Think Before You Ink

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Session learning outcomes

- **align** your digital participation with your goals and your professional obligations.
- **integrate** your identity as a teacher into your evolving digital identity.
- **consider and grapple with** broader societal and professional issues related to digital identity and participation - for you and your prospective students.
Pre-assessment

Meaning
Tattoo

personal  choice  permanence
Identity

Image credit: Shannon Kringen on Flickr licensed cc:by
“As a field and society we should be willing to openly discuss these issues with understanding, patience, and recognition of the complexities surrounding SNS [social networking site] participation and social well-being.”

Your goals
You online[1]: perception

- How do you wish to be perceived online?
You online[2]: judgement

- Search your name or open up a social media site that you use
- Pretend you are a parent, a student or administrator. What are some of the judgements that they may make?
What are you intending to achieve with what you share?

Are you thinking about your larger digital identity?
Context: Becoming teachers
“The Supreme Court of Canada has determined that educators are held to a higher standard than other citizens due to their unique role in society.”

From: www.bcteacherregulation.ca/Standards/
Standards for educators in BC

applicants must *also be of good moral character and otherwise fit and proper*

Section 30 of the *Teachers Act* requires that a person meet certain standards... to be issued a [certificate of qualification](https://www.bcteacherregulation.ca) or an [independent school teaching certificate](https://www.bcteacherregulation.ca).

*From: [https://www.bcteacherregulation.ca](https://www.bcteacherregulation.ca)*
Think, pair, share

- How do you define “good moral character”?
- Is there a common standard that we agree on?
- What factors can change our definition of “higher standard” or “moral character”?
Case studies


1. Scroll to “Case Study” Section
2. Click on a case study that interests you or one specified by workshop instructor
3. Read the case study
4. Form into groups of 3-4 to discuss questions at the end of the case study
What are the main points of your case study?

- Who was involved?
- What were the main points?
- What issues did they face?
Group debrief

- What were the big talking points?
- What could the teacher have done to better prepare for situation - keeping in mind that no one plans to be in situation?
- What did you do as a group in your discussion that might help you with your decision making process in future?
Takeaway: YOUR intention

▪ How can I own my digital identity?
▪ Why would I expand it to include my emerging identity as a teacher: what are the benefits?
▪ How do my actions (and sometimes those of others) impact my digital identity?
▪ What’s important to me?
Post-assessment


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UBC Wiki:Documentation:Digital_Tattoo_Curriculum