

Introduction

1. Facilitator

- Currently a 2nd year grad student at IUP in SAHE,
- working for OHRL as the GA for Training and Student Leadership
- Thesis – researching the relationship between Facebook use and student involvement, recently finished my lit review (which provided all the sources for today's program),
- just received IRB approval to start my research study next week!

2. My interest in this topic, which is different from my thesis

- In just about all of the literature on social media in higher education, one of the implications for future research and practice almost always has to do with the need to for student affairs professionals to learn how to become effective educators of responsible online identity management practices,
 - and to teach our students these critical skills –
 - for us this also means teaching our paraprofessional staff members & student leaders how to teach their peers these skills
- I held a focus group at NACURH this past summer,
 - the two goals were to find out how student leaders are using social media right now, and how they perceived social media to impact student leaders.
 - The largest concern that students discussed in relation to how social media impacts student leaders is the fishbowl effect,
 - and the different ways they negotiate their awareness of the fishbowl effect and their instinctive desire to use social media to its fullest potential
- Focus Group of Paraprofessional Staff of Housing at IUP,
 - after summer training with the theme 'Wanna Connect?' on how to use social media.
 - One of their responsibilities during training was for each community to take one of 9 different forms of social media, and teach the rest of the staff what it is, how to use it, and what the privacy and safety concerns with it are.
 - One of the main things I learned is that our paraprofessional staff members are highly inefficient at teaching their peers how to use social media in general, let alone the safety and privacy concerns and how to avoid them

My goals for this presentation:

1. To review the Fishbowl effect, to make sure we're all on the same page
 - Through a brief review of your understanding of the fishbowl effect, make sure we're all on the same page
2. To discuss students' awareness of privacy issues within social media, and how it is connected to the fishbowl effect
 - A review of the literature on social media, specifically as it relates to privacy & online identity management issues
3. To create strategies on how to educate students on how to responsibly manage their online identity

Christopher S. Weiss

More information at <http://wp.me/p1yUwY-2F>

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- And then a group discussion about what the key aspects of this issue are to you, and some tools and strategies to utilize to become effective educators to our students on this, and teach our paraprofessional staff/student leaders how to teach these skills to their peers
 - I have plenty of resources on this and information to get us started (also all online), but I believe all of us together are smarter than any one of us, so lets focus on our collective wisdom with me helping us along the path
4. MOST IMPORTANT: Social media is NOT bad!
- One of the most beneficial uses of social media for college students is increased social capital, which results in increased relationship building and face-to-face interactions, particularly among students who are different from others (in any number of diversity categories)
 - It is important that we don't preach why NOT to use Social Media
 - We need to teach students how to find the middle ground between extracting all the benefits of using social media, while responsibly managing their online identity and protecting their privacy

What are some contexts that this issue is important within?

1. Potential employers check social media
2. Role modeling, both us as professionals, and our staff/student leaders to their peers
3. Representing your dept/inst. appropriately
4. Social capital & perception of peers
5. The future (the internet remembers ALL)
6. Student conduct & details of students breaking policies (see 4th amendment/Public Forum clause)
7. FERPA usually comes up - actually has no bearing here, since it is completely user driven and not officially connected to the institution
8. Remember the introduction of the FB News Feed? Everybody can know everybody's info and activity without needing to be motivated enough to go to their profile to find out
9. Recruitment, either to an org or institution, students can pre-select into a certain culture/environment
10. Room Change requests by new students, before they ever set foot in the residence halls
11. Need to assess the efficacy of existing institutional social media policies
12. Relationships and dating (check them out beforehand)
13. Location-based mobile application data
14. Sharing religious/political preferences, especially within private institutions
15. Expanded social networks and multiple varying audiences, from high school to summer camp to professionals, where personal identity can vary greatly
16. Awareness and competence of navigating privacy settings
17. Stalking (separate from 4square), students sharing their building and room number, class schedule, and other campus involvement

How are we going to cover this today?

