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Purpose & Goals

The internet and social networking sites are powerful tools that enable research, networking, and connecting with friends and family. Like any tool they need to be used correctly. Through teaching a seventy-five minute instructional session, we hoped to inform students about the necessity of managing their online identity, and provide them with the tools and knowledge to competently do so on a personal and professional level. After the instructional unit, students will accept they have an online identity, grasp the importance of professional “branding” and become mindful of netiquette. In order to effectively manage their online identity or personal brand, students will get to know their Facebook privacy settings, and monitor their online presence by setting up a Google “Me on the Web” Account via guided demonstrations.

Needs Assessment

The class as a whole conducted a needs assessment questionnaire to evaluate the level of the class on many different internet functions. The main focus of our needs assessment was to gain insight into the students use and knowledge of social networking sites and online identity. The needs assessment offered valuable information from the students which will be shown below. We selected results that directly influenced our lesson’s development and the needs of the students. The figures below are taken directly from the needs assessment questionnaire and reflect real responses from our students prior to the IL instruction session.

Figures of Needs Assessment Results

Figure 1

Figure 1 reflects results we discovered most student used Facebook as their prime social networking site. We geared the lecture to focus on Facebook application and privacy settings.
Figure 2

Figure 2 was very useful to see how they deem friendships on Facebook. A large amount of students had over 101 friends and might need guidance controlling their privacy in this platform.

Figure 3

Figure 3 shows the amount of students that had searched themselves on Google prior to our lesson. Since all students had not searched themselves we felt this was a necessary segment of our lesson.

Figure 4

Figure 4 also allowed us to see how knowledgeable students were about Google applications such as “Me on the Web”. We decided it was relevant to teach them how Google “Me on the Web” can help them control their online identity.

Figure 5
Figure 5 was very important for our lesson because the goal was to change their perception of online activity. The answers in this assessment question shows what information is deemed as private and personal.

**Figure 6**

47) What are your feelings on internet privacy?

- I can control my privacy. 20 35%
- I trust websites with my information. 3 5%
- I am very wary of my privacy online. 17 30%
- I have nothing to hide. 2 4%
- Other 15 26%

Figure 6 was essential for us as educators because it gave us various answers to students’ feelings about internet privacy. A large number of students shared they could control their privacy; this was important because it showed they were capable of the confidence needed to control their online identity.

**Figure 7**

48) Do you believe you can maintain two online identities, e.g., a professional and personal identity?

- Yes 31 54%
- No 7 12%
- I don’t care 6 11%

Yes [31]
Figure 7 is an honest look into the students’ views on online identity in personal and professional context. Many felt they could control two separate online identities while 11% simply did not show concern.

**Working with the ACRL Standards**

The main purpose of ACRL (American College Research Libraries) Standards are to facilitate the design of Information Literacy instruction units by defining information literacy competencies. By establishing a formative framework, instruction librarians are able to produce data and evidence necessary for evaluating or modifying instruction units during the the decision making process. This data may then be used to justify the need for IL instruction to college and university administrators concerned with assessing and measuring outcomes to meet accreditation or institutional strategic goals. Please refer to Tables 1-4 for selected standards and the outcomes that were appropriate for our information literacy instructional session.

**Table 1 ACRL Standard for Facebook Privacy Guided Tour**

<table>
<thead>
<tr>
<th><strong>ACRL Standard 1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The information literate student determines the nature and extent of the information needed.</td>
</tr>
<tr>
<td><strong>ACRL Performance Indicator 1.3</strong></td>
</tr>
<tr>
<td>The information literate student considers the costs and benefits of acquiring the needed information.</td>
</tr>
<tr>
<td><strong>ACRL Outcome 1.3.b</strong></td>
</tr>
<tr>
<td>Considers the feasibility of acquiring a new language or skill (e.g., foreign or discipline-based) in order to gather needed information and to understand its context</td>
</tr>
</tbody>
</table>

