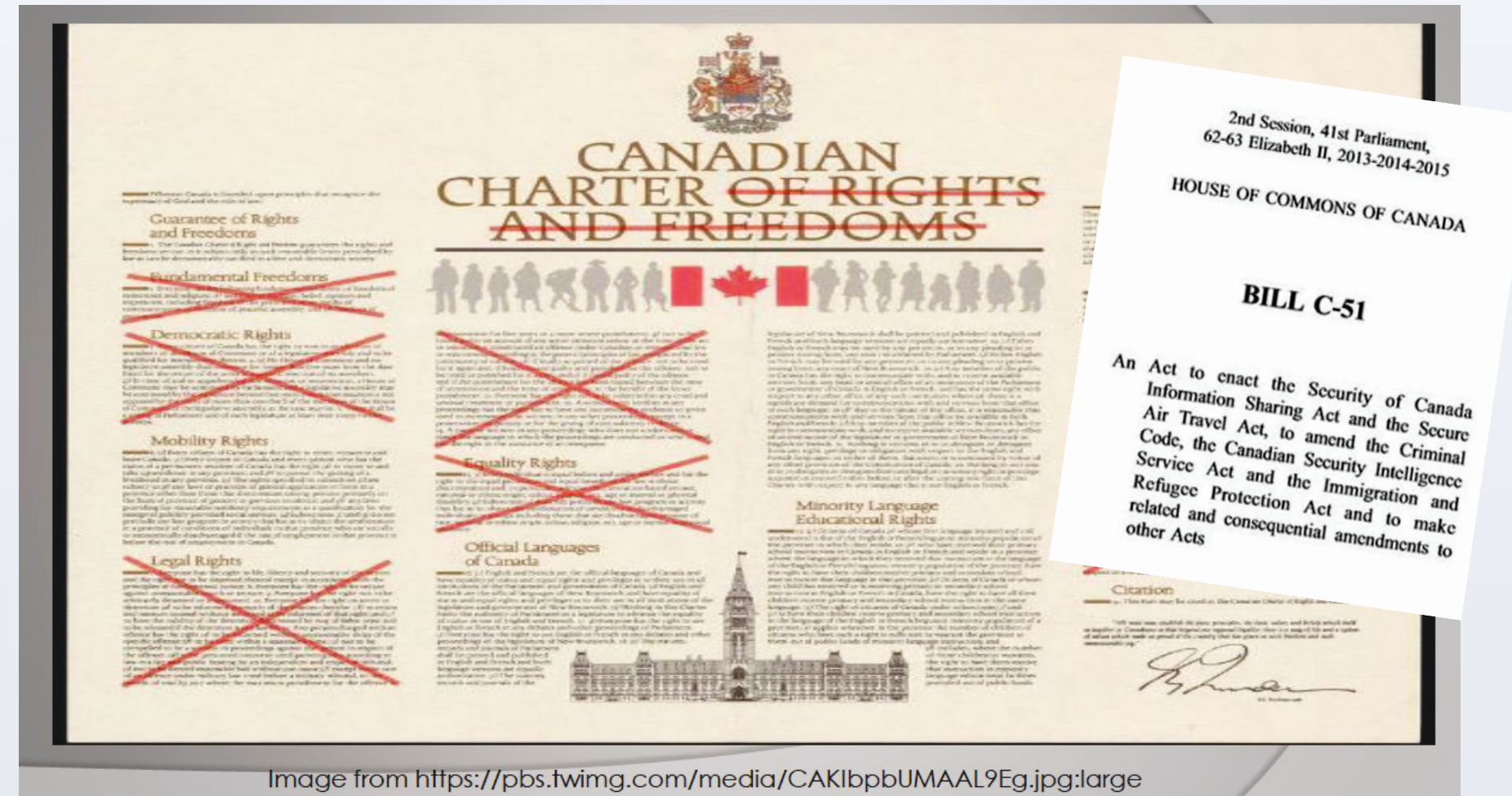


# Privacy Praxis: Engagement & Agency at the Threshold

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## Setting the Stage



Privacy as a right has been established by the Supreme Court; however, it isn't absolute and it is under threat.

## Perceptions

### Does privacy have an image issue?

- Privacy has been cast as "old fashioned"
- Anti-progressive
- Expensive, not good for the economy
- A threat to security



### Julie Cohen – "What is Privacy For?"

- Privacy shelters dynamic, emergent subjectivity from the efforts of commercial & government actors to render individuals & communities fixed, transparent & predictable.
- A society that values innovation ignores privacy at its peril, for privacy also shelters the process of play & experimentation from which innovation emerges.

Cohen, J.E. (2013). What privacy is for. *Harvard Law Review*, 126(7), 1904-1933.

