

"This was actually fun!"

Engaging users in conversations about digital literacy

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Hello!

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#DigLitFun

We've prepared a participatory and interactive session for you today, so we hope you're ready! There are going to be several opportunities to get engaged and involved as we deliver the content, and we really encourage you to do so to get the most out of the session. If you have questions or comments during or after our presentation, please feel free to tweet at us. We'd love to hear from you. We've provided our twitter handles and a hashtag so that you can easily connect with us and share your feedback. We'll also leave time for a few questions at the end of our session. Let's get started!



Purpose

To connect the Western University community with tools to improve their 21st century digital literacy

To provide students with actionable first-steps to critically evaluate their consumption/creation of digital information

As we all know, modern digital citizenship is complex and ever-evolving.

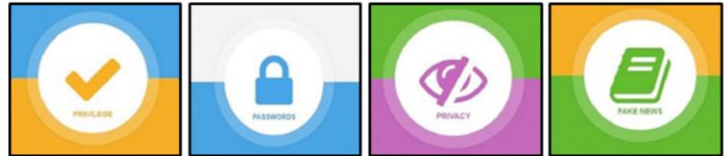
The goals of this project were twofold: To connect the Western University community with tools to improve their digital literacy skills and knowledge; and, to deliver actionable first-steps for critical evaluation of digital information, whether as a consumer or as a creator. For each one of these goals, our overall aim was to encourage preparedness of the Western community to engage with the modern issues of digital citizenship in a prepared and informed way.

Piece of cake, right?

This involved exploring topics that we don't often get to speak to in the traditional context of library instruction. It can be difficult to work important issues like online privacy and security into a standard information literacy lesson plan. So, we took a different approach. We developed a series of 4 pop-ups to be delivered outside of the classroom in a more neutral space that would encourage a short, one-on-one, meaningful engagement between library staff and library user. I'm going to pass things over to Erin, who is going to provide an introduction to those pop-ups.

What We Did...

4



Aligned with...

Open Access Week (October 23-29, 2017)
Cybersecurity Awareness Month (October)
Choose Privacy Week (May 1-7, 2017)

We created these unique, out-of-classroom pop-up activities – but exactly how did we do this?

- Inspired by similar gamified learning activities created at NCSU Library, we started brainstorming and came up with 4 information literacy activities
- These activities were designed to help students to critically evaluate their consumption and creation on digital information
- As well, this project fits with Western Libraries Strategic Plan to advance 21st century literacies development

The topics include:

- Information Privilege
- Password Security
- Digital Privacy
- Critical evaluation of news media

When possible, we attempted to align these activities with national and international awareness campaigns

- So, information privilege activity was aligned with open access week
- Password security was aligned with Cybersecurity week...

With Digital Privacy, we chose to align with high gate times instead of with Choose Privacy Week, since the academic library is a bit of a ghost town in early May. However, aligning the activity with Choose Privacy Week might have worked well in a public or school library setting.

You Can Do It, Too!



<https://digitalliteracy.info/>



We've tried to make it as easy as possible for anyone to recreate these activities within their own library communities.

We've created a website, with an easy to remember URL **digitalliteracy.info**

All the documentation you need to host digital literacy pop-ups is available for download from this website.

AND

All materials on the website have been given a CC-BY-NC license, which means

- you are free to adapt these activities and tailor them to your library communities
- so long as proper attribution is given
- and the use is non-commercial.

With that overview to the project as a whole, we'd like to spend the rest of our time together today sharing the specifics of these activities and playing some of the games together.

Checking Your Information Privilege

Recognizing Inequitable Access and
Injustice in Media



The first pop-up that we'll talk about today was titled "Checking Your Information Privilege". Through this activity, we sought to encourage recognition of inequitable access to resources and draw attention to the privilege that most secondary students enjoy in terms of their media resource options.

Recognizing Inequitable Access

A card sorting game was used to demonstrate the high cost of library resources relative to the cost of consumer items.

Aligned with Open Access Week.



This activity was a card sorting game in which participants were asked to guess the cost of library resources (including subscriptions to journals or databases) relative to the cost of budgetary or luxury items that our target audience might be able to relate to.

We invited participants to play by asking, “How much do you think the library pays for you to access our electronic resources?”

We gave each participant three cards, including two consumer item cards and one library-funded resource card, and asked them to arrange the items in order from what they expect would be the least expensive to the most expensive. Then, they could flip over each card to reveal how accurate or inaccurate their guesses were. The “reveal” provides an opportunity to talk to the participant about the value of the resources on the cards (especially those provided by the library) and *casually* promote open access.



For example, participants might get cards with a logo for ScienceDirect, a picture of a Chanel bag, and an image of a house, representing the average price of home in London, Ontario. They would organize these cards according to the suspected cost of each, and then reveal the actual cost to showcase any discrepancies between the perceived and actual cost of these items.

It's worth noting, also, that we did our best to get to know the participants a little before giving each one their cards so that we might choose resources and items that would be familiar. We asked users what program of study they were in and made sure that they were familiar with the database or journal that was going to be on the card. This means that a user studying psychology wouldn't likely play the game with a Science Direct card, but rather with something more applicable and familiar like PsycArticles. Similarly, in selecting the consumer items to include in each set, we'd ensure that they had some understanding of what the item was. For example, if somebody had no familiarity with fashion or the Chanel brand, we might use a card with an iPhone X or a luxury bicycle.

By show of hands, how many people think that the very trendy Gabrielle handbag by Chanel is the most expensive? How many think that a home in London, ON is the most expensive? How many think that a yearly subscription to ScienceDirect is the most expensive? Let's see the reveal...



\$5,150



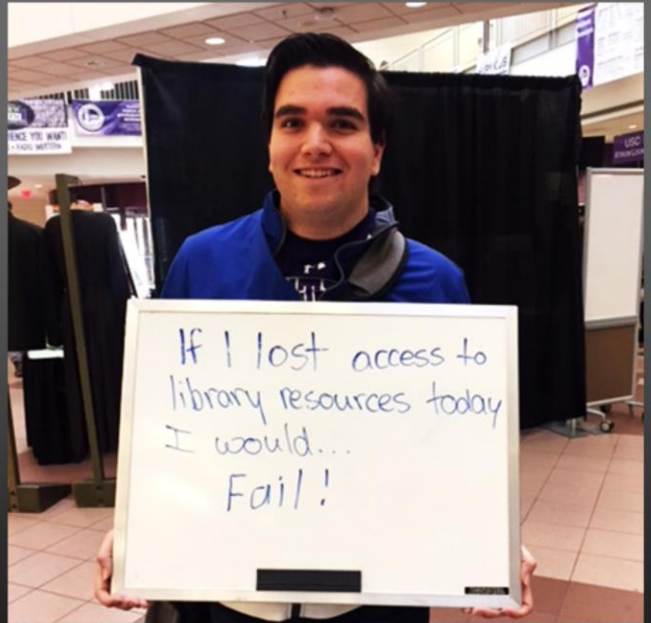
\$335,000



\$2,265,778.66

The average library user would be really surprised to see the price of library resources re-framed in this context, and they might be really interested in learning more about this topic and about open access.

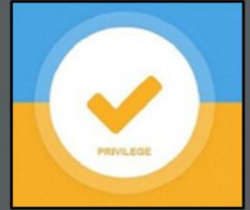
Complete the sentence:
“If I lost access to library
resources today, I
would...”



We then asked participants to reflect on the cost of resources and to complete the following sentence on a whiteboard: “If I lost access to library resources today, I would...”. This allows for reflection on one’s own information privilege.

This photo is of a participant at the pop-up. Upon playing the game and some reflection, he thought he’d fail without the access that the library affords him. So, at least in this case, we can see some recognition of personal privilege and the value of library resources.

How'd it go?



Students were shook.

...In a good way!

We played the game with a total of 67 people and got some really valuable feedback from our users. Overall, it seemed that most participants were very shocked to find out the exorbitant cost of many library resources.

“What?! Is that price for the whole school?! That's insane.”

“Woah! That's a crazy expensive database.”

“Eye-opening!”

“Is there a petition I can sign?”

“I definitely support open access.”