**Table 2 ACRL Standard for Google “Me on the Web” Guided Instructions**

<table>
<thead>
<tr>
<th><strong>ACRL Standard 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.</td>
</tr>
<tr>
<td><strong>ACRL Performance Indicator 3.4</strong></td>
</tr>
<tr>
<td>The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.</td>
</tr>
<tr>
<td><strong>ACRL Outcome 3.4.f</strong></td>
</tr>
<tr>
<td>Integrates new information with previous information or knowledge.</td>
</tr>
</tbody>
</table>

**Table 3 ACRL Standard for Facebook Boss Friend Request**

<table>
<thead>
<tr>
<th><strong>ACRL Standard 5</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>ACRL Performance Indicator 5.1</strong></td>
</tr>
<tr>
<td>The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.</td>
</tr>
</tbody>
</table>
ACRL Outcome 5.1.a
Identifies and discusses issues related to privacy and security in both the print and electronic environments.

Table 4 ACRL Standard for “Netiquette” Poll

<table>
<thead>
<tr>
<th>ACRL Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>ACRL Performance Indicator 5.2</strong></td>
<td>The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.</td>
</tr>
<tr>
<td><strong>ACRL Outcome 5.2.a</strong></td>
<td>Participates in electronic discussions following accepted practices (e.g. &quot;Netiquette&quot;).</td>
</tr>
</tbody>
</table>

Affective, Cognitive, and Sensorimotor Taxonomy

Instructional Goal

Table 5 Facebook Privacy Guided Tour

<table>
<thead>
<tr>
<th>Affective Outcome</th>
<th>Cognitive Outcome</th>
<th>Sensorimotor Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The information literate student is willing to learn about different privacy settings</td>
<td>in order to evaluate and choose those appropriate to fit their own needs</td>
<td>by adjusting their own Facebook settings</td>
</tr>
</tbody>
</table>

Students will receive guided instructions on how to alter their Facebook privacy settings, and then search their own name via the web so as to demonstrate the effect of these settings.

Table 6 Google “Me on the Web” Guided Instructions

<table>
<thead>
<tr>
<th>Affective Outcome</th>
<th>Cognitive Outcome</th>
<th>Sensorimotor Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The information literate student appreciates the importance of</td>
<td>developing a new awareness of their online identity</td>
<td>by activating notification settings that enable them to effectively manage their data.</td>
</tr>
</tbody>
</table>

Students will take part in an active learning exercise in which they receive guided instructions on how to use Google “Me on the Web.”
Table 7 Facebook Boss Friend Request

<table>
<thead>
<tr>
<th>Affective Outcome</th>
<th>Cognitive Outcome</th>
<th>Sensorimotor Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>When students engage in small group discussion</td>
<td>they will be able to assess the ethical and professional implications of SNS</td>
<td>by identifying how they would react when confronted by a friend request by a figure of authority.</td>
</tr>
</tbody>
</table>

Students will discuss Facebook scenarios in small groups.

Table 8 Netiquette Poll

<table>
<thead>
<tr>
<th>Affective Outcome</th>
<th>Cognitive Outcome</th>
<th>Sensorimotor Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>The information literate student listens to and evaluates acceptable online behavior guidelines</td>
<td>and states their preference</td>
<td></td>
</tr>
</tbody>
</table>

Part of the lecture will focus on netiquette between married couples; students will respond to non-rhetorical surveys verbally and via polleverywhere software.

Student’s Skills

The skills we assumed students had prior to our instruction include;

1) Use of basic internet and computers (i.e. mouse and keyboard proficiency, knowledge of how to connect to a website, or click on links, etc.)
2) Basic awareness of navigation and terminology of Facebook and Google
3) Have an active presence on Facebook
4) Have Facebook friends
5) Possess at least one Google account given the University of Hawaii’s recent migration to Gmail
6) Have an active online identity that has not yet been addressed in a formal manner

Instructional Sequence

This instructional unit requires the following props:

