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Week 14 – Check-in  
9/21/18

**Impact:**

- I've really appreciated the resources (specific add-ons/extensions, browsers, 'detox' tools, etc.). There is a lot out there (obviously), so having it "curated" in a sense is so valuable. It also helps cut through information that is sometimes conflicting.
- It's been so helpful for me to hear multiple people who I consider experts saying that we don't have to (and can't!) know everything – that it's okay to stay two steps ahead of people we're teaching. This is always a sticking point for me, so hearing it over and over is invaluable.
- The assignments have been great. I really appreciate how practical they are. I tend to get stuck in two places: focusing/not feeling overwhelmed by how much info is out there/how much there is to learn, and translating what I've read/thought about into action. So having a topic for each week, focused discussion questions (while knowing that other thoughts are welcomed), and practical assignments are all super helpful.
- As many of us said after the NYC weekend, meeting the awesome people in this cohort has been so inspiring and motivating.

**What I've done or am doing:**

I feel like I'm still integrating a lot of what I've learned and figuring out how to put it into practice at work. That said:

- I've added resources from LFI to the Privacy section of a LibGuide for what will be a state-wide resource for intellectual freedom issues.
- I'm using resources from the edtech readings/lecture to respond to a request for information/resources for teens and privacy. This, like the bullet above, is for the Intellectual Freedom Panel (IFP) of the Maryland Library Association (MLA).
- More informally, I've talked to anyone who will listen about privacy/surveillance issues generally and especially in Baltimore.
- I've also submitted a proposal about privacy/the experience with LFI for MLA's 2019 conference.

**Plans:**

- Public
  - Create programs for some of what we've learned
    - Some of these can be very slightly modified versions of assignments
    - That said, our tech classes aren't very well attended, though we haven't tried privacy-focused classes at the branch in years (since before I was there). And I would plan to incorporate some of what we've learned about workshops vs. lectures. Also, I'd like to have the classes planned out even if they don't do well at my branch since I'll likely eventually be at another location.
  - Create a digital security corner with handouts (from other sources and branch-made) about online privacy/security
    - I think this could do very well at my branch, and it would be a way to gauge interest in topics for programs.
  - Introduction to email and introduction to the internet classes

- The curriculum for these is in the process of being standardized across the system, but I want to see if ours, or at least the sessions I teach, can be modified to include a section on privacy.
  - Reach plan: possibly putting together a program about surveillance locally?
- System/state
  - Work to incorporate privacy concerns into systems and procedures at the library
    - Address BCPL's lack of privacy policy and questions about its current web use policies
    - If we use Beanstack for summer reading next year, working to more fully address concerns with how it is used
  - Continue to incorporate what we're learning into my work with IFP (which could be an ideal platform for sharing resources – and becoming a resource – in Maryland about privacy/surveillance)
  - Incorporate privacy concerns (if/as possible) into the MLA Executive Board's discussions
- Community
  - Connect with Baltimore Cryptoparty and other local tech people whose names I have through friends of friends
  - Explore opportunities for community trainings/forums

**Focus for final assignment:**

I'm having trouble focusing here. There is so much I want to do, and I find it challenging to translate learning/ideas/theory into practice/action. I'm torn between a practical, tangible set of programs and/or handouts for the library on the one hand, and diving more into theory/advocacy in the larger community sense. My interests lie more in policy and theory, and how policies affect different communities differently, but programs and work in my branch seem more likely to actually benefit people. I'm thinking of ways to balance those for my final assignment but am struggling to come up with something that makes sense. Pieces I would definitely like to address include BCPL's privacy policies, learning more about what is possible with our technology (for instance, could we install Tor or at least Firefox on public and/or staff computers? How secure is our wifi? What information are we collecting when people connect to our wifi or visit our website, and how is that information used?), and making some community connections. But again, I'm not sure how that all fits together.