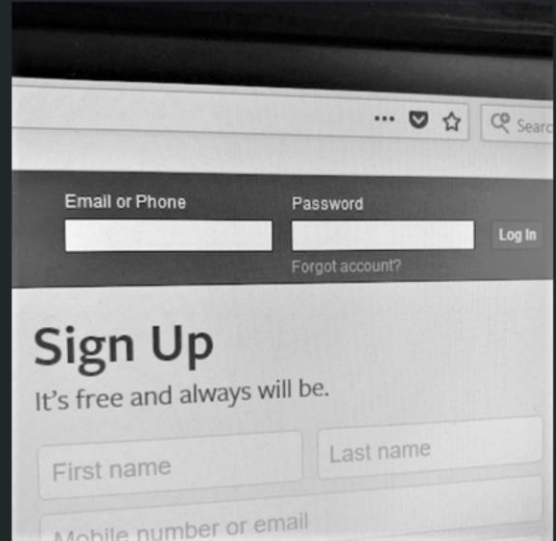
At each pop-up, we collected open-ended feedback from participants. It was a great way to get a sense of their understanding of the topic. We gained a lot of rich data at each pop-up by listening to users reflect on the activity.

After users played the Check Your Privilege game, many expressed shock at the high cost of resources. This reaction was really fun and interesting for us as facilitators because we knew that there was an information gap there and we had an opportunity to educate. Also, the format of the game was clearly working if we were getting the point across about the relatively privileged position of students in PSE.

In addition to the “shocked” reactions, we also saw some participants making the connection with the comparable benefits of open access resources. It was very cool to have them rally behind that cause after a pretty short introduction to the topic by facilitators. In fact, the participants that wanted to sign a petition were extremely keen to do so. It only took about a 5-10 minute activity to see these students evolve into social justice and open access warriors before our very eyes.

You Shall Not Pass

Improving Password Security



Moving on to the next pop-up, it dealt with improving password security and was titled, "You Shall Not Pass". The goal of this activity was to engage users in conversations about the importance of password security and get a sense for whether or not this issue was on their radar.

HOW SECURE IS MY PASSWORD?

ENTER PASSWORD

Improving Password Security

This activity uses an online password checker produced by Dashlane Password Manager, to raise awareness of password security and password best practices.

This activity uses an online password checker produced by Dashlane Password Manager, to raise awareness of password security and password best practices. Dashlane, as a producer and seller of a password management product, has a keen interest in ensuring password security, and no data is stored. All of the code is openly available via the website. This meant that we could feel very confident incorporating it into our activity and encouraging everyone to use it. Rather than just saying a password is "weak" or "strong", the site lets you know how long it would take a computer to crack their password. It also checks against the top 10,000 most common passwords.



Let's Play !

We'd like to invite you all now to take out your smartphone or laptop and test your password's strength.

<https://howsecureismypassword.net/>

Please visit the URL listed here and try it out! Feel free to chat with a neighbour at your table about the results. We'll give you a few minutes to complete this activity.

At the same time, we'd like to invite a brave participant to come up and test their password for us all! Is there anyone in the room who thinks that they have a particularly strong password that they'd like to try?

Breaches you were pwned in

A "breach" is an incident where data has been unintentionally exposed to the public. Using the 1Password password manager helps you ensure all your passwords are strong and unique such that a breach of one service doesn't put your other services at risk.



Ticketfly: In May 2018, the website for the ticket distribution service Ticketfly was defaced by an attacker and was subsequently taken offline. The attacker allegedly requested a ransom to share details of the vulnerability with Ticketfly but did not receive a reply and subsequently posted the breached data online to a publicly accessible location. The data included over 26 million unique email addresses along with names, physical addresses and phone numbers.

Compromised data: Email addresses, Names, Phone numbers, Physical addresses

Have I Been Pwned?

This supplemental activity makes use of Have I Been Pwned?, a free resource to quickly assess if an online account has been compromised or "pwned" in a data breach.

If students were particularly engaged, voiced concerns about their security and asked follow-up questions after completing the first activity, we offered to show them another: a site called <https://haveibeenpwned.com/>, an aggregator of data breaches that checks accounts against the list of breaches.

This website has an interface much like that of How Secure is My Password?. Instead of entering a password, it allows the user to enter an email (or several emails) to check if their account has been associated with any notable data breaches where their personal data has been unintentionally exposed to the public.

For example, a user may see a message that everything is clear, or they may get something that notifies them of data breaches associated with their accounts. In this case, one of my email addresses is associated with an account for Ticketfly, which makes my data (including email address, name, phone number and address) vulnerable.

How'd it go?



Participants were skeptical.

...With good reason!

We had 51 people check the security of their password. This game is was a quick and low-commitment way to engage users in a brief conversation about the importance of password security. It was very well received.

Players showed a healthy amount of skepticism when asked to input their password. For example...

“There's a lot of sketchy things going on here:
free candy, asking us for our passwords?...”

“Can I trust you?”

“Is this a scheme to get my password?”

“I don't want to know. I really don't.”

“I use the same password for everything.”

These are just a few of the comments that participants provided after completing the activity.

As you can see, there are themes in the open-ended feedback of distrust concerning the reliability of the “password checker” and of us in general, given the context. This is encouraging because it means that a lot of users have honed those critical thinking skills and have the common sense to know that they shouldn't be readily giving their passwords away to strangers or entering them into foreign websites.

There were also some players who showed a lot of self-awareness of their poor passwords, indicating that they use the same password for everything and that they'd rather not even know how poor their password is. This kind of self-deprecating commentary demonstrates that a lot of participants know that passwords should be strong and unique; they have that foundational knowledge and awareness, at the very least. Overall very interesting feedback from the people we engaged with.



Plenty of users were wary of the tool.

In addition to the feedback that we got in person, we were also able to generate some interactions about the topic of password security via social media. This twitter exchange really accurately represents the kind of healthily skeptical reception we got from users. In this instance, we posted on Twitter about the activity and got the response, “seems wrong to determine how secure my password is by putting it into a random website”.

I Always Feel Like Somebody's Watching Me

Practical Lessons in Digital Privacy



Our next activity is called “I always feel like somebody's watching me”

- Opportunity to peek at their digital profile
- Teachable moment to talk to students about social media privacy settings.

Okay, So just thinking about advertising for a moment ...

- Have you ever bought something from Amazon and then later seen it advertised in your Facebook newsfeed?
- Have you ever returned from a holiday you booked in person to find the identical flight offers in your Google?
- Or, a more librarian-focussed scenario - Have you ever helped a user find what they need while your twitter feed is open, only to have your phone advertise the resource they were looking for later that evening?

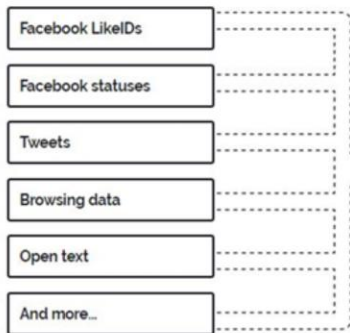
All of these are examples of our digital traces in action - collected, profiled, and used to advertise to us.

This next activity is meant to:

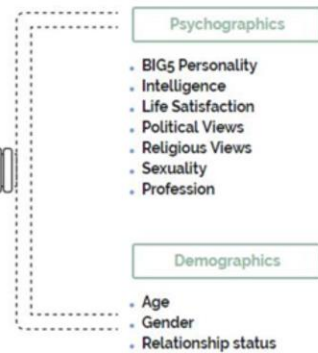
- Raise awareness of how our digital traces are used
- Facilitate conversational opportunities about taking control of your digital profile

Trait Prediction Engine

Digital footprints



Individual profiles



<https://applymagicsauce.com/>

What do I mean by data traces?

