

Shaping Digital Experiences In Secondary: Understanding the Power of the Privacy Policy

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This multimodal assignment prompts high school students to analyze the rhetorical choices of a social media company's Privacy Policy and create an infographic making the document more accessible. Successful implementation of the assignment can improve students' understanding of the relationship between the rhetoric in privacy policies and how the rhetoric can influence social understandings of content and data ownership.

Learning Goals:

- Explore issues surrounding Intellectual Property (IP), Digital footprint, and/or Digital surveillance.
- Engage with multiple sources that explore the rhetorical choices in legal documents.
- Understand key terms used in privacy policies.
- Show comprehension of privacy policies by summarizing their content.
- Develop comprehension skills by comparing and contrasting rhetorical strategies between multiple policies.
- Build analytical skills for examining the rhetorical choices of privacy policies.
- Experiment with visualizing the key ideas about privacy policies in an infographic.
- Build reflective skills to justify choices made when creating a visual representation.

Materials Recommended: CPU with internet access, Canva Account (Free)

Time Frame: ~2-3 Days

Introduction

There is a growing need inside secondary education to teach digital literacy and digital citizenship. However, there is some debate on how prepared students are to engage in digital spaces. Andrew Marcinek wrote in an Edutopia article in 2015 that “there is more to empowering student voice than simply handing a student a blog and telling him or her to write.” Marcinek concludes that students might not be prepared to engage in these spaces. Therefore, educators must align digital literacy instruction with the existing curriculum. Since, high school students are required to analyze rhetorical choices including author’s purpose, message, and intended audience it would be beneficial to intentionally focus on relevant digital texts, such as social media privacy policies, to add relevance to the learning of the skill (Jones). Doing so will ensure students are better prepared to enter digital spaces while continuing to teach the skills required by state and national educational systems.

This performance task aims to outline acceptable evidence for the critical engagement with social media privacy policies that shape the digital lives of high school students (Woods & Wilson). The transfer goal is to teach students about the author’s craft and how rhetorical choices influence meaning across multiple texts. The content-specific goal is to make students aware of the distinction between user content and user data and how social media companies intentionally create these distinctions to catalog user activity to be sold for targeted marketing (Reyman).

Through this process, teachers will help students develop an awareness of the power imbalance created through social media privacy policies; as a result, students will begin evaluating their role in the digital environment (Cohn et al.).

Assignment Context

The ultimate goal of the summative performance task is to interconnect the skills of reading, comprehending, and analyzing genre-specific texts while creating multimodal responses. Due to the nature of the Privacy Policy texts, the summative performance task should be integrated towards the conclusion of a unit that analyzes informational and/or argumentative texts including the analysis of rhetorical elements such as, but not limited to, the author’s purpose, message, intended audience, text structure, word choice, and syntax.

Before assigning this performance task, prior learning should establish strategies for summarizing, comparing and contrasting, analyzing, and evaluating texts; additionally, students should be proficient in comprehending and analyzing rhetorical elements within a text. The recommended process for both skill and content acquisition is the establishment of an anchor text (Evers) - possibly Canva’s Privacy Policy - then utilizing

Kolb's Learning Cycles (Tomkins and Ulus) to allow students multiple formative experiences to read, discuss, and collaborate with peers during the processes of rhetorical analysis all while receiving feedback from an instructor, and reflecting on their learning.

When designing your lesson cycles, keep the following in mind. It will be important to start with commonly confused words along with technical jargon found in the anchor text (e.g., user content & user data) before modeling a summary and analysis. Incorporating daily mini-lessons regarding important elements of a privacy policy for students to read, respond to, and reflect on will lead to higher levels of understanding. Keegan and Woo have a great resource on "privacy" located at themarkup.org that can act as a digital notes page for both instructors and students. Integrating instruction on infographics needs to be a priority, as it will be a major aspect of the summative performance task. Creating a teacher example using the anchor text will serve to solidify the abstract concept of turning a privacy policy into an infographic.

The summative assessment will be a student-selected social media privacy policy that students adapt into an infographic. This could lead to a subsequent learning cycle that requires students to evaluate the effect of the privacy policy on the users of that social media program or any other privacy policy the student wishes to investigate.

Learning Outcomes

For ease of practice, suggested formal learning outcomes for the performance task are as follows, where students will:

- Analyze privacy policies for rhetorical choices (e.g., intended audience, structure, form, etc.).
- Synthesize key ideas about data usage from a self-selected social media company's privacy policy into an infographic.
- Justify the rhetorical choices made in the infographic through a reflection.

Materials

This activity recommends using Canva.com which allows students to access premade infographic templates; however, It should be noted that the activity can be completed using some other means of word processing, presentation software, or analog representation. Because of the use of technology for this assignment, students and instructors need to be proficient in the basic digital literacy skills needed to participate in the assignment. No other materials are needed beyond what can be accessed in a typical classroom. By responding to texts in this way, students are able to integrate prior nonfiction literacy skills within a digital space.

