SIMPORT-WORKSHOP

A workshop for learners from eighth grade onwards to raise awareness of the sharing of personal location data.

WORKSHOP

The workshop is structured in two parts of two hours each:

Part 1:

Big Data - Who is fishing and who is swimming
in the ocean of location-based data?

Part 2:

"Do you want to authorize location access?" -
The question of the power of location data

To make data collection by learners possible, it is recommended to have a time
gap of two weeks between the first and second part of the workshop.

TARGET AUDIENCE

o   Students in eighth grade and older

o   Group size between 10 and 30 participants

o   All participants need a digital device with location access to participate in the workshop and to collect data between the two parts of the workshop

LEARNING OUTCOMES

o   Learners will be introduced to the term 'Big Data'

o   The learners will review and analyze their personal attitude towards privacy and data protection

o   The learners will deal with the consequences of the collection of location data for app users and app providers

o   The learners develop and discuss recommendations for action to strengthen the digital sovereignty of smartphone users

PART 1:
BIG DATA – WHO IS FISHING AND WHO IS SWIMMING IN THE OCEAN OF LOCATION-BASED DATA?

INTRODUCTION (20 MINUTES)

Introduction to the topic of 'Big Data' by activating the learners' prior knowledge and then providing them with the basic information for the following course of the workshop in the explanatory video.

1.   Welcome, Introduction

2.   Muted activity: Big Data

> Write term on the board - learners stand up and write down their associations to it in keywords on the board;
>
> Alternative: Digital creation of a word cloud with Mentimeter

3.   Discussion of the noted associations in the plenary

4.   Explanatory video: "[Big Data in 3 Minuten](#)"

PART 1:
BIG DATA – WHO IS FISHING AND WHO IS SWIMMING IN THE OCEAN OF LOCATION-BASED DATA?

WORKING SESSION 1.1 (30 MINUTES)

The learners reflect on their own behavior with regard to data protection and assign themselves to one of the groups in the Privat-O-Mat. The quote from Edward Snowden sensitizes them to the importance of the topic of data protection.

1. Individual work with the „Privat-O-Mat"

   Inquiry: To which group (digital enthusiasts, reflected data protectionists, part-time data protectionists, digital apathetics, inexperienced surfers) do you predominantly belong?

2. Quote of Edward Snowden to the 'digital apathetics & inexperienced surfers':

   "Arguing that you don't think a right to privacy is important because you have nothing to hide is like saying that freedom of expression is not important to you because you have nothing to say."

PART 1:
BIG DATA – WHO IS FISHING AND WHO IS SWIMMING IN THE OCEAN OF LOCATION-BASED DATA?

WORKING SESSION 1.2 (10 MINUTES)

Learners are made aware that they can collect and share different categories of data with their smartphone. The conversation will highlight the focus of the workshop (location data).

1. Collection of different categories of data that can be collected with the smartphone

    Polling in plenary; noting the different categories (location, contacts, pictures, etc.) on the board

2. Inclusion of question 11 of the Privat-O-Mat: „Do you consciously deactivate the location services on your smartphone?"

    Highlighting the focus of the workshop (spatial data/location data) and highlighting this category on the board.

PART 1:
BIG DATA – WHO IS FISHING AND WHO IS SWIMMING IN THE OCEAN OF LOCATION-BASED DATA?

WORKING SESSION 2 (40 MINUTES)

The learners reflect on their personal behavior with regard to the release of location data by scrutinizing their own smartphone. In doing so, questions about transparency and digital sovereignty are raised.

1. Learners work through the first worksheet:

    Step 1: Assess which apps you have allowed access to your location data.

    Step 2: Check your smartphone to see which apps actually have access to your location (Settings → Apps → Permissions).

    Step 3: Make assumptions about what the apps are requesting/needing the location data for.

2. Discuss steps one to three in plenary.

PART 1:
BIG DATA – WHO IS FISHING AND WHO IS SWIMMING IN THE OCEAN OF LOCATION-BASED DATA?

SIMPORT LEARNING-APP (20 MINUTEN)

The learners get an insight into the project and get to know the app.

1. Presentation of the SIMPORT project and the learning app (motivation, goal, etc.)

   Background information about the project can be found [here](#).

2. Installation of the learning app by the learners on their own smartphone

3. Explanation of the task until the second workshop: Recording of location data using the learning app on their own smartphone

4. Looking ahead to the next workshop: "Would you like to allow location access?" - The question of the power of location data

PART 2:
"DO YOU WANT TO AUTHORIZE LOCATION ACCESS?" – THE QUESTION OF THE POWER OF LOCATION DATA

INTRODUCTION (10 MINUTES)

Learners are welcomed and questions about the learning app and data collection are answered.

WORKING SESSION 1 (25 MINUTES)

The learners check to what extent they can draw inferences from the location data.

1. The learners work on the second worksheet:

   Step 1: Checking the inferences of the learning app in relation to their own location data.

   Step 2: Analysis of the location data of the provided data set (see qr-code).

   Step 3: Comparison of the results from step 2 with the inferences of the Learning-App

PART 2:
"DO YOU WANT TO AUTHORIZE LOCATION ACCESS?" – THE QUESTION OF THE POWER OF LOCATION DATA

DISCUSSION (15 MINUTES)

Learners become aware of the extent to which apps are capable of deriving information from their location data. The following questions are discussed in plenary:

1. What inferences were you able to make on your own from the data? How do these differ from the inferences from the diary?

2. What inferences could the learning app draw from the data? How do these differ from the inferences drawn from the diary?

[The poster ,Dein Tag in Daten' can serve a basis here.]

PART 2:
"DO YOU WANT TO AUTHORIZE LOCATION ACCESS?" – THE QUESTION OF THE POWER OF LOCATION DATA

WORKING SESSION 2 (50 MINUTES)

The learners ask themselves what needs to be done to increase digital sovereignty and create transparency. They also research the advantages and disadvantages of collecting location data. .

These questions will be explored in groups (4 people each) with their own research:

1. Focus of half of the groups: What can I do as an app user?

2. Focus of the other half of the groups: What can app providers do?

Each group collects the results with sketches/texts/pictures on a poster or illustrates them with another medium.

[Depending on the age, level and size of the learning group, further actors can be taken into account in the research, e.g. policy makers. The question of which regulations are possible or desirable can be explored. In the discussion, this point should be addressed obligatorily.]

PART 2:
"DO YOU WANT TO AUTHORIZE LOCATION ACCESS?" – THE QUESTION OF THE POWER OF LOCATION DATA

DISCUSSION & CONCLUSION (20 MINUTES)

Finally, the results of the groups will be presented and the workshop will be closed.

1. Presentation of the results of the individual groups

2. Discussion about proposed solutions from the point of view of the app users and from the point of view of the app providers.

3. Final clarification of open questions/ concerns

4. Feedback and farewell

The related materials can be found on the SIMPORT-Website.

GEFÖRDERT VOM

SIMP**O**RT

Bundesministerium
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