This image illustrates how elements of our online activity are compiled to create individual profiles/data profiles

Your digital footprint is made up of your digital traces:

- Facebook likes
- Status updates
- Tweets
- Browsing Data

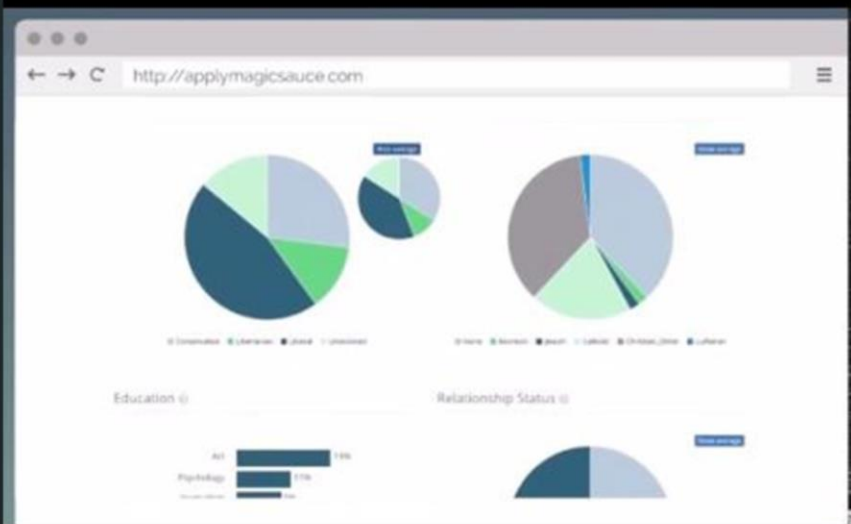
It is then used to create your data profile, which is used to tweak and personalize your online experience.

Lessons in Digital Privacy

Web-based tool to predict the psychological traits using the digital footprint of social media users.

The game :

- “Do you want to find out who Facebook thinks you are?”
- Talk to users about privacy settings while they check out their digital profile



In order to show users their data profile, this activity uses a web-based tool called Apply Magic Sauce, which was created at the University of Cambridge.

This tool predicts the psychological traits of people based on the digital footprint left behind on our social media

To play the game:

Invite passersby to participate by asking, “Do you want to find out who Facebook thinks you are?”

While players look at their data profile, talk to them about options available to them, should they want to tighten up their privacy settings on social media

How'd it go?



Users were engaged.

...And had mixed reactions.

We had 24 people stop by to use the Apply Magic Sauce tool and view their data profile.

While we interacted with fewer participants in this game than with the others, our interactions were longer. Those that stopped to play the game were highly engaged.

People really seemed to enjoy this one:

- bringing friends back to play
- taking snaps of the URL so they could revisit and share the site.

They also had mixed reactions...

“Far from accurate”

“This is a little bit eerie”

“That’s not even close to right”

“Weirdly accurate”

“Advertising is crazy these days”

“Ten year old me was a different me...
this isn’t who I am anymore”

Here are just a few of the comments that participants provided after completing the activity.

Many left with an understanding that these data profiles are not our real personalities...

Some expressed feelings of privacy invasion...

And others showed an awareness of the link between their data profiles and the personalized advertising they receive.

One of my favourite comments from this game is the “Ten year old me was a different me... this isn’t who I am anymore”

This comment shows a realization that what you put on social media sticks with you and a need to be responsible in the creation of online information.

It is also interesting to note that our undergraduates grew up with Facebook - they had it at age 10. Also interesting, the majority of participants did not have a twitter account.

Fake News and You

Critically Evaluating Information



Okay - The last game to show you today is Fake News and You - Critically Evaluating Information

The goal of this activity is to:

- Show the bias and factual reporting level of popular news sources
- Raise awareness of tools that can help with evaluating news

Media Bias Fact Check



Critical Evaluation of Information

Card sorting game is based on information found at Media Bias Fact Check.

<https://mediabiasfactcheck.com/>

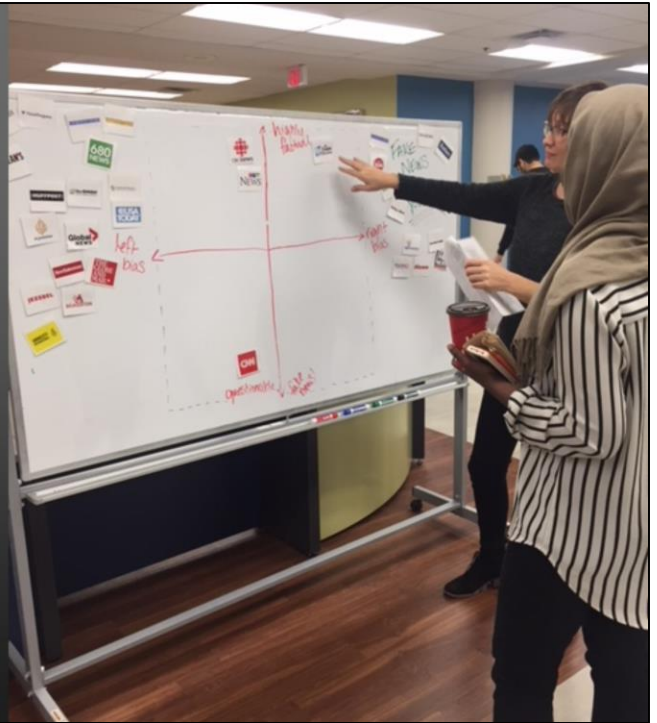
For this activity, we created a tactile card sorting game using an online media bias resource called Media Bias Fact Check.

Media Bias Fact Check was founded in 2015 by Dave van Zandt:

- a communications scholar with research focussed on the role of media in politics.

And, we chose to use Media Bias Fact Check as the basis of this game because it uses a strict and transparent methodology to determine the bias of various news sources.

What's the bias of your favourite news source?



To play the game:

- Invite passersby to participate by asking, “What’s the bias of your favourite news sources?”
- Have players choose a few media logos and align them on a grid with four quadrants based on their perception of its bias and level of factual reporting.
- Use the cheat sheet to reveal the bias as determined by MediaBias/FactCheck.

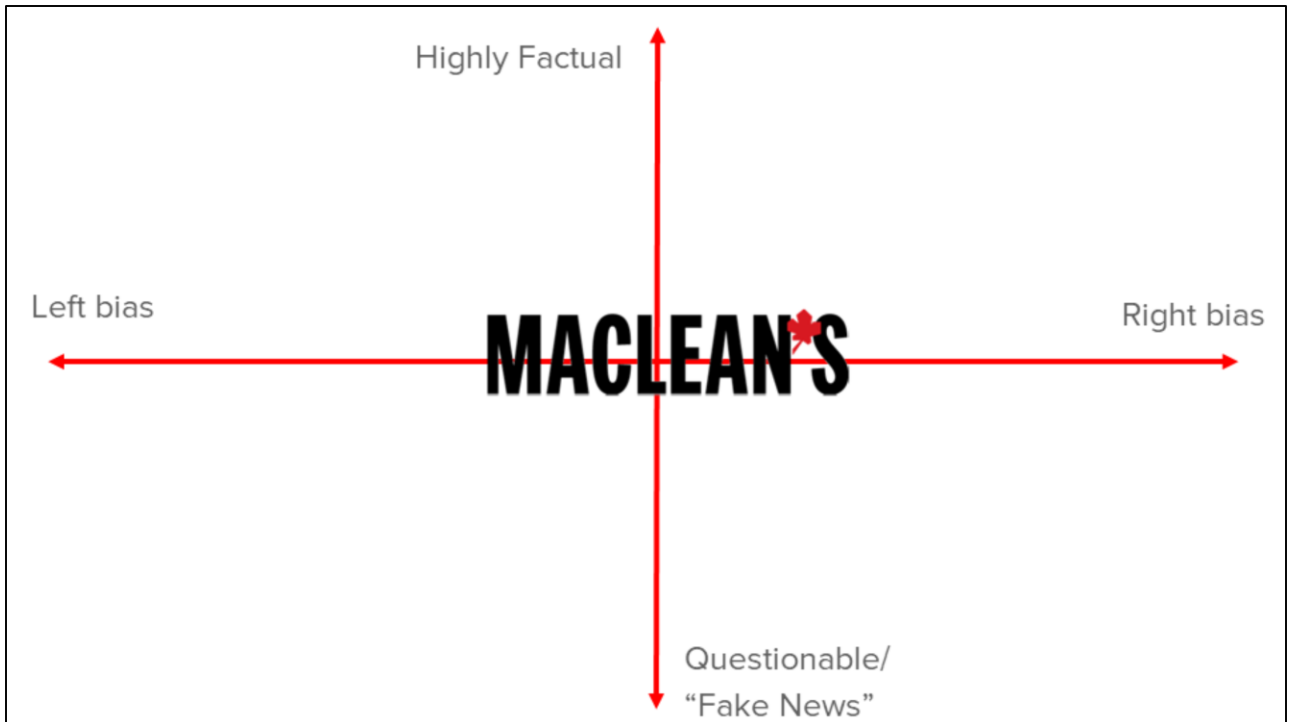
After playing the game, we offered players the IFLA - How to spot fake news pamphlet , with useful links on the back to resources such as a link to our new sources research guide (https://guides.lib.uwo.ca/news_sources)



Let's Play !

