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Southern African Association for Institutional Research

A practical introduction to privacy and security for institutional researchers
Part 2: broader digital competence

Southern African Association for Institutional Research
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Last time

We focused on the value of information

We talked about putting on our cyber-criminal hats and thinking a little differently about information. Remember:

1. **The more harm you can do** with a piece of information, the more valuable the information;
2. **The more easily you can do harm** with a piece of information, the more valuable the information.

More about this series

Who is this for; what's this about?

In this series, we'll focus on some key principles of privacy. We'll discuss them in a way that you, as an institutional researcher, can easily apply the principles in your day-to-day. Today, we will explore:

1. digital competence with a specific focus on safety and security;
2. how to figure out what you don't know you don't know; and
3. how the above links to privacy.

And, once again, a big thank you to UWC for sponsoring this series!

Competence?

What does the law say?

1. **Hanlon's razor:**

Never attribute to **malice** that which is adequately explained by **stupidity**.

2. **Grey's law:**

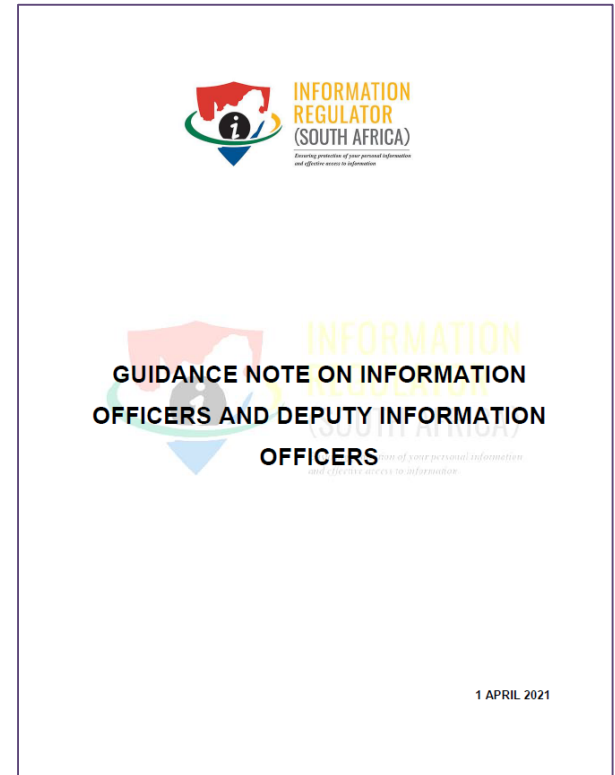Any sufficiently advanced **incompetence** is indistinguishable from **malice**.