1) Specialized website (onlineclass.moonfruit.com) with clickable links to integrated learning activities (Boss Friend Request, Netiquette Poll and Lesson Evaluation), Managing Online Identity PowerPoint (uploaded via Slide Share and integrated into the website), and Resources (Bibliography, Facebook & Google “Me on the Web” Settings, and Poll Stats).
2) One Kensington Wireless Presenter Remote with USB receiver
3) Handouts (collated and stapled, but not colored coded)

Introduction
Instructors should arrive a minimum of fifteen minutes prior to the start of class (which begins at 1:00pm) in order to have sufficient time to set up the PowerPoint, write the website’s web address on the white board, and double check that all of the website links work. Arriving early enables the instructors to mingle with Professor James, the T.A. and students prior to the start of class, and observe the class activity at the beginning of class.

1) **Facebook Boss Friend Request** (10 minutes) Time: 1:30-1:40pm

   Brief introduction in which students are directed to open four browser tabs by Sarah (2 minutes)…
   
   a) Google Search Engine
   b) Login into Facebook
   c) Login into Google Account
   e) Discuss the Facebook Boss Friend Request scenario with the student sitting next to them and fill out the form

   Facebook Book Friend Request Form (5 minutes)

   Both instructors circulate to monitor progress, and provide mini-instruction.

   **Questions & Transition**
   Vocal cue to warn students of dwindling time, and urge them to wrap up the exercise. Students are asked to volunteer how they would handle a friend request from a boss/authority figure. A quick overview of the benefits of accepting a boss’s friend request is offered by Sarah toward the end of the sub-unit (3 minutes).

2) **Lecture** (10 minutes) Time: 1:40-1:50pm

   Overview of Online identity provided by Roxanne (5 minutes)

   Overview of the professional consequences of Facebook provided by Roxanne (5 minutes)

3) **Facebook Settings** (25 minutes) Time: 1:50-2:15pm

   Guided demonstration of Facebook Settings provided by Sarah (25 minutes)

   Second instructor circulates and offers mini-instruction.

4) **Google “Me on the Web”** (15 minutes) Time: 2:15-2:30 pm

   Guided demonstration of Google Me on the Web settings provided by Roxanne (15 minutes)

   Second instructor circulates and offers mini-instruction.

4) **Netiquette Poll** (5 minutes) 2:30-2:35 pm *(This may be eliminated if needed.)*

   Overview of the Study provided by Sarah (1 minute)

   Poll (2 minutes)

   **Transition & Discussion**
   Vocal cue to warn students of dwindling time, and urge them to wrap up the poll. (1 minute)
Brief Discussion of Results by Sarah (1 minute)

5) Conclusion & Evaluation (5 minutes) 2:35-2:40pm

Brief reiteration of the importance of managing online identity by Roxanne (1 minute)

Evaluation by Sarah (3 minutes)

Transition & Discussion
Vocal cue to warn students of dwindling time, and urge them to wrap up the evaluation (1 minute)

6) Time for Questions and Personal Attention (5 minutes) 2:40-2:45pm (As time allows)

Ask students if they have any further questions and explain that we will stay to help, with one
one on one attention, with any issues with Facebook or Google.

Total Estimated Time: 75 minutes. END 2:45pm.

Learner’s Session Evaluation

In order to evaluate the success of the Managing Your Online Identity instructional session, we included a variety of assessment tools—two polls based on case studies using Google forms, and a post-instructional session Evaluation with includes two affective writing questions. The data collected from the polls was very subjective in nature, and reveals the students affective response to hypothetical scenarios based on case studies. The first poll, the Boss Friend Scenario Request Form was designed to encourage the student’s use of affective and cognitive reasoning skills by requiring them to answer five questions.

The second assessment tool, the Netiquette Poll is similarly subjective. This poll contains questions pulled from a psychological study. The questions are intended to encourage students to ruminant upon their expectations of what is considered appropriate and taboo in terms of relationship netiquette. This provides an opportunity for students to decide how they should handle online, interpersonal communication issues in an ethical and social appropriate manner.