Since we have too many people in the room to play the tactile version of this game, Madisson and I have recreated the game for you today using slides.

Here we go...



This is a representation of the grid that was used at our pop-up.

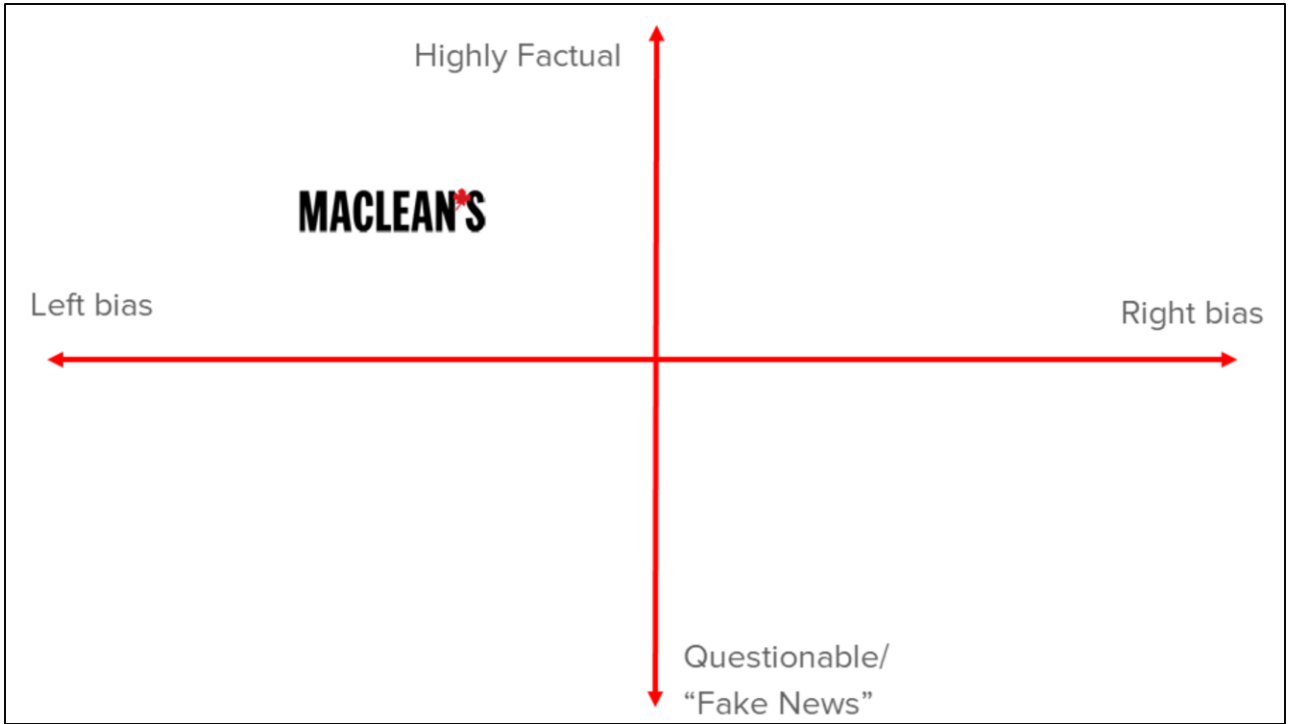
- News sources that you think are highly factual, credible, and reliable would be scored near the top
- sources that may employ some satire or engage in poor reporting practices would be scored towards the bottom
- In addition, you can consider the political bias inherent in the news source and place news sources towards the left, centre, or right of the grid.
- This idea is that it's often not black-and-white when it comes to evaluating sources, but rather, that most news sources exist on a continuum somewhere between left and right, and highly factual and questionable.

We will reveal a couple of media logos, and you will let us know where you think the logo belongs on the grid by clapping and making noise.

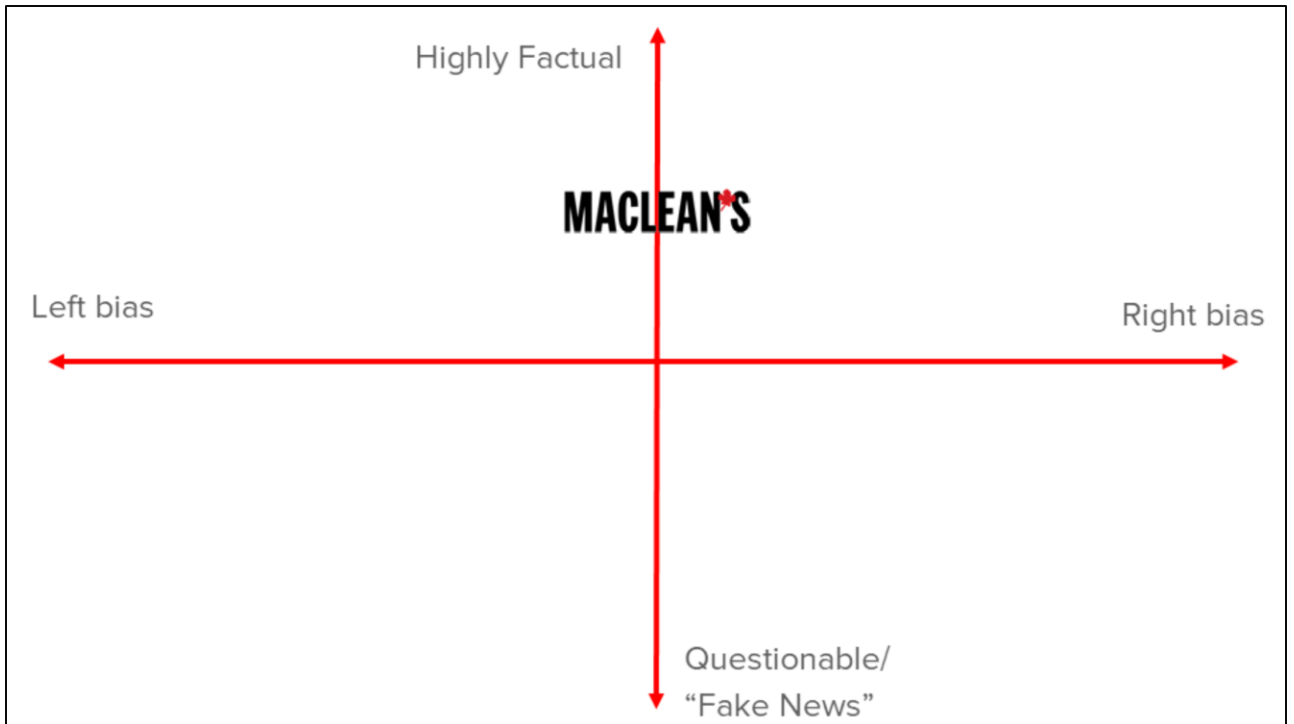
We will then reveal what Media Bias Fact Check has to say.

Are we ready?

