ Peters, Tom. (1997) "The Brand Called You. *Fast Company*:
<<http://www.fastcompany.com/28905/brand-called-you>>

Tiers:

- For this unit, we've created three tiers. Each unit in the three tiers share the same main learning objectives, reference material, and worksheets. The units differ because they cover different concepts. As a teacher, you may choose a particular tier because of your comfort level, your level of understanding, your students' level of understanding, and/or your students' prior knowledge.
- The following list details the concepts included in each tier.
 - Tier I - Introductory
 - Digital footprint
 - Searchability (Googleability)
 - Impression management
 - Tier II - Comfortable
 - All concepts included in Tier I
 - Invisible audience
 - Crisis management
 - Personal brand
 - Tier III - Advanced
 - All concepts included in Tier I and II
 - Replicability
 - Spreadability
 - Imagined audience

Context:

Much of what people do online leaves ongoing traces of their activities on the Internet. Every day most of people contribute to an evolving public presentation of who they are that anyone can see and that we cannot erase. People might think they are at home on our laptops, cell phones or tablets communicating with just a few people on our Friend's list. But in reality they are in a huge auditorium speaking into a public address system to a world that can record and redistribute everything they say.

If the world is listening to them when they are on the web, then they need to make sure what they say is interesting, engaging, positive and representative of their better selves.

Leaving digital footprints happens in many ways, including:

- Websites and web merchants. When people sign up for a new social media site, or when they buy something, they may not realize that they are giving personal information to the people who manage those sites. That information is often shared, circulated, and sometimes sold.
- Facebook. People have many conversations on Facebook that they think that only their Friends can see, but their Facebook conversations are more public than they might realize, because it's quite natural to lose track of all the Friends they have allowed to have access to their conversations. Also, remember that anyone can copy

and paste anything that is said into an email that they send to others - or publish on Facebook.

- YouTube: Perhaps someone video recorded a person at a party, and posted that on YouTube: Because it is posted on someone else's YouTube site, the person filmed does not have access to it and can't remove it.
- Google: Google reads your GMail to choose what advertisements people might like to see.⁸

⁸ <https://sites.google.com/site/digcitizenshipadventures/managing-your-digital-footprint>

Lessons:

Please note that the following lessons require computers for research. If you are unable to access computers with Internet, please find an alternative lesson attached.

Lesson 1 (~50 minutes)

Learning Intentions:

- You can identify, and understand the Tier I⁹ concepts of Digital Footprint and Searchability (Googleability).
- You will recognize how information is shared on the internet, and the potential consequences.
- You will know how the research task will help you to understand the impact of a Digital Footprint.

Success Criteria:

- I can name and explain the importance and Tier I (these may differ based on which Tier a teacher is comfortable teaching) concepts of Digital Footprint and Searchability (Googleability) and discuss their potential impact .
- I can explain how a person's online information can be helpful or harmful to their reputation or brand.
- I can explain the steps of the task and discuss how it will help me apply these concepts to my own brand.

- Hook - Reflection/discussion questions about current online presence (~10 minutes)
 - Have you sent a message or posted a comment online?
 - Have you created a profile on a social network site?
 - Have you used some sort of photo-sharing app?
 - Have you ever changed the settings on a social media site to protect your privacy?
 - Have students consider the following questions but not share their answers orally to protect privacy.
 - Have you shared something online that you later regretted?
 - Has anyone shared something online about you that damaged your reputation?
- Video and discussion (~20 minutes)
 - Video: Four Reasons to Care about your Digital Footprint
 - Play the beginning of the following video. Stop video at 3 mins.
 - <https://www.youtube.com/watch?t=223&v=OA6aiFeMQZ0>

⁹ Please note, these may differ based on which Tier a teacher is comfortable teaching.