POPIA and Competence

From the guidance note on Information Officers and DIOs

IO's must ensure that "internal awareness sessions are conducted regarding the provisions of POPIA, regulations made in terms of POPIA, codes of conduct, or information obtained from the Regulator";
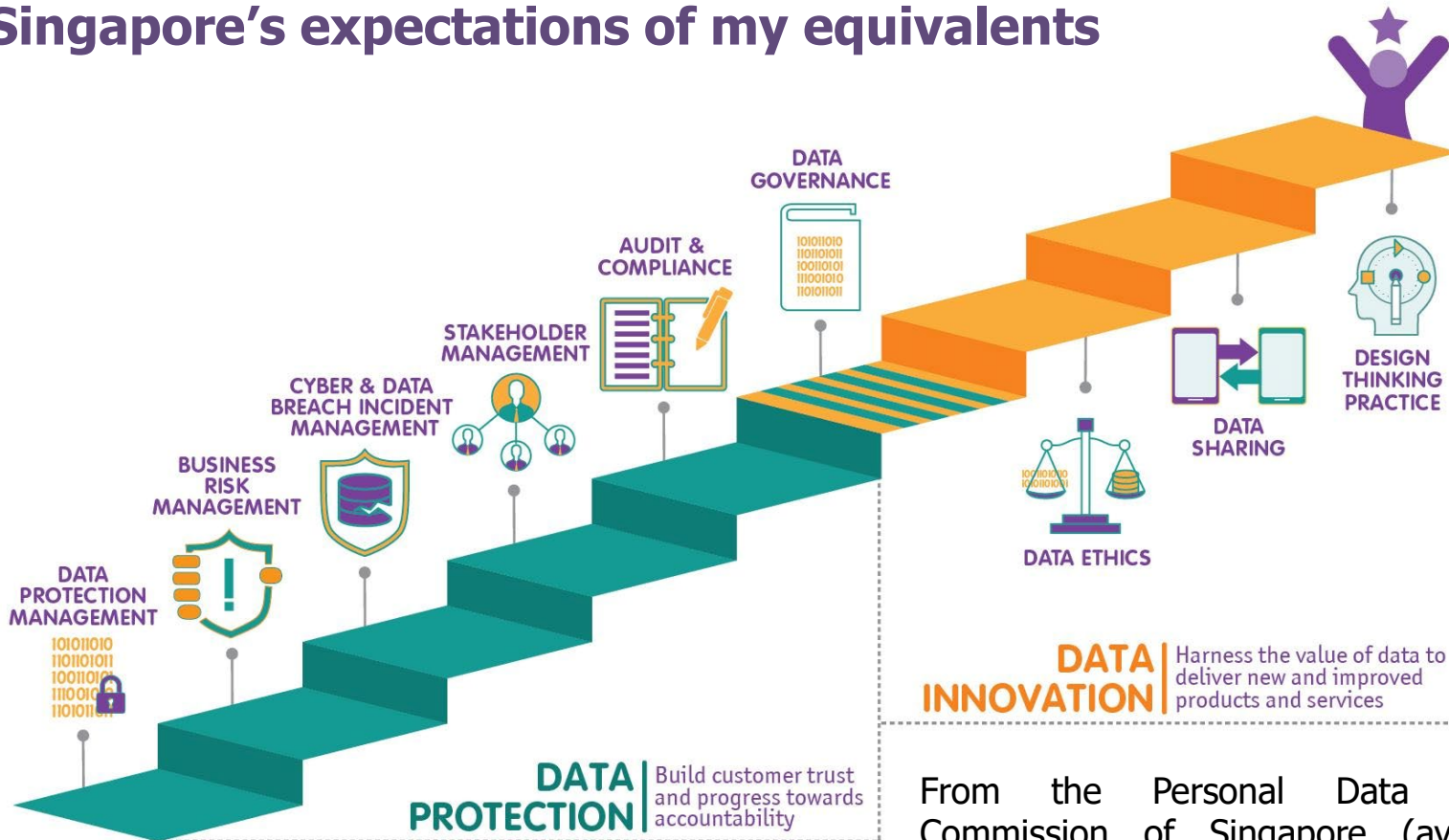
"It is recommended that an [IO] and [DIOs] receive appropriate training and keep abreast of the latest developments in POPIA and PAIA."

"The Regulator is not empowered to provide any training."

INFORMATION REGULATOR (SOUTH AFRICA)

GUIDANCE NOTE ON INFORMATION OFFICERS AND DEPUTY INFORMATION OFFICERS

1 APRIL 2021

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Singapore's expectations of my equivalents

From the Personal Data Protection Commission of Singapore (available at https://www.pdpc.gov.sg/dp-competency).

Europe's expectations for all citizens

"Going forward, [Digital Competence] can also play a central role in achieving our ambitious EU objectives with regard to the **digital upskilling of the whole population**... In the Digital Compass for Europe's digital decade, the EU has set the ambitious policy targets of reaching **a minimum of 80% of the population with basic digital skills** and having 20 million ICT specialists by 2030.

From the EU, (available at https://publications.jrc.ec.europa.eu/repository/handle/JRC128415).