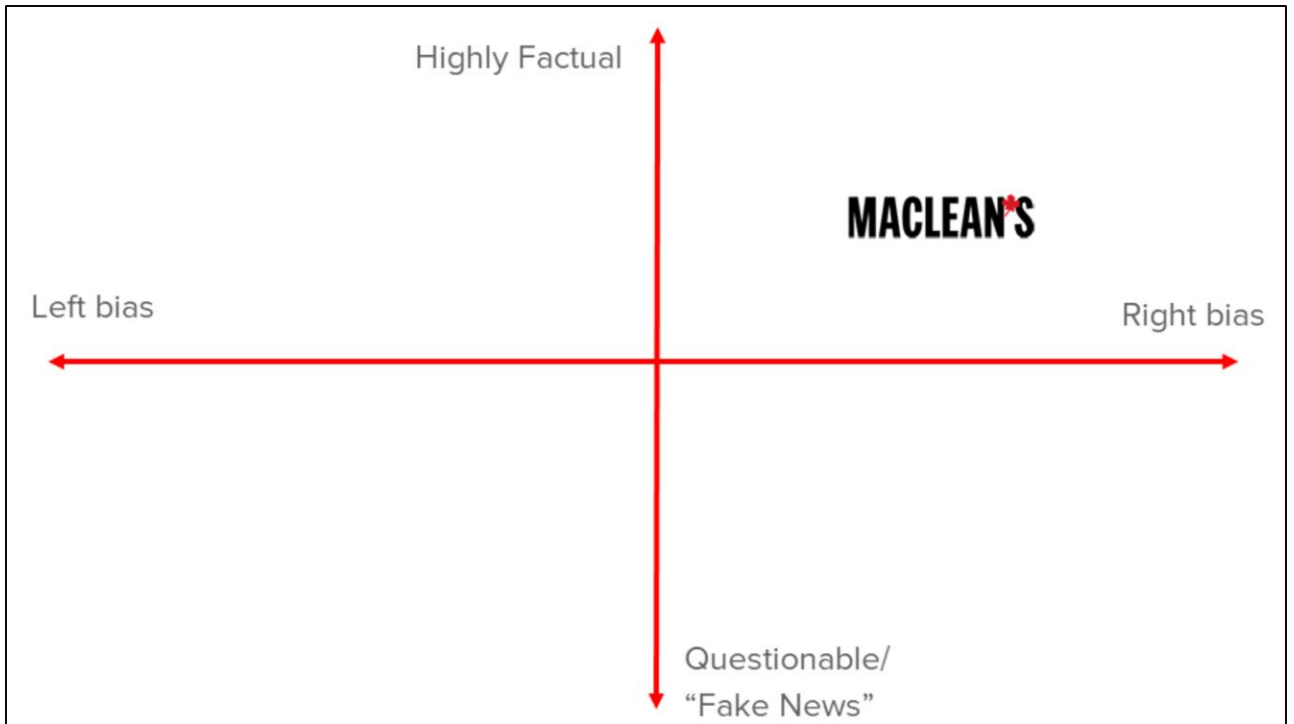
The first logo we will look at is... Maclean's!



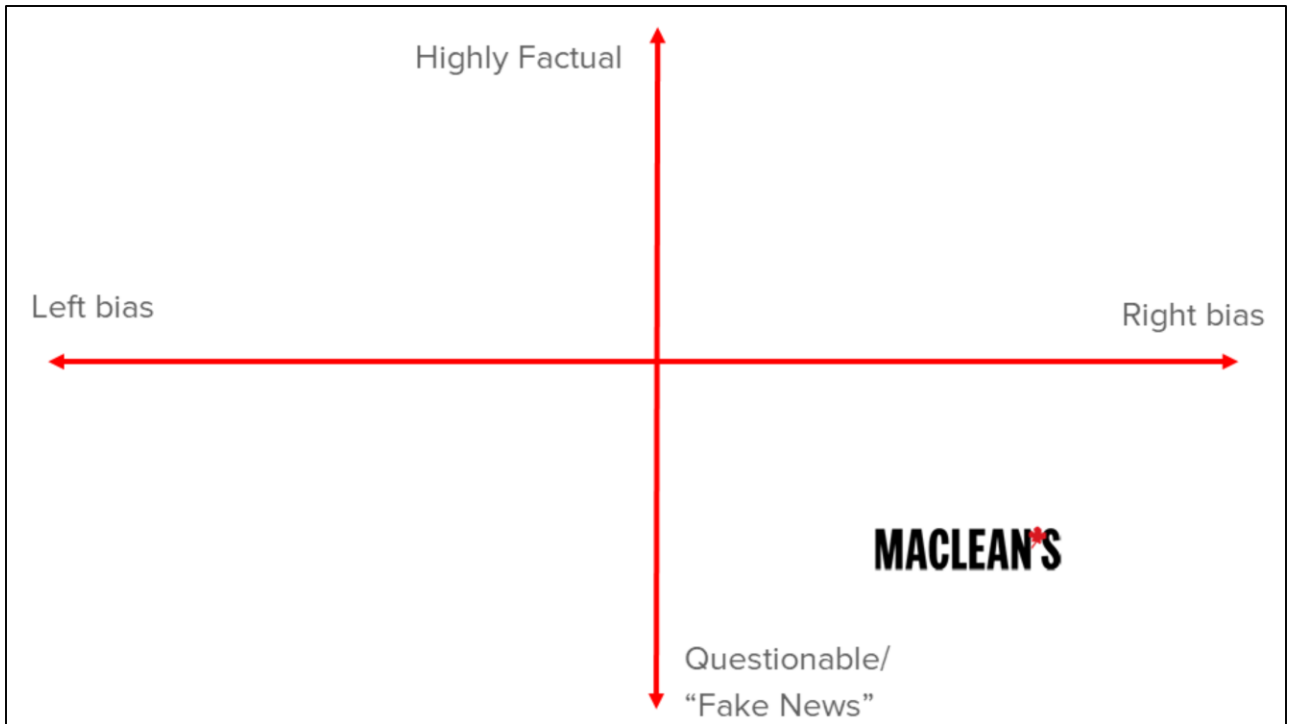
Who thinks macleans is highly factual and left-biased?



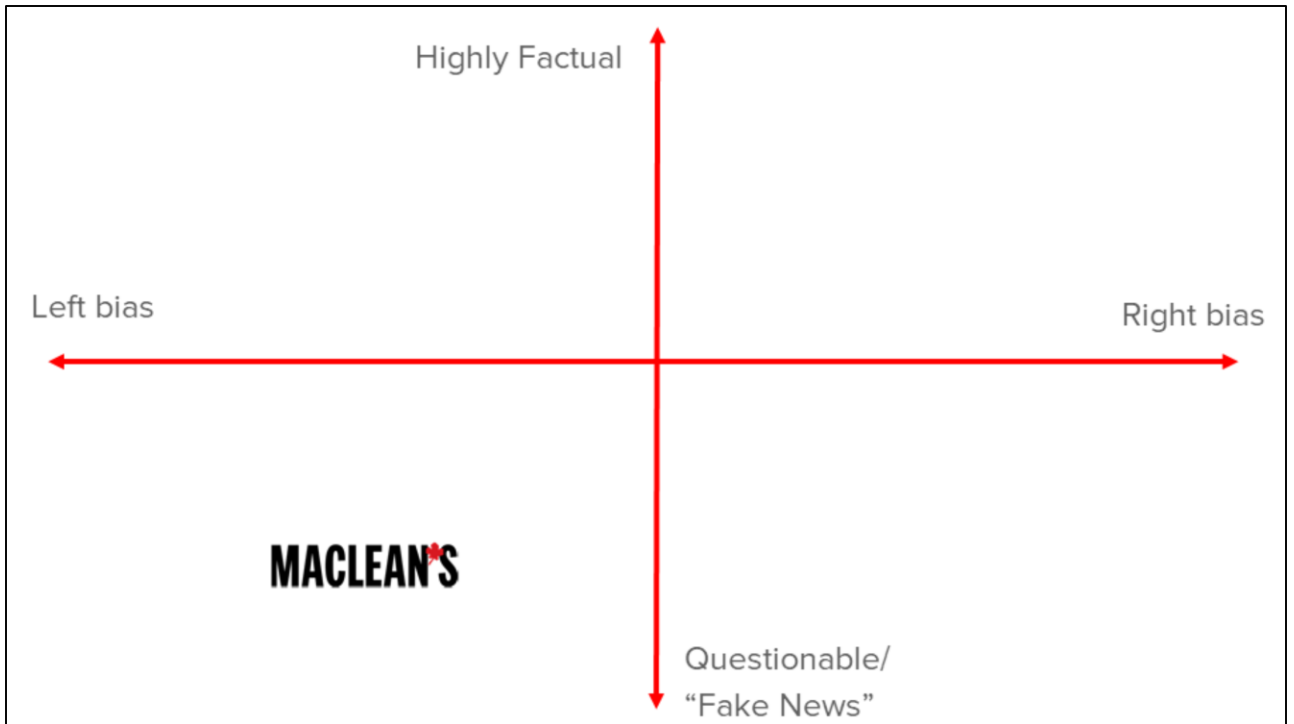
Who thinks macleans is highly factual and centered in their reporting?