Outline:

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3. Audience Participation - What is the Fishbowl Effect?
 - Everybody is watching, always
 - Awareness of your actions and how they can be perceived
4. Discuss Online Identity
 - Why just social media, instead of anything on the internet or offline?
 - It is the most heavily used, over 97% of college students use SM,
 - it is the most easily accessible way to upload and manage online identity,
 - and the most frequently updated with a variety of media types (stories, pictures, videos, etc.)
 - Research says that when students use privacy settings or perceive an online environment to be safe, they have expectations that all information will remain private;
 - We all know by now that anything that ends up on the internet can NEVER be assumed to be private,
 - the internet is a data hog and the internet NEVER forgets/stops sharing; regardless of the original intent to share
 - How do students disclose personal information on social media?
 - profile information (like directory information, birthday, zip code, email address, interests, etc.)
 - interactions with other users (status updates, posts on walls, comments, etc.)
 - public displays of one's connections/affiliations (friends & groups)
 - May simply take a lowest common denominator approach and only make disclosures that are appropriate for all current and potentially future members of their network
 - This has considerable negative side-effects as well
 - But this is also what I do..
 - How responsible are students right now on social media?
 - 57% use search engines to find information about themselves online
 - 44% take steps to limit the amount of personal information available about them online
 - 83% have adjusted their privacy settings to some degree
 - 58% restricted their FB profile to Friends-Only
 - 47% have removed comments that others have made on their content or profiles
 - 41% have removed their name from photos that they were tagged in
 - 28% say they absolutely do not trust social media sites that host their profiles and content
 - 16% have looked online for more information about someone they were dating, considering dating, or in a relationship with
 - 56% have unfriended contacts in their network
 - 52% have limited what some individuals in their network can see
 - 63% of people who google themselves say they find relevant information about themselves
 - 31% say that they come up in the first page of results
 - 35% say they do not find anything that is actually about themselves, just somebody with a similar/identical name

4% say they have personally had a bad experience because of embarrassing or inaccurate information posted about them online

Only 33% are concerned with how much information is available about them online, compared to 40% in 2006

FB users generally believe that others in their network are more at risk than they are in regards to negative privacy-related outcomes

- How do employers see it?
 - "of more than 2,600 hiring managers, 45 percent of employers used social networking sites to research candidates. The survey also revealed that 35 percent of employers rejected job applicants based on what was uncovered on social networking sites."
 - CareerBuilder http://www.careerbuilder.com/share/aboutus/pressreleases/detail.aspx?id=pr519&sd=8%2f19%2f2009&ed=12%2f31%2f2009&siteid=cbpr&sc_cmp1=cb_pr519
- Relationship between those who use privacy settings and what they tend to share
 - The research has proven that a high level of privacy concern and competency in managing privacy settings, leads to fewer disclosures overall on social media

Strategies for being effective educators

5. What are the key aspects of this issue to you?
6. What are some current practices you or your institutions do to teach or model skills of responsible online identity management?
7. What tools and methods do we need to understand how to use in order to teach our students how to responsibly manage their online identities?
 - Audience Management, or Managing who students connect with - don't just accept everybody's friend requests
 - Limit disclosure of personal information on one's profile & status updates
 - Educate students on privacy settings
 - This has been shown to lead to decreased overall disclosure, so it creates a win-win, positively reinforcing scenario
 - Some students set up multiple profiles/accounts
 - This violates most platforms' terms of service, and should not be officially recommended
 - Some students differentiate certain platforms for certain audiences
 - At NACURH, some students said they use FB for their public image, and Twitter for their private personal (usually inappropriate) messages - they keep their tweets locked, though this is not actually secure (RT, etc.)
 - Some use nicknames as a form of audience management
 - Also violates most platforms' (except Twitter) terms of service
8. What are some strategies on how to effectively teach our students these skills?
 - BE POSITIVE ROLE MODELS - how can we do this?
 - Have the dialogue
 - Include in paraprofessional staff training, Seminar/Selection process, New Student Orientation
 - State upfront our policies on retrieving information from social media,

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- how will we use info we gain,
- will we be actively monitoring them,
- how can we be expected to respond to the information we gain
- Create a mentoring environment,
 - either you as the mentor, or more experienced students
- Provide and refer to resources
 - Where can you find them? My website, FB publishes them, general online resources, scholarly journals
- Understand your audience and the constantly changing landscape of the issue

Conclusion

9. MOST IMPORTANT: Social media is NOT bad!

- One of the most beneficial uses of social media for college students is increased social capital, which results in increased relationship building and face-to-face interactions, particularly among students who are different from others (in any number of diversity categories)
- It is important that we don't preach why NOT to use Social Media
- We need to teach students how to find the middle ground between extracting all the benefits of using social media, while responsibly managing their online identity and protecting their privacy

10. If I can recommend one single thing that you all take away from this and enact:

- Teach students about the potential risks of sharing too much information on social media
- When they understand this and become aware of privacy concerns, it leads to an increased use of privacy settings and a decreased rate of disclosing personal/sensitive information
- So if you need someplace to start small, just explain any of the list of why they should be responsible with their online identity, and help guide them towards using their privacy settings and decreasing their overall disclosure