## Advocacy & Agency



<https://libraryfreedomproject.org/>

### What can I do to protect my privacy?

- Be password aware
- Read privacy policies, make good choices
- Guard your DOB & telephone number
- Keep your work & personal presences separate
- Encrypt your connections, emails when necessary
- Collective action – DEMAND BETTER!

### Eight ways to protect your privacy online

There are some ways you can take to protect your privacy in this climate of mass surveillance – and here we offer eight. Nothing, however, beats collective action and a bill of digital rights.



Image from: <http://www.theguardian.com/commentisfree/2015/sep/03/eight-ways-to-protect-your-privacy-online>

## Standards v. the Framework



### Information Literacy Competency Standards for Higher Education

#### Standard Five

The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

1. a) Identifies and discusses issues related to privacy and security in both the print and electronic environments

- The last of five standards
- "the information literate student" - quite static compared to the Framework
- Understands / identifies / discusses – the onus is on information consumption

## Framework for Information Literacy for Higher Education

### Information Has Value

#### Knowledge Practices

Learners who are developing their information literate abilities

- make informed choices regarding their online actions in full awareness of issues related to privacy and the commodification of personal information.

#### Dispositions

Learners who are developing their information literate abilities:

- see themselves as contributors to the information marketplace rather than only consumers of it

- The third of six frames
- "learners who are developing" – no longer only pertaining to students but to everyone (even us!) and acknowledges the lifelong learning nature of IL
- Informed choices / awareness / commodification – a higher degree of personal agency & responsibility
- Moving beyond mere consumption, an acknowledgement that we are all contributors

## Let's Talk!

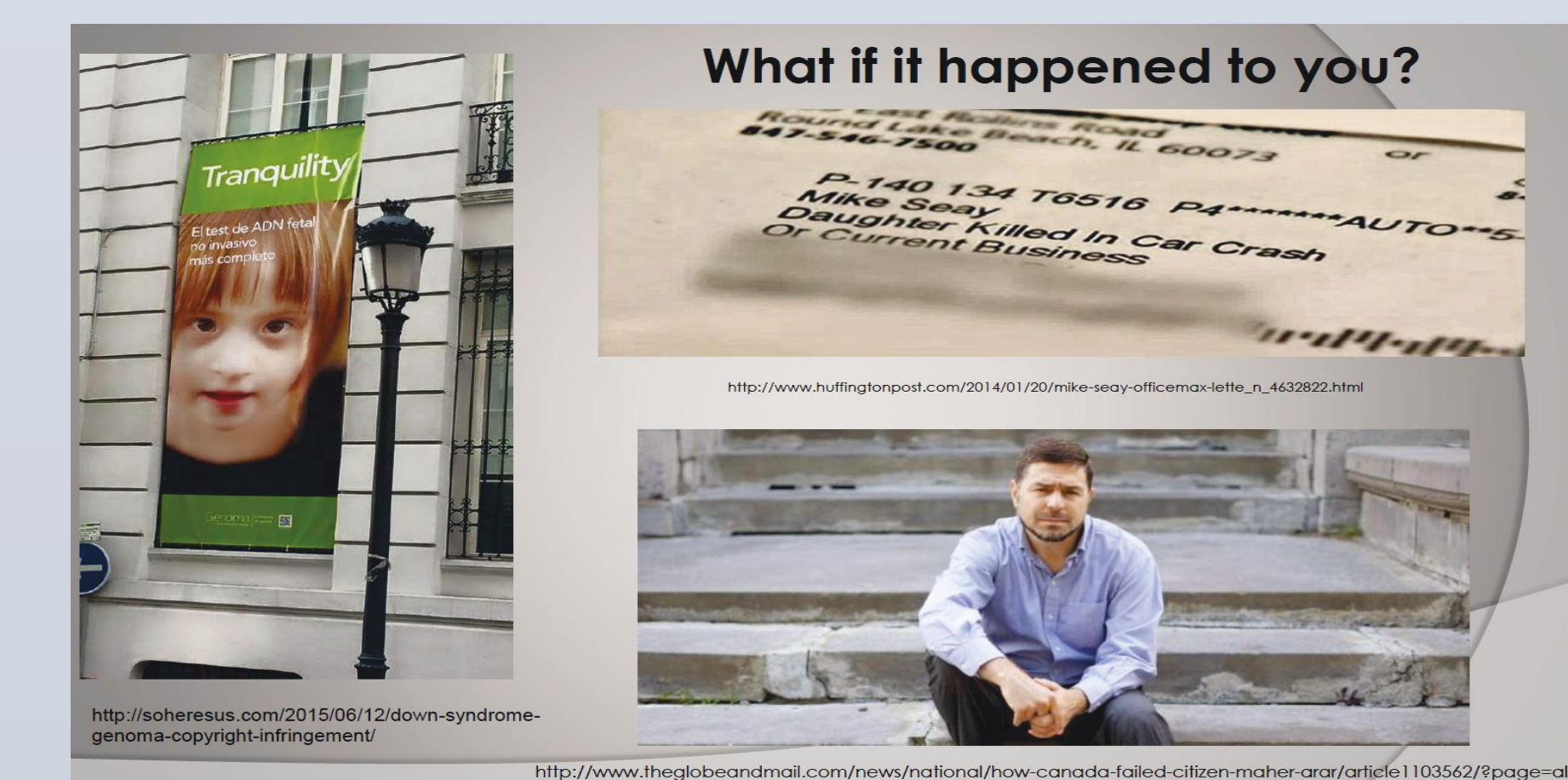
The classroom possibilities are endless.  
Thank you, mass surveillance!