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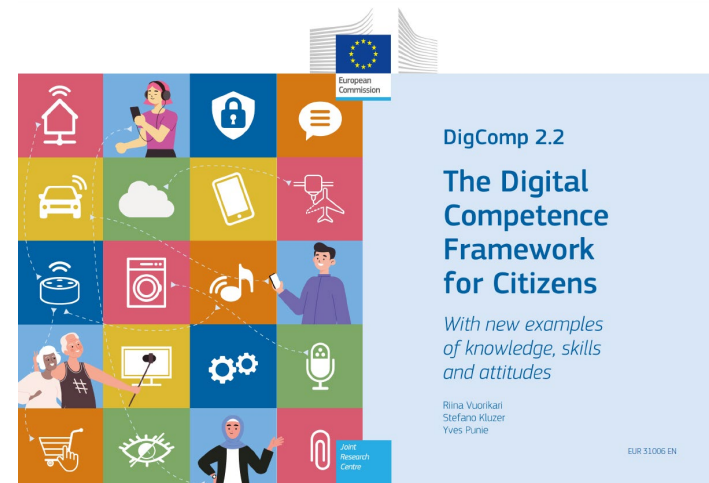
What is competence? 1/2

From South Africa

""**Applied competence**" means the ability to put into practice, in the relevant context, the learning outcomes acquired in the process of obtaining a qualification or part-qualification."

"**Learning**" means the acquisition of knowledge, understanding, values, skill, competence and/or experience. Learning can be acquired formally, non-formally, or informally; and

"**Outcomes**" means the contextually demonstrated end-products of specific learning processes, which include knowledge, skills and values. Outcomes could be generic or specific".

South African Qualifications Authority, 2022. *Policy and criteria for the registration of qualifications and part-qualifications on the national qualifications framework (as amended, 2022)*.

What is competence? 2/2

From Europe

Competences are a combination of:

"**Knowledge** is composed of the concepts, facts and figures, ideas and theories which are already established, and support the understanding of a certain area or subject.

Skills are defined as the ability to carry out processes and use the existing knowledge to achieve results.

Attitudes describe the disposition and mindset to act or react to ideas, persons or situations."

European Commission, Directorate-General for Education, Youth, Sport and Culture, 2019. *Key competences for lifelong learning.*

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What is digital competence?

From Europe

"Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes **information and data literacy**, **communication and collaboration**, media literacy, **digital content creation** (including programming), **safety** (including digital well-being and competences related to cybersecurity), intellectual property related questions, **problem solving** and critical thinking."

European Commission, Directorate-General for Education, Youth, Sport and Culture, 2019. *Key competences for lifelong learning.*

It's about attitude 1/3

Audience poll time

For each of the following, drawn from the EU's Dig Comp 2.2., indicate if you **always** display the value / attitude discussed.

1. **I value tools designed to protect search privacy and other rights of users (e.g. browsers such as DuckDuckGo).**

2. **I am vigilant not to leave computers or mobile devices unattended in public places (e.g. shared workplaces, restaurants, trains, car backseat).**

Audience poll time

For each of the following, drawn from the EU's Dig Comp 2.2., indicate if you **always** display the value / attitude discussed.

3. **I consider self-protective behaviours such as not using open wi-fi networks to make financial transactions or online banking.**

4. **I carefully consider the possible outcome before clicking a link. Some links (e.g. compelling titles) could be "clickbait" that takes the user to sponsored or unwanted content (e.g. pornography).**

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It's about attitude 3/3

Audience poll time

For each of the following, drawn from the EU's Dig Comp 2.2., indicate if you **always** display the value / attitude discussed.

5. **I focus on physical and mental wellbeing, and avoid the negative impacts of digital media (e.g. overuse, addiction, compulsive behaviour).**

6. **I am careful about keeping one's own and others' personal information private (e.g. vacations or birthday photos; religious or political comments).**

Your responsibilities

From a privacy perspective

Take steps to protect your own personal information.

And in doing so, **take steps to protect the personal information of others.**

What don't you know?

Test yourself

You can self-assess your digital competence against the EU framework at: https://digital-skills-jobs.europa.eu/digitalskills/screen/home.

That's it for today's formal presentation. The floor is open for questions. During the Q&A though, consider self-assessing yourself. It doesn't take long. If you feel up to it, share your thoughts on the assessment with the group. What did you find interesting? What was difficult?