The last assessment tool, the post-instructional session Evaluation contains two authentic assessment queries, as well as other questions. The first query is a minute-writing exercise in which students are asked, “What was one new thing you learned during this session?” This open-ended question was used to gauge student’s perception of what they learned from the session. The second query, the muddiest point, was posed thus, “What concept was unclear to you? Or what do you wish was explained more in depth?” This open-ended question enables students to reflect upon what skill or concept was most difficult for them to grasp. Analysis of this data will provide instructors with an opportunity to modify the instructional unit accordingly.

The remaining questions included within the post-instructional session Evaluation are both affective and objective in nature. The affective queries employ Likert scales to measure student’s positive and negative responses. The objective questions include short answer queries (i.e. 7. What is “Netiquette”?), and multiple choice (i.e. 14. Google’s “Me on the Web” is a tool to help better understand and manage users’: a) Online Identities, b) Online Personalities, c)
Online Activities, or d) All of the Above). Each query is paired with a single, correct response. Detailed analysis of the data collected via the aforementioned assessment tools will be conducted in the Outcomes Assessment Report.
Memo to Administration

Administration
University of Hawai‘i at Mānoa
2500 Campus Road
Honolulu, HI 96822

Dear Administrators,

We recommend the University of Hawaii at Manoa immediately approve the implementation of Managing Your Online Identity information literacy instruction sessions on campus. The integration of information literacy instruction into undergraduate and graduate curricula will facilitate partnerships between librarians and instructional faculty and strengthen academic collaboration, a strategic imperative of UH Manoa Hamilton Library’s Strategic Plan (2003-2010).

Information literacy instruction sessions will facilitate the expansion of General Education course offerings, a strategic imperative outlined in the University of Hawai‘i’s Strategic Plan (2002-2010). The Managing Your Online Identity instruction unit will introduce students to new technologies, review known technologies, and enable students to better manage their application in society as per the technological component of the strategic imperatives.

Our seventy-five minute instructional session will inform students about the necessity of managing their online identity, and provide them with the tools and knowledge to competently do so on a personal and professional level. Effective use of the internet and social networking sites will enable students to expand their connections locally and globally, which supports the university communities’ Values as stated in the 2011-2015 Strategic Plan. The discussion of germane case studies will build a path from theory to practice; thus, enabling students to abstract from real-world scenarios to formal, symbolic and hypothetical reasoning, which is one of the Foundations and Hallmarks of General Education. An overview of netiquette via case studies will inform students about proper standards of online behavior on social networking sites and sites of that nature, and will promote an ethical learning environment, a central component of UH Manoa’s Mission.

It is clear the information literacy instructional session, Managing Your Online Identity supports institutional strategic goals. The attached Outcomes Assessment Report reveals the statistical evidence that indicates this instructional session meets desired SPIOS and Affective, Cognitive and Sensorimotor outcomes. Please consider implementing this instructional unit as an IL, professional development and ethical session. Providing students with the skills necessary to manage their online identities will benefit the university and our students.

Mahalo Nui Loa,
Sarah Vornholt & Roxanne M. Renteria
Library and Information Science Graduate Students
University of Hawai‘i at Mānoa
Hamilton Library Room 2, 2550 McCarthy Mall
Honolulu, HI 96822
Appendix A: Online Resources and Answer Key

Online Resources

1. Boss Friend Request Unit
   “My boss at work asked me if I would accept him as a ‘friend’ on Facebook. I did not want to do that since I want to keep my private life separate from my work. But then I felt I could not refuse him since he is my boss. And now I feel embarrassed that he is reading the things that I put on Facebook but that I would otherwise never tell him. I feel uncomfortable that he can see pictures of me in my bathing suit that I had uploaded after my holiday in Mexico.” You have avoided the friend request, but he/she asks in person if you received the request from a week ago. You now have to decide how to handle your personal and professional personas.

   **You may write both partners points of view, no need to agree, discuss!**

   Why would a boss want to be your Facebook "friend"? What is the motivation?

   Do you feel it is appropriate for a superior to ask you to be their friend on Facebook?