Who thinks they are highly factual but right-biased?



Anyone think that they are right-biased but questionable when it comes to factual reporting?



Or left-bias and questionable in their factual reporting?

Alright... (drum roll please)

According to Media Bias Fact Check, Macleans magazine is...

MACLEAN'S

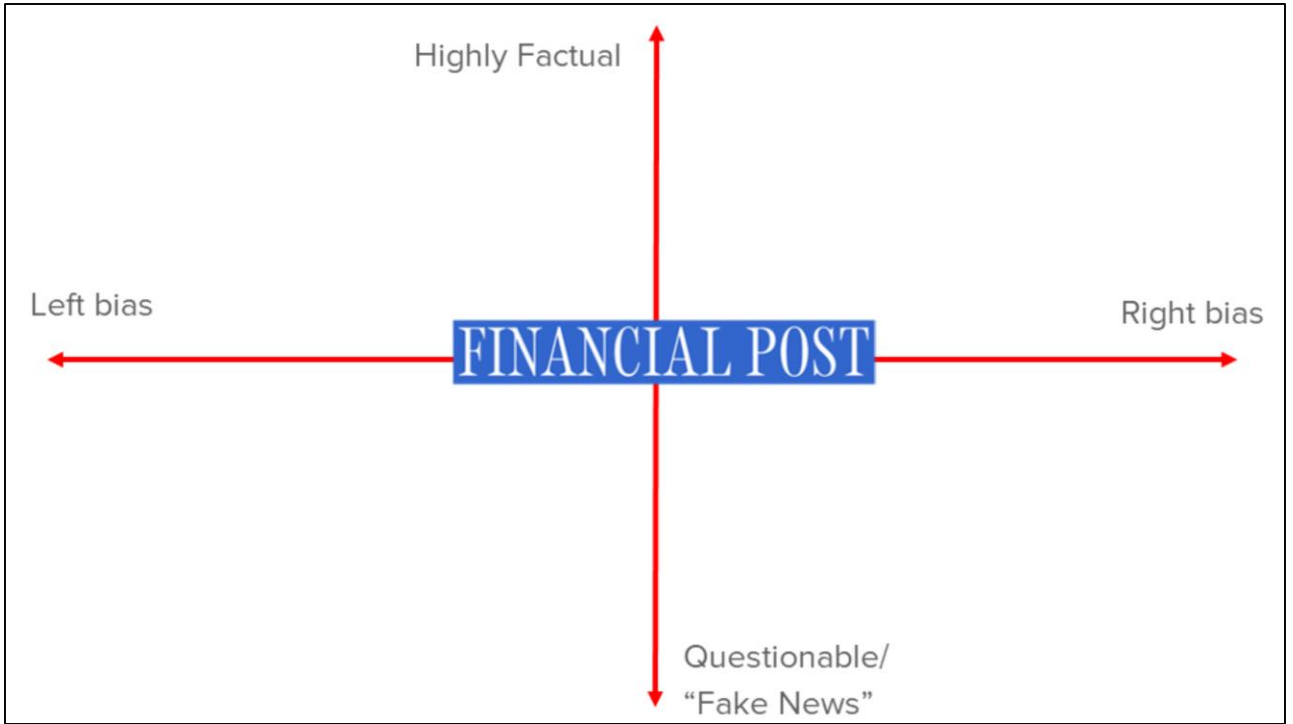


Left-Centre Bias / High Factual Reporting

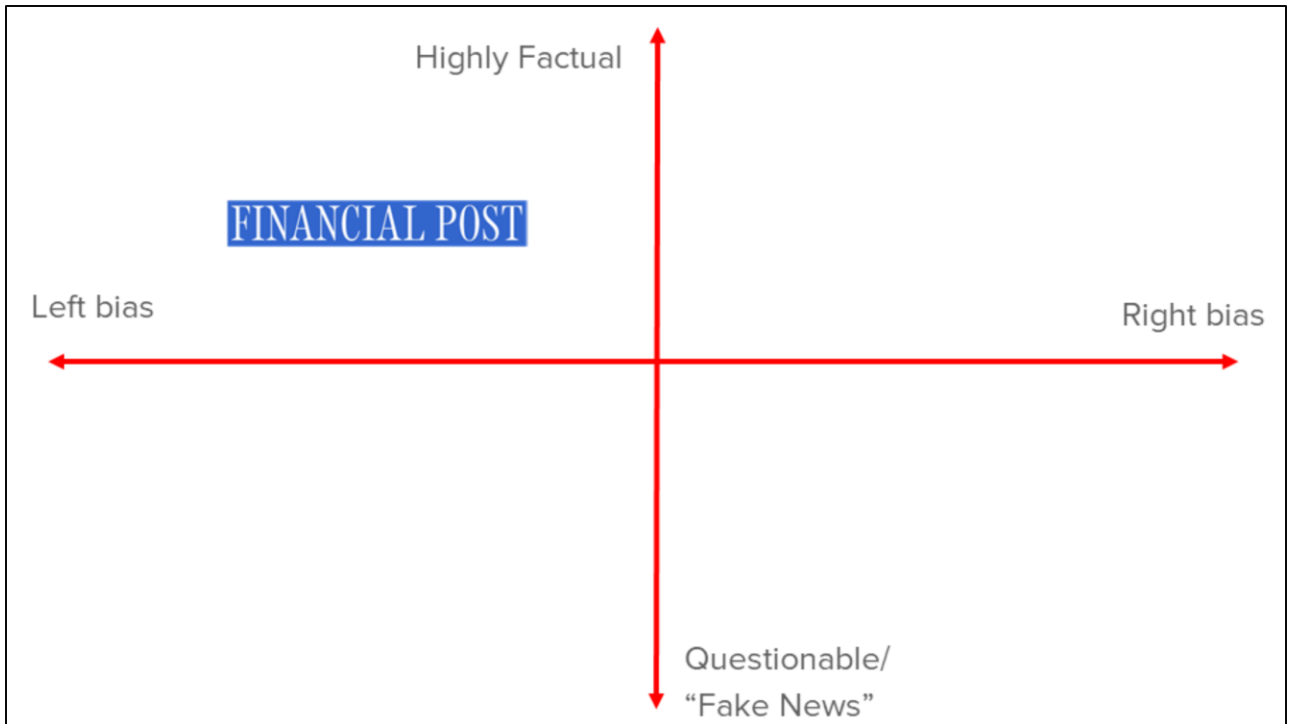
Left-centre in bias and highly factual in reporting!

Why? Because they sometimes use loaded words or wording that attempts to influence an audience to favour liberal causes.