- Discussion:
 - What are the benefits of sharing information online? Think about comments of television shows, photos of family, links to interesting articles and selfies.
 - How do you feel about companies selling your digital footprint for profit?
 - How can your sharing of information affect you in the future? Consider in a year, in five years, in fifteen years.
- Introduction to research task (~10 minutes)
 - Step 1 & 2: Step 1. Develop a big picture perspective.
 - Before you begin looking for yourself, let's build some background information about the digital footprint phenomenon.
 - Watch [Digital Dossier](#) (4:23). Questions to consider after you watch it:
 - How much of what the filmmakers talked about applies to you?
 - Is there anything that others might know about you that you would rather they didn't?
 - Are there things you would like others to know, that maybe your digital dossier doesn't include?
 - What is the difference between what you want your friends to know, vs. your parents, vs. employers?
 - Watch [Your Digital Footprint May Be Unflattering](#) (3:20). Questions to consider after you watch it:
 - What are your take-aways from this?
 - Do you need to change any of your social media settings or behaviors?
 - Watch [What Digital Footprint Will You Leave Behind?](#) (3:21) posted on the Hoven School District Superintendent's Blog. Questions to consider after you watch it?
 - Have any of the things mentioned in this video ever happened to you?
 - If so, what did you do?
 - In retrospect, what do you wish you had done?
 - How many of the safety precautions that were mentioned do you use?
 - Visit the website [My Privacy Everyday](#). Take a look at the list of everyday online activities, just so you can begin seeing your "mediascape" a bit more clearly. Questions to consider:
 - Does this describe an average online day for you?
 - If not, how is your day different?
 - Step 2. Search for yourself
 - Now, search for yourself. Here are a few resources you can use.

- [Google](#). Begin with a simple Google search, and then consider a few of these suggestions:
 - Put your name in "quotations"
 - Use the the time range option (typically on the left hand side of the screen) to limit your search to, perhaps, just last year.
 - Use Google Alerts; this will send you an email anytime your name shows up on the web.
 - Does someone own yourname.com? .net? .org? Find out who this is. I recommend you own yourname.com.
 - Use the site command to get really specific (like site:.facebook.com "your name")
- People search services:
 - [Pipl](#)
- Cloud generators, visualizers
 - [Intel's Museum of Me](#). You will be asked to sign into Facebook.
 - [Spezify](#). When it asks for a word, put in your name in quotations.
 - [Facebook text clouds](#). You will be asked to sign in to Facebook.
 - [Facebook in photos](#). You will be asked to sign into Facebook.
- Keeping track of yourself
 - [Scoop it](#). Scoop it prepares an on-going magazine about you based on what it finds out about you on the web.
 - [Google Alerts](#). As mentioned above, if you create a Google Alert about yourself, every time you appear on the web you will receive an email.

Lesson 2 (~50 minutes)

Learning Intentions:

- You can identify, and understand the Tier I (these may differ based on which Tier a teacher is comfortable teaching) concepts of Digital Footprint, Searchability (Googleability), and Impression Management .

Success Criteria:

- I can name and explain the importance and Tier I (these may differ based on which Tier a teacher is comfortable teaching) concepts of Digital Footprint, Searchability (Googleability) and Impression Management and discuss their potential impact .

- Hook - Video: Your Digital Footprint may be Unflattering (~3 min)
 - https://www.youtube.com/watch?v=o8C1a2z_cuQ
 - Watch [Your Digital Footprint May Be Unflattering](#). Questions to consider after you watch it:
 - What are your take-aways from this?
 - Do you need to change any of your social media settings or behaviors?
- Terms and discussion
 - Refer to core concepts
 - Tier I - Introductory
 - Impression management
 - Tier II - Comfortable
 - All concepts included in Tier I
 - Invisible audience
 - Crisis management
 - Personal brand
 - Tier III - Advanced
 - All concepts included in Tier I and II
 - Replicability
 - Spreadability
 - Imagined audience
- Research continued
 - Step 3. Exchange findings with your partner and put together a composite
 - Now exchange your results with your learning partner. Each will put together a composite view of the other based on what they found out. Feel free to consult with each other.