   If you ACCEPT the friend request, why? Do you take any steps to limit your profile?

   If you DENY the friend request, why? How will you confront the situation at work?

   Do you feel the response would be different if the request was a between a female employee/male boss, male employee/female boss, male employee/male boss, or female employee/female boss?

2. Netiquette Poll Unit

   How would you feel if your partner engaged in the following activities online…

   Engaged in cybersex with another person online?
     o Unhappy
     o Happy
     o Not Sure

   Shared intimate details about themselves to someone of the opposite sex?
     o Unhappy
     o Happy
     o Not Sure

   Flirted online with someone other than yourself?
     o Unhappy
     o Happy
     o Not Sure

   Gambling?
Unhappy  
Happy  
Not Sure

Shopping?  
Unhappy  
Happy  
Not Sure

Have you ever checked up on a partner's activities by doing the following…

Read their emails?  
Yes  
No

Read SMS text messages?  
Yes  
No

Checked their browser history?  
Yes  
No

Pretended to be another person?  
Yes  
No

3. Evaluation  
The evaluation was linked to specific ACRL Outcomes and classroom assessment techniques labeled in italics. The correct answers are linked to each question when appropriate. Please refer to Tables 1-4 for more reference on ACRL Outcomes.

1. What was one new thing you learned during this session?  

Minute Paper

2. What concept was unclear to you? Or what do you wish was explained more in depth?  

Muddiest Point

3. The lecture and exercises were relevant to understanding how to effectively manage my online identity.  

Strongly Disagree  
Disagree  
Not Sure  
Agree  
Strongly Agree

Standard 3, PI 4, Outcome F. (Google Me on the Web), Standard 3, PI 4, Outcome F. (Google Me on the Web)

4. The lecture and exercises taught me skills needed to manage my online identity.  

Strongly Disagree
Disagree
Not Sure
Agree
Strongly Agree

Standard 1, PI 3, Outcome B. (Facebook Settings), Outcome F. (Google Me on the Web)

5. Facebook Privacy Settings directly affect access to my online identity.
   Strongly Disagree
   Disagree
   Not Sure
   Agree
   Strongly Agree
   
   **Ranking of correct answer (10=correct, 2=incorrect)**
   |
   | strongly disagree | 2 |
   | disagree          | 4 |
   | not sure          | 6 |
   | Agree             | 8 |
   | strongly agree    | 10|

   Standard 1, PI 3, Outcome B. (Facebook Settings)

6. Failure to properly manage access to my online identity may lead to processional consequences.
   Strongly Disagree
   Disagree
   Not Sure
   Agree
   Strongly Agree
   
   **Ranking of correct answer (10=correct, 2=incorrect)**
   |
   | strongly disagree | 2 |
   | disagree          | 4 |
   | not sure          | 6 |
   | Agree             | 8 |
   | strongly agree    | 10|

   Standard 1, PI 3, Outcome B. (Facebook Settings), Standard 5, PI 1, Outcome A. (Facebook Job Scenario)

7. What is “netiquette”?
   
   **Ranking of correct answer**
   |
   | Complete, Correct Answer | 10 |
   | Partial, Correct Answer  | 5  |
   | Incorrect/blank Answer   | 0  |

   Standard 5, PI 1, Outcome A.

8. The guest instructors were knowledgeable about this subject matter.
   Strongly Disagree
   Disagree
   Not Sure
   Agree
   Strongly Agree
9. Do you believe you can maintain two online identities, e.g. a professional and personal identity?

