Digital Ethics in a Post-Truth Society

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HOW THE POLL WORKS

TO TEXT YOUR RESPONSE
1. Contact Number: 37607
2. Text the following message ONCE to join the poll:
   NICOLAALLAIN184
3. Text your response (A, B, C, etc.).

TO ANSWER ON THE WEB:
Respond at PollEv.com/nicolaallain184
POLL

What is your primary role?

a. Instructor/faculty
b. Administrator
c. Instructional designer
d. Educational technologist
e. Librarian
f. other
What is your primary role?

- Instructor/Faculty
- Administrator
- Instructional Designer
- Educational Technologist
- Librarian/Information Scientist
- Other
• What are examples or characteristics of “Post-Truth?”
What are examples or characteristics of "Post-Truth?"
According to Oxford Dictionaries (2016):

*post-truth* – an adjective defined as ‘relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief’.

https://en.oxforddictionaries.com/definition/post-truth
Trevor Hugh Davis (2018)
Even Clarence Thomas’ Wife Is Sharing Fake News About the ‘Caravan’

FactCheck.org
Metaliteracy

- Promotes critical thinking and collaboration
- Provides a framework to effectively participate in social media and online communities
- Supports acquiring, producing, and sharing knowledge in collaborative online communities

Metaliterate Learner Characteristics

Mackey & Jacobson, 2019

Metaliterate Learning for the Post-Truth World
The Four Main Goals of Metaliteracy

1. Evaluate content and one’s own biases
2. Engage with all intellectual property ethically and responsibly
3. Produce and share information in collaborative and participatory environments
4. Develop strategies to meet lifelong learning goals

Jacobson, et al, 2018 Metaliteracy.org
Which social networks do you use to get news? Facebook, YouTube, Twitter, Linkedin, Instagram, WhatsApp, other...
<table>
<thead>
<tr>
<th>Social Networks</th>
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<tbody>
<tr>
<td>Facebook</td>
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<td>Twitter</td>
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<td>LinkedIn</td>
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<td>Instagram</td>
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<tr>
<td>WhatsApp</td>
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<tr>
<td>Other</td>
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</tbody>
</table>
PROPORTION THAT USED EACH SOCIAL NETWORK FOR NEWS IN THE LAST WEEK (2014–18) – SELECTED MARKETS

Q12B. Which, if any, of the following have you used for finding, reading, watching, sharing or discussing news in the last week? Base: Total sample in selected markets: 2014 = 18859, 2015 = 23557, 2016 = 24814, 2017 = 24487, 2018 = 24735. Note: From 2015-18, the 12 markets included are UK, US, Germany, France, Spain, Italy, Ireland, Denmark, Finland, Japan, Australia, Brazil. In 2014, we did not poll in Australia or Ireland.

Overall trust in news
Trust in news I use
Trust in social media for news
Trust in search engines for news

% trusting news

ALL
- 13%
- 26%
- 34%
- 50%

Gender

M
- 14%
- 27%
- 34%
- 50%

F
- 13%
- 25%
- 35%
- 50%

Age

18-24
- 12%
- 29%
- 39%

25-34
- 19%
- 29%
- 31%

35-44
- 15%
- 27%
- 35%

45-54
- 14%
- 30%
- 38%

55+
- 10%
- 22%
- 37%

Total USA sample = 2401

Social networks for news

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<thead>
<tr>
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<tbody>
<tr>
<td>Facebook</td>
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<td>Viber</td>
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<td>WeChat</td>
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Accessed from: http://www.digitalnewsreport.org
The Ethics of Dissent

Anger has become a feature of the political landscape in America. Is that necessarily a bad thing? Ethics Center staff and scholars explore the many ways to express dissent and how to welcome opposing views.
Introduction:

You will be selecting applications, tools and environments for the development of a learning activity. In doing so, you have an ethical responsibility towards your students, which includes ensuring the privacy and security of their data, and providing some freedom and flexibility in the choices they may make. You also have a responsibility to respect the integrity of their experience and be cognizant of potential implications and unintended consequences that may arise from the adoption of a given tool, application, or environment.
Is it ethical to require students to use Facebook for courses?

a. Yes
b. No
Is it ethical to require students to use Facebook in courses?

Yes

No
POLL

Who should own and control data associated with student learning and performance?

a. the student  
b. the instructor  
c. the institution
<p>| | |</p>
<table>
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Student perspectives on using analytics

Progress toward degree or certificate
Performance in current courses
Performance in past courses
Performance in courses compared to other students
Activity in university application or service
Activity on a college or university website
Campus activities logged thru student ID/smart card
Campus activities logged through smartphone
Proximity to a college building, office, or resource
Location on campus
Social media activities

Helpful “big mother”
Creepy “big brother”

*Slide courtesy of Patsy Moskal, UCF*
Open EdX MOOC

EMPOWERING YOURSELF IN A POST-TRUTH WORLD

Spring 2019

- Post-truth world
- Expertise & authority
- Information security, safety & personal privacy,
- Virtual representation of reality
- Raising & sharing voices
- Communities of trust
1. Prepare learners to be successful in MOOCs
2. Provide opportunities for metacognitive reflection
3. Design activities for learners to produce and share media in multiple formats
Session Evaluations & Drawing

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen (located under session type and track)
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

Five (5) $25 gift cards will be awarded to five (5) individuals
Must submit evals using the OLC Conferences mobile app or website