- By composite view we mean this: when you draw a picture of a person based on all of the information you have gathered, who do you see? Is the person:
 - mature? (immature?)
 - kind? (mean?)
 - makes good decisions (or not so good decisions)?
 - someone you want on your team (or not)?
 - needs to develop in what areas?
 - Step 4. Interview, inquire about each other
 - Possible interviewer/ee roles. As a teacher I record myself interacting with my students on a regular basis. There is no better way for me to understand what improvements I need to make as a teacher. The point of this "interview/inquiry" exercise is similar to recording yourself in that it addresses the following need:
 - You need to see yourself as others see you
 - This is hard to do without help. Having someone put together a composite of your digital footprint can provide that help.
 - The following are possible interview/interviewee roles you can use for this activity:
 - College admissions. Colleges are interviewing you for possible admission. A recent factoid: well over half of all colleges check social media sites like Facebook to see how applicants behave online. What they find figures into their decisions.
 - Employers. Employers are interviewing you as a possible employee. And perhaps you want to know more about someone who is interested in hiring you.
 - General inquiry. You might not be interviewing people in a formal sense, but simply looking into who they are and how they behave. Here are a few possible scenarios for this:
 - Contacts, acquaintances. You are simply wondering about someone who has shown an interest in being a friend, or working with you on a project, or hiring you.
 - Parents. Perhaps you are a parent who wants to know more about how your son or daughter's friends represent themselves in public on the Internet. Based on what you find, you may want to talk to children - or their friends.

Survey/Quiz (~10 minutes)

Assessment Quiz

1. Your digital footprint is all the information about you online that only you post.
 - a. True

- b. False
2. What kind of information can make up your digital footprint?
- a. Online photos
 - b. Comments that others post about you
 - c. Links that you share with others
 - d. Both A and B
 - e. All of the above
3. What kinds of information would make a positive digital footprint? Circle all that apply.
- a. Photos of you doing work in the community
 - b. A newspaper article about your soccer team
 - c. A mean comment that you made on a friend's website
 - d. A blog you created to showcase your artwork
 - e. Inappropriate photos of you on a social network site

Lesson 3: (~50 mins)

Learning Intentions:

- You can identify and understand the Tier I¹⁰ concepts of Digital Footprint, Searchability (Googleability) and Impression Management .
- You will know how the research task will help you to understand the impact of a Digital Footprint.

Success Criteria:

- I can name and explain the importance and Tier I (these may differ based on which Tier a teacher is comfortable teaching) concepts of Digital Footprint, Searchability (Googleability) and Impression Management and discuss their potential impact .
- I can explain and discuss how my own digital footprint.
- I can discuss how my own Digital Footprint might look in the future and how to cultivate a positive brand.

- Hook - Teens with very successful digital footprints
 - Tavi Gevison: <https://www.youtube.com/watch?v=QIKn3Q5Jg24>
 - Rai Goyal
<http://www.cbc.ca/player/Radio/Local+Shows/British+Columbia/All+Points+Wes+ID/2651812264/>
 - Zoella Sugg: <https://www.youtube.com/watch?v=26SySrPnJDY&t=53>
 - Crisis Management
<http://www.theguardian.com/books/2014/dec/11/zoella-ghostwriter-siobhan-curham-controversy-childrens-author>
- Terms and discussion/Plan digital presence:
 - Step 5. Report in. Let the rest of the class know what you discovered. Report your findings to the group. What did you discover?
 - Step 6. Discuss creating a positive online reputation/footprint. There is no hiding on the web anymore. So the question becomes: How do I create a web presence that shows my best side?
 - Have students complete “Planning Your Digital Footprint” Worksheet.
 - Discuss their reflections/findings.
 - Have students complete “Placing Your Digital Footprint” Worksheet.
 - Have students share their ideas with the class.

¹⁰ Please note, these may differ based on which Tier a teacher is comfortable teaching.

Sources

Common Sense Media:

https://d2e111jq13me73.cloudfront.net/sites/default/files/uploads/classroom_curriculum/6-8-unit3-trilliondollarfootprint.pdf

The Internet Society:

<http://www.internetsociety.org/your-digital-footprint-matters>

Barlett High School, Anchorage Alaska:

<https://sites.google.com/site/digcitizenshipadventures/managing-your-digital-footprint>

Boyd, Danah. (2007). "Why youth (heart) social network sites: The role of networked publics in teenage social life." *MacArthur Foundation Series on Digital Media* (ed. David Buckingham). Cambridge, MA: MIT Press.

Boyd, Danah. *It's Complicated: The Social Lives of Networked Teens*. N.p.: n.p., n.d. Print.

Appendices

Quiz Answers

Answer feedback

1. The correct answer is b, False. Your digital footprint also includes information about you that others post.
2. The correct answer is e. A digital footprint is any kind of information that is posted about someone. That can mean photos, comments, and more
3. The correct answers are a, b, and d. A positive digital footprint contains good things about you that you or others posted online.