Chapter 40
Beyond Concern:
K-12 Faculty and Staff's Perspectives on Privacy Topics and Cybersafety

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ABSTRACT

In a time when discussions about information privacy dominate the media, research on Cybersafety education reveals that K-12 teachers and staff are concerned about information privacy in schools and they seek to learn more about the protection of their students' and own personal information online. Privacy topics are typically introduced to the K-12 constituents under one or two categories; namely, Internet safety and/or cybersafety. This study 1) assessed the level of cybersafety training that the K-12 teachers in Allegheny County, Pennsylvania receive in school and 2) evaluated the privacy topics that teachers and staff find important and beneficial to their work and personal lives.

INTRODUCTION

This paper reports key findings of an exploratory study which assessed the gaps between the level of cybersafety and privacy education provided currently for teachers and staff in schools and the required training for schools to comply with federal privacy laws. In addition, the study provides and explores gaps found between cybersafety and privacy topics presented in schools and the topics faculty and staff perceive as important to learn.

Digital Citizenship

Often, literature about Internet privacy and security in K-12 educational environment is presented under digital citizenship and digital privacy. In digital privacy literature, the focus is on the potential invasion

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and misuse of information of individuals and groups. The discussion over digital privacy covers larger topics about a government's collection of data about groups or individuals for protection and about businesses collection of data for marketing purposes (Cady & McGregor, 2002). Digital citizenship in education focuses on students' use of digital content in a digital world and preventing cyberbullying (Ivester, 2011). Literature on digital citizenship addresses the online behavior of students and provides teachers with resources and activities to integrate technology in classroom (Ribble & Bailey, 2011). However, literature on teachers' online behavior as Internet users and digital citizens, staff development based on federal- and state-security, and privacy regulatory requirements is scarce.

Research Questions

Therefore, this report aimed to address this gap. This study approached the training requirements for faculty and staff at schools on a federal privacy and security compliance level and the expectations of National Educational Technology Standards for teachers and administrators. In addition, the study examined teachers as cyber citizens interested in learning how to protect their students and own personal information online. Thus, this paper aimed to answer two research questions:

1. What level of cybersafety education is currently provided for K-12 faculty and staff?
2. What topics should schools provide faculty and staff to meet federal law compliance requirements on privacy?

Privacy Concerns

Recent events regarding the National Security Agency (NSA)'s collection of data based on individuals' digital communication fueled an ongoing debate about privacy (Risen & Poitras, 2013). Opponents and supporters of the Common Core program raised concerns regarding the type of data collected about students and their parents (Rasmussen, 2013). This debate highlights the quandary of K-12 community members who are considered heavy users of technology, but are information security and privacy illiterate (Richardson, Alsup, Rose, Schade, & Yang, 2004). Privacy illiteracy threatens individuls self-efficacy in their ability to successfully assess online risks and take necessary protective actions (Youn, 2009).

Emerging technology has been widely adopted in schools for education and management purposes (Collins & Halverson, 2009). This increase of technology use raises many questions about the amount of personal information that K-12 schools collect about their constituents and about the security measures schools take to protect this information (Solove, 2004). Prensky (2001) refers to the generation who grew up with the use of digital technologies as "Digital Natives." This generation includes educators who are born in the mid-1980s or later, who depend on technology to perform their jobs, communicate, access information, exchange documents, and learn. With the increased presence of cyberspace, educators are pressured to prepare students to live and behave within the boundaries and laws of both the physical and digital worlds (Ribble & Bailey, 2007).

Internet users (whether teachers, administrators, students, or parents) worry about their privacy when surfing the Internet. A 2013 Pew survey on Anonymity, Privacy, and Security Online reported that 86% of U.S. Internet users (or 681 of the 792 users surveyed) believe that people should be able to stay