Strongly Disagree
Disagree
Not Sure
Agree
Strongly Agree

<table>
<thead>
<tr>
<th>Ranking of correct answer (10=correct, 2=incorrect)</th>
</tr>
</thead>
<tbody>
<tr>
<td>strongly disagree</td>
</tr>
<tr>
<td>disagree</td>
</tr>
<tr>
<td>not sure</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>strongly agree</td>
</tr>
</tbody>
</table>

Standard 1, PI 3, Outcome B. (Facebook Settings), Standard 3, PI 4, Outcome F. (Google Me on the Web), Standard 5, PI 1, Outcome A. (Facebook Job Scenario)

10. What are your feelings on internet privacy?

I can control my privacy
I trust websites with my information.
I am very wary of my privacy online.
I have nothing to hide.
Other

Standard 1, PI 3, Outcome B. (Facebook Settings), Standard 3, PI 4, Outcome F. (Google Me on the Web), Standard 5, PI 1, Outcome A. (Facebook Job Scenario), Standard 5, PI 2, Outcome A. (Facebook Netiquette)

11. Do you think you have an online identity?

Yes.
No.

<table>
<thead>
<tr>
<th>Ranking of correct answer (5=correct)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

Standard 3, PI 4, Outcome F. (Google Me on the Web), Standard 5, PI 1, Outcome A. (Facebook Job Scenario)

12. Do you think maintaining your online privacy and identity is important? Why or Why not?

<table>
<thead>
<tr>
<th>Ranking of correct answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete, Correct Answer</td>
</tr>
<tr>
<td>Partial, Correct Answer</td>
</tr>
<tr>
<td>Incorrect/blank Answer</td>
</tr>
</tbody>
</table>

Standard 3, PI 4, Outcome F. (Google Me on the Web), Standard 5, PI 1, Outcome A. (Facebook Job Scenario)

13. When you searched yourself on Google, What surprised you? How did you feel about what you found?

<table>
<thead>
<tr>
<th>Ranking of correct answer</th>
</tr>
</thead>
</table>

Standard 3, PI 4, Outcome F. (Google Me on the Web), Standard 5, PI 1, Outcome A. (Facebook Job Scenario)
14. Google’s “Me on the Web” is a tool to help better understand and manage users’:
Online Identities
Online Personalities
Online Activities
All of the Above

<table>
<thead>
<tr>
<th>Ranking of correct answer (6=correct, 2-4=partially correct)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Identities</td>
</tr>
<tr>
<td>Online Personalities</td>
</tr>
<tr>
<td>Online Activities</td>
</tr>
<tr>
<td>All of the above</td>
</tr>
</tbody>
</table>

Standard 3, PI 4, Outcome F. (Google Me on the Web)

Appendix B : Paper Handouts

Paper Handouts

1. Facebook Privacy Handout
*Please see Table 1 for ACRL Outcomes and Table 5 ACS Taxonomy.
*You may access the Power Point website which contains guided lecture at http://onlineclass.moonfruit.com/#/presentation/4555978936.

Manage Your Facebook Settings Guide

Control Privacy Settings: General

1. On the RIGHT hand side drop down, click on Privacy Settings (blue bar; downward facing arrow).
2. Click on Edit Settings to the right of How You Connect.
   You have the ability to decide who can access your profile, sends you friend requests and messages, post on your wall or views your posts. Chose the settings that best fit your needs. When you are finished go ahead and click Done.
3. Click on Edit Settings to the right of How Tags Work.
   You have more control over your tags than you think. Click on Profile Review. Decide whether you want to review tags before they go on your page. Take some time to explore different tag options.
4. Click on Edit Settings to the right of Apps and Websites.
   Did you know you were connected to websites, games and apps Facebook has partnered with? Edit your settings to control what information is shared. Basic information (name, profile picture, gender, networks, username, and user id) is always publicly available.
5. Ever over-shared a post and wish you could go back and change it? Users now have the option of limiting old posts. You can change the audience for something after you posted it by revisiting each old post on an individual (case by case) basis. Or you can alter all past post visibility in one fell swoop by
clicking on **Manage Past Post Visibility** to the right of **Audience for Past Posts**. Click on **Limit Old Posts**. Click **Confirm**.

6. Click on **Manage Blocking** to the right of **Blocked People and Apps**. You can add friends, family members, professional colleagues or bosses to your restricted list, by clicking on **Edit List**. You can choose to block ex-significant others by entering their name/email and clicking **Block**. If you have a friend that frequently sends you invitations to Farmville or other apps you can block them as well. Simply begin **typing their name in the appropriate box**. If you want to block event invite from a friend who habitually sends out mass invites and lives in a different state, block their invites by **typing their name into the search box**.