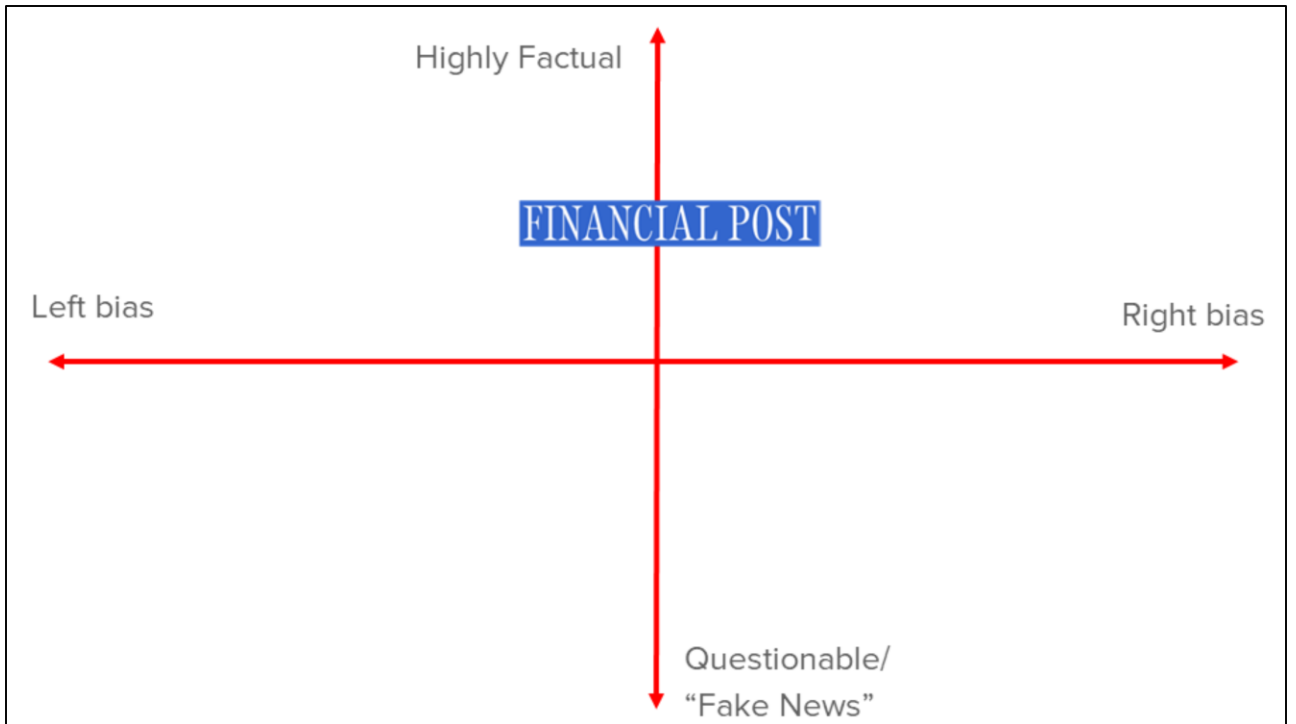
- They appeal to liberal emotion or stereotypes



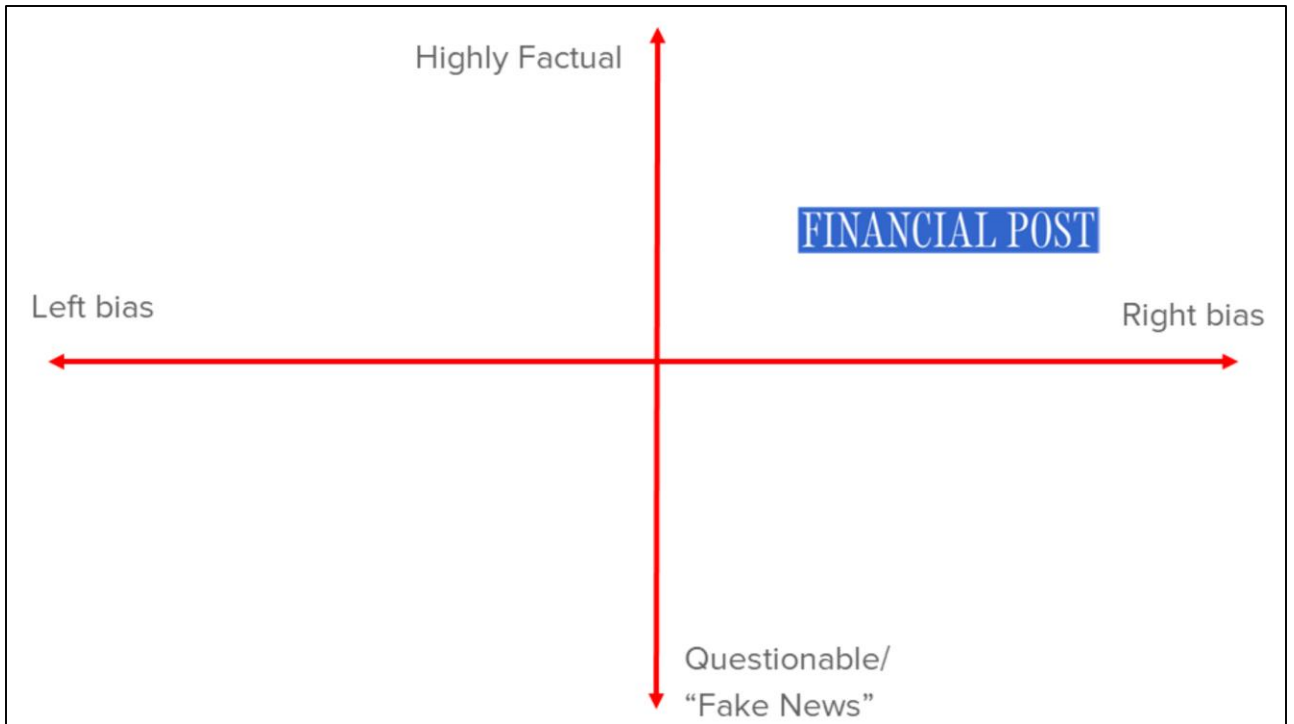
Next up, the Financial Post!



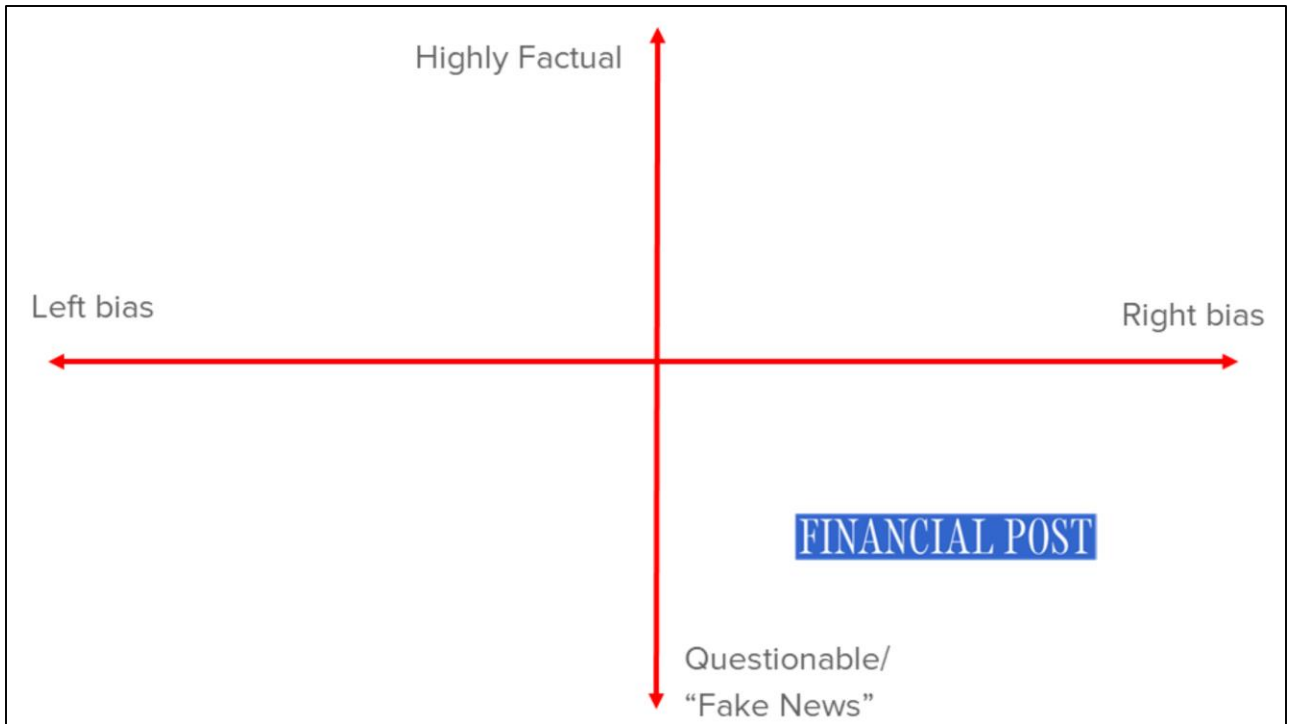
Who thinks the Financial Post is highly factual but also left-leaning?