### Privacy Rights of Children



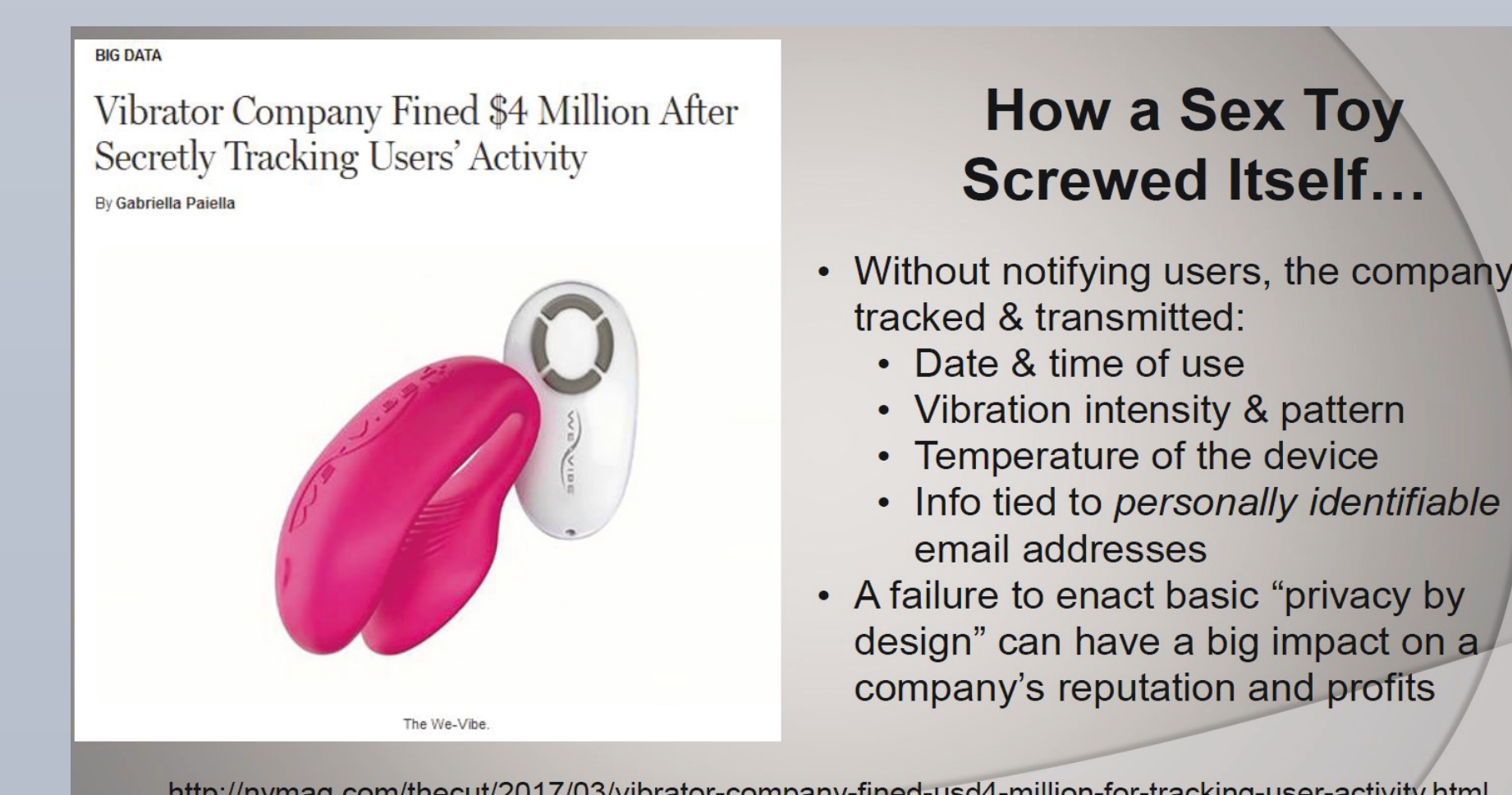
### Apple the altruist?



### Consequences IRL



### Privacy v. The Press



### Privacy by Design

\* It doesn't need to be scary or boring.  
Go ahead and have some fun!