**Manage Lists**

1. In the upper RIGHT hand corner of the page, click on **Home**.
2. Hover your mouse over **Lists** on the LEFT hand side of the page.
3. Click on **More**.
4. These list options are analogous to Google+ circles, and provide the ability to create lists in order to more easily control with whom you share.
5. Click on **Create a List** or select a pre-existing list option.
6. In order to add people to this list, begin typing a name into the **+Add friends** to this list box.
7. Those added to the **Family** list will receive a notification suggesting they add you to the family section of their profile, and they can choose to accept or ignore it. Those added to **Close Friends**, **Acquaintance** or other non-smart lists will never be notified.

**Wall Posting and Viewing Control**

1. To manage individual posts click on the box titled: **What's on your mind?**
2. From the **Custom** drop down menu select **Custom** to determine access for specific lists or individuals.
3. Click on **Save Changes** if you modify your settings.

**Control Access to Photos**

1. Log into your account.
2. On the RIGHT hands side, click on the graphic bar displaying your name and profile image.
3. On the LEFT hand side, click on **Photos**.
4. Select an album by clicking on the **Blue** album title or photo.
5. Toward the top of the page, click on **Edit Album**.
6. At the bottom of the pop up window, to the RIGHT of privacy click on the drop-down menu and select your option.
7. Be sure to click on **Save** after making any changes.
8. **Tagged Photos** are more difficult to keep private. You have the option of untagging yourself or allowing your friend to control the privacy settings for those photos.

**Control Access to Profile Information**

1. On the RIGHT hand side, click on the graphic bar displaying your name and profile image.
2. Under your name (in bold), click on **Edit Profile**
3. For each section and sub-section of topical information, you possess the ability to decide who can access that information.
4. For your birthday you can choose to “Show my full birthday in my profile” or “Show only month and day in my profile” or “don’t show my birthday in my profile.”
5. In order to alter who can access your birthday information, click on the drop down menu to the RIGHT.
6. Be sure to click on Save Changes at the bottom of the page

2. Google “Me on the Web” Handout
*Please see Table 2 for ACRL Outcome and Table 6 ACS Taxonomy.
*You may access the Power Point website which contains guided lecture at http://onlineclass.moonfruit.com/#/presentation/4555978936.

Google “Me on the Web” Guide

Google me on the web is a popular, and free tool that will enable you to monitor your name, and better control your online identity.

By signing up for Google “Me on the Web” you can arrange to be notified when new information about you is published online.

1. Sign into your Google account.
2. In the top right hand corner, click on your email name.
3. When the drop down menu appears, click on Account Settings.
4. Select Account Overview.
5. Click on Sign into Dashboard.
6. Set up a search for your data. This is where we will create an alert for your name, specific email address, or other information that you feel is important. It will notify you when something new has been published on the web (be it from a friends blog, a photograph, or an article).

How to manage your online identity has information on steps you can take to controlling your identity. They include searching your name, creating a Google profile, and using Me on the Web.

How to remove unwanted content is not as easy as it looks. You may report directly to Google if the following items are on a webpage:

- Your social security or government ID number
- Your bank account or credit card number
- An image of your handwritten signature
- Your first and last name or the name of your business appearing on an adult content site that's spamming Google's search results.

Otherwise you must contact the webhost directly and ask for removal.

If it is a Google webpage you can contact them.

7. How often would you like to be notified? As it happens?
8. You will see a little box in the middle of the screen. If you click on THIS TOOL you will be taken to a page monitored by Google. There you will be able to select what information you want removed from a Google site only. All other sites the simply are shown in a Google search are not controlled by Google.
Appendix C: Bibliography

Bibliography

Suggested Readings


Other Resources


Perez, Sarah. “Google Launches ‘Me on the Web’ to Help you Manage Your Online Identity.” Read
