# **A Problem Story Assignment: OLTD 506 (Julia Hengstler, 2017)**

From: CIEL session “Spanning the Space Between Your Class & the Real World: Crafting Informal Problem Stories for Student Groups” with Julia Hengstler, Faculty of Education, Vancouver Island University, May 12, 2017.

# **Course Theme: Privacy & Use of Social Media**

# **Course Objectives:**

* Explore concept of privacy in modern context;
* Reflect on ways use of online technologies can affect privacy;
* Understand legal constraints & other guidelines re. privacy & technology use in BC public schools (e.g. FIPPA compliance, professional/organizational obligations);
* Navigate/address tensions that can arise when teachers implement technology in this context;
* Apply knowledge in field practice.

# **Group Assignment Directions**

Everyone must read the following “Problem Story”, and think about it within the context of the readings and content in the Privacy section of Foundations & Boundaries. As a group, to the best of your ability, develop an agreed collective response to “What do you tell Navid?” (If you have “sticking points” you absolutely can’t get past—simply note them and the reasons you ultimately could not agree.)

Write up the agreed collective response in approximately ½-1 page addressing the following criteria (totaling 10 points). ONLY ONE PERSON in the group is responsible for posting the group response in the Assignment Submission Folder, “Group Work: Advice to Navid”—ensuring all team members’ names are on the response before posting it. The professor will post all groups’ work (without marks) & her follow-up responses to the course discussion thread, “Advice for Navid”.

# **Problem Story: “Advice to Navid”**

Your colleague, Navid, teaches a social studies 10 course in the local public high school. Navid wants to help his students understand the varied demographics in the neighbourhood and the importance of immigration in Canadian life. As an immigrant himself, he thinks this would be a great activity.

Based on previous discussions you had with Navid about the potential usefulness of social media use in the classroom, he decided to have his grade 10 students create and post YouTube videos interviewing immigrant families form the local communities about life in Canada. Navid has written this project into his course plan as a major required assignment (15% of the course grade) and plans to post the “good” videos on a class YouTube Channel he will create. Navid has not created permission forms for his students, and has not planned any training around privacy in the YouTube environment. Navid is unaware that YouTube is now owned by Google and requires users to have Google accounts to use YouTube.

At the end of the first grade 10 social studies class, a student approached Navid and said that she is unwilling to participate in the “required” YouTube activity. The student feels uncomfortable about creating a YouTube account and also asks Navid whether the students will have some permission form for the immigrant families to sign.

Navid meets with you after the first day, and asks what he should do about the situation and the questions raised by his student because he knows you’ve been studying social media use in education.

# **Group Work: Decide, “What do you tell Navid?”**

# Pre-Requisite Individual Activity: “Evidence of Individual Readiness”

To obtain this story, students must have submitted “Evidence of Individual Readiness for Group Meeting” to the professor via D2L. The assignment is based on thematic readings and must include:

* **3 of the student’s major take** **aways from the readings**—can be new, reinforcing, or challenging existing knowledge or understandings)
* **3 questions/items the readings raised for the student**—could be concerns, challenges to content, confusions, or extension information student is looking for, etc.
* **3 implications of the readings for the student**—the “so what?”, projection of how/when student might use this knowledge, and/or problems in applying it.
* Use of at least 2 citations and providing reference(s) in APA style