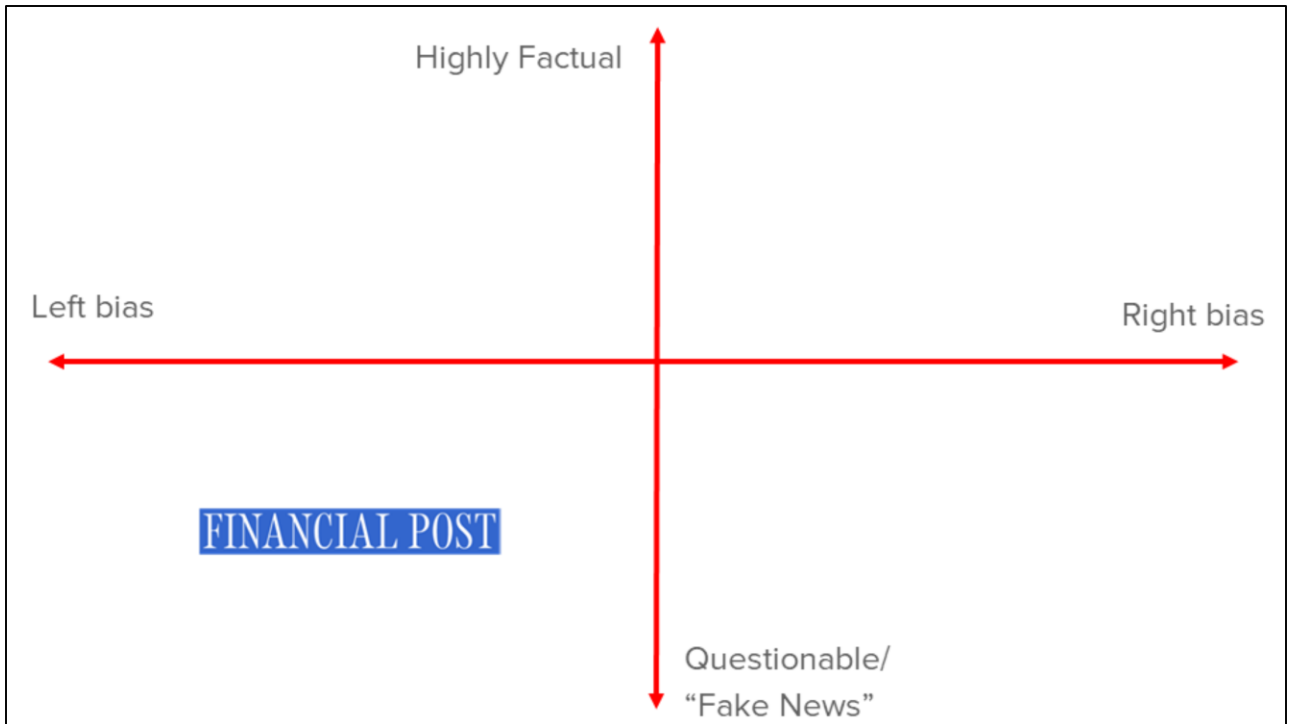
Who thinks the Financial Post is highly factual and centered in its reporting?



And who thinks they are highly factual but right-leaning?



Does anyone think they are right-leaning with questionable content?



What about left-leaning with questionable content?

Okay.... (drumroll again please)

According to Media Bias Fact Check.
The financial post is...

FINANCIAL POST



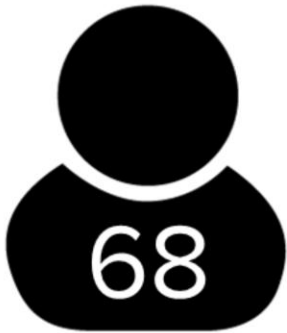
Right-Centre Bias / High Factual Reporting

Right-centre in bias and highly factual in reporting.

Why? Like Macleans they sometimes use loaded words or wording that attempts to influence an audience, but in this case they are influencing the audience to favour conservative causes.

- They appeal to conservative emotion or stereotypes

How'd it go?



Participants lacked confidence in evaluation.

So, when we played this game at our pop-ups, how'd it go?

We had 68 people play this game with us and I think people were interested, but there was a lack of confidence in the ability to evaluate the bias of news sources.

Many chose to play the game with CNN and Fox News icons, rather than challenging themselves with cards where the biases may not be as overt.

“It actually looks like a fun game!”

“This is really interesting!”

“Where did you find your information?”

“Do you work for the local news?”

“I’m bad at this kind of thing”

“Bias is foreign to me... it has something to do with politics, right?”

These are just a few of the comments that participants provided after completing the activity.

People found this to be a fun activity.

There was a healthy amount of skepticism... Where did you find your information? Do you work for the local news?

Lack of confidence in ability to evaluate news sources

Final comment, Bias is foreign to me... I think this is a really interesting comment because it shows how our own biases were at play with the creation of this game -- not everyone is aware of the concept of left/right bias

4



210

**one-on-one,
teachable
moments for
digital literacy**



Recap.

We created 4 short-form, light-touch pop-up games = 210 one-on-one teachable moments for digital literacy

Topics we touched on in these interactions include information privilege, password security, digital privacy and evaluating news sources.

210

**one-on-one,
teachable
moments for
digital literacy**



52.5

**unique
interactions
per hour**

<https://digitalliteracy.info/>

If we do some math, those 210 one-on-one, direct teachable moments for digital literacy equate to 52.5 interactions per hour while we hosted these pop-ups. We think that is pretty great!

Again, We've made these activities open and accessible at **digitalliteracy.info** for any one who would like to remix and play these game at their own library.

Activity #1 – “You Shall Not Pass”: Improving Password Security

Who	A minimum of two people needed to staff the activity		
When	This is a good activity for “Cyber Security Awareness Week/Month”		
Where			
Why	To get users thinking about their password security and/or determine if users are already thinking about this aspect of their digital life. To raise awareness about the implications of poor password security. Encourage responsible creation and use of information and critical thinking.		
Activity	Follow-up	Assessment	Logistics
<p>Ask users, “How long do you think it would take a computer to crack your password?”</p> <p>Use a visual display/tally system (whiteboard) to record the amount of time it would take according to this website. Talk to users about what they think about those results. Engage in conversations about how to build stronger passwords.</p> <p>How secure is my password? https://howsecureismypassword.net/</p> <p>If students have questions or concerns about their security based on the results from the first activity, we offer to show them another: https://haveibeenpwned.com/</p>	<p>Send an email to everyone who provided an address. Include:</p> <p>Links to pages that include password tips and offer services of password managers.</p> <p>Link to the Online Privacy Guide: http://guides.lib.uwo.ca/online_privacy</p>	<ul style="list-style-type: none"> • Number of participants • Record how long the game suggests it would take to crack each person’s password on a large whiteboard • Open-ended participant comments 	<ul style="list-style-type: none"> <input type="checkbox"/> A table <input type="checkbox"/> Up to 4 chairs <input type="checkbox"/> 2 iPads or laptops with internet connection <input type="checkbox"/> Clipboard tally sheet to track number of participants and their comments <input type="checkbox"/> An electronic document (on iPad or laptop) for the team to collect email addresses <input type="checkbox"/> Swag and candy <input type="checkbox"/> Whiteboard and markers



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Here is a sneak peak at one of the activity outlines that you will find on our website, this one is for password security and it includes all the links you need as well as a checklist for the logistical needs of hosting this pop-up.

A few things to consider...

These activities are formatted to work well with teaching these specific digital literacy outcomes.

Pop-up format will not work with all content - Retrofitting an idea into this format may not work

Pop-ups work well with tactile issues



If you decide to create some pop-up literacy activities for your institution, here are a few things you might want to consider.

The activities we created are formatted to work well with teaching these specific digital literacy outcomes.

- They are short-form, light-touch and provide opportunities for one-on-one or small group instructional engagement

However, the pop-up format will not work with all content - Retrofitting an idea into this format may not work

- To share an example, as the success of these pop up activities was noticed at our library, we were asked to create similar content for Fair Dealing Week.
- We made a true or false tradeboard with different statements about the Fair Dealing clause in Canadian Copyright. (and also the cool buttons you see pictured here)
- However, teaching copyright law is perhaps better left to the traditional classroom; it's complicated information where a long-form approach would allow the instructor to flesh out the concept of fair dealing.

- Fair Dealing is also not as “fun” of a topic as say looking at your data profile, so it was more difficult to get people interested in playing this game with us

Our takeaway here is that Pop-ups really work best with tactile issues.

Questions?

Thank you all for your attention today as we share our experience of creating pop-up digital literacy activities.

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