Works Cited

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The Summative Assessment:

Privacy Policy Infographic

Context

Social media companies deliver services that aim to connect users in ever-expanding and increasingly interconnected ways. However, many users are unaware of how their data is used to track both online and offline activities.

To create an infographic, you must select a privacy policy from a social media company of your choice, read and understand the content, and then adapt the message to suit the average user as the intended audience. After you have created your Privacy Policy Infographic, you will reflect on the process in a written response.

Instructions for the Infographic

Complete the following steps. When you have created your Privacy Policy Infographic, you may go to the next section.

1. Review and select one Privacy Policy from this list [Link TBD]
2. Examine the teacher's example of a completed Privacy Policy Infographic [Link TBD]
3. Create a blank Infographic
 - a. Example: using Canva.com > Templates > Search "Infographics"
4. Add, then, appropriately arrange your text and images
5. Download your Infographic from Canva. Here is a short how-to video [Link TBD]
6. Upload it to [teacher selected method]

Remember a successful infographic will include:

- Text
 - An engaging title that calls attention to the text
 - An accurate paraphrase or summary of the Privacy Policy
 - Concise sentences without losing meaning
 - A call to action
- Images
 - Visuals that work with the text and arrangement of the infographic
- Arrangement
 - A balance between text and images
 - A logical flow or structure of information
 - Easily readable

Rubric for the Infographic: Created with the help of AI

For this rubric, I separated the individual details outlined in the “Instructions for the Infographic” and assigned 10 points for each of the details. Alternatively, points could be dispersed equally among the 3 elements (e.g., Text, Images, Arrangement). Using four levels of proficiency is important for feedback purposes and to ensure fair grading practices. Note that students will receive half credit for all the rubric items for simply attempting to complete the task.

TEXT			
10pts - An engaging title that calls attention to the text			
Yes: The title is engaging and effectively captures attention. 100%	Almost: The title is somewhat engaging but could capture attention more effectively. 84%	Starting To: The title attempts to be engaging but fails to capture attention. 67%	Not Yet: The title is not engaging and does not capture attention. 50%
10pts - An accurate paraphrase or summary of the Privacy Policy			
Yes: The paraphrase or summary of the Privacy Policy is accurate and thorough. 100%	Almost: The paraphrase or summary is mostly accurate but lacks some detail. 84%	Starting To: The paraphrase or summary contains some inaccuracies or is incomplete. 67%	Not Yet: The paraphrase or summary is inaccurate or missing. 50%
10pts - Concise sentences without losing meaning			
Yes: The sentences are concise and effectively convey meaning. 100%	Almost: The sentences are mostly concise but occasionally lose meaning. 84%	Starting To: The sentences are somewhat concise but often lose meaning. 67%	Not Yet: The sentences are not concise and frequently lose meaning. 50%
10pts - A call to action			
Yes: The call to action is clear and compelling. 100%	Almost: The call to action is clear but could be more compelling. 84%	Starting To: The call to action is somewhat clear but lacks impact. 67%	Not Yet: The call to action is unclear or missing. 50%

IMAGES			
10pts - Visuals that work with the text and arrangement of the infographic			
Yes: The visuals complement the text and are well-arranged within the infographic. 100%	Almost: The visuals mostly complement the text and are adequately arranged. 84%	Starting To: The visuals somewhat complement the text but are inconsistently arranged. 67%	Not Yet: The visuals do not complement the text and are poorly arranged. 50%
ARRANGEMENT			
10pts - A balance between text and images			
Yes: There is a perfect balance between text and images. 100%	Almost: There is a good balance between text and images, but it could be improved. 84%	Starting To: There is some balance between text and images, but it is inconsistent. 67%	Not Yet: There is no balance between text and images. 50%
10pts - A logical flow or structure of information			
Yes: The information flows logically and is well-structured. 100%	Almost: The information mostly flows logically and is adequately structured. 84%	Starting To: The flow and structure of the information are somewhat logical but inconsistent. 67%	Not Yet: The information does not flow logically and lacks structure. 50%
10pts - Easily readable			
Yes: The text is easily readable with clear fonts and layout. 100%	Almost: The text is mostly readable but could improve in clarity or layout. 84%	Starting To: The text is somewhat readable but has several issues with clarity or layout. 67%	Not Yet: The text is not readable due to unclear information or poor layout. 50%

Instructions for the Reflection

Consider how you gathered information about your chosen Privacy Policy. Think about the methods you used, the difficulties you encountered, and the knowledge you gained during your research.

Answer the following questions in paragraph form, using complete sentences:

- In what ways have you gotten better at this kind of work?
- What was especially satisfying to you about either the process or the finished product?
- What does this piece reveal about you as a learner?
- What one thing do you want people to notice when they look at your work?
- What would you change if you had a chance to do this piece over again?

20 pts - I fully respond to the prompt.			
Yes: The writer responds to the prompt effectively.100%	Almost: The writer responds to the prompt adequately. 84%	Starting To: The writer responds to part of the prompt but the response is incomplete.67%	Not Yet: The writer does not respond to the prompt; the response is off-topic. 50%