



**Public Research Presentation Submission
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Author Contact Information:

YouthPrivacyProtection.org

<http://www.privacyprotection.org>

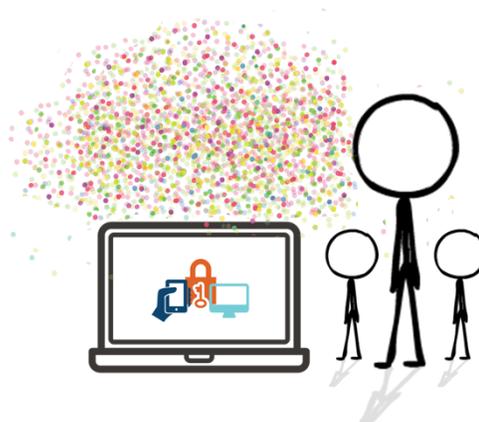
EMAIL: info@youthprivacyprotection.org

Corresponding Author:

Kristen Walker, Ph.D.

Associate Professor of Marketing

California State University Northridge



Tina Kiesler, Ph.D.

Professor of Marketing

California State University Northridge

Summer Malone

Project Manager and Research Assistant

California State University Northridge

Reference:

Walker, K., Kiesler, T., and Malone, S. (2016). Youth Driven Information Privacy Education Campaign – Final Grant Report. *Digital Trust Foundation* URI: <http://hdl.handle.net/10211.3/178689>

This report describes the process and outcomes associated with the Youth-Driven Information Privacy Education Campaign grant funded by the Digital Trust Foundation in March 2015. Co-principle investigators (PIs) Dr. Kristen Walker and Dr. Tina Kiesler are professors in the Marketing Department in the David Nazarian College of Business & Economics at California State University Northridge (CSUN).

This project involved the **development of a comprehensive and educational social marketing communications plan designed to help educate middle-school-aged youth about information use and abuse online**. We achieved our goal of enhancing digital information literacy while developing critical thinking and creative communication skills for middle-school-aged children and the college undergraduates who worked with them on this project. Under the guidance of the principal investigators, the undergraduates worked with middle-school-aged youth in Los Angeles County to research and assess youth knowledge of issues they face online, develop potential solutions, and implement those solutions in an educational social media marketing campaign designed to enhance the digital literacy and responsible behavior of middle-school-aged youth¹. The research used to create the marketing campaigns involved middle school

¹ <http://digitaltrustfoundation.org/strategy-1-2-grants/>



youth, parents/caregivers of middle-school-aged children, and middle school teachers and led to key findings and several deliverables as outlined below. The **underlying theme** identified by the research team is a **permanence paradox** *when an individual engages in online information exchanges without mediating the risk, due to a lack of knowledge of the long-term value of their personal information.*

Key Findings

Middle school youth are increasingly online, unaware their information exchanges form permanent profiles

- ✓ The general **lack of awareness of the risks of exchanging information online** (personal information may be shared with data brokers and other third parties) among college undergraduates, middle school youth, parents/caregivers, and educators
- ✓ A **evolving online presence of middle school youth under the age of 13** at school and home (an **increased use/ownership of devices by youth under the age of 13**)
- ✓ Parents, educators, and older siblings act as **significant influencers and enablers of device use and online activities** (e.g. allowing and creating social media accounts for their children under the age of 13)
- ✓ A **increase in device use/online activity** (particularly social media, that target adults) illustrating the **7th grade technology leap**
- ✓ A **increasing use of online sites such as YouTube for homework** assignments, intensifies the vulnerability of middle school youth

Key Deliverables

- ✓ Exceeded the grant goal to design an educational social media marketing campaign by creating **three campaigns, all housed on a website²** for convenient and cost-free (and ad-free) dissemination to school districts, parents, and youth
- ✓ Created an **iBook titled *Digital Literacy and Consumer Information*** aggregating a collection of previous digital literacy material/information to extend current digital literacy definitions to include the issue(s) involved with the permanence paradox
- ✓ **Increased awareness and about the reality of and risks associated with third-party information gathering, storing, and dissemination** for all key stakeholders involved (college undergraduates, middle school youth, parents, teachers, and school administrators)
- ✓ **Identified key research findings from data** gathered in youth focus groups, one-on-one parent interviews, and surveys of middle school youth, parents, and educators
- ✓ **Outlined future research** articles from thorough empirical analysis of data gathered and connection to digital literacy theory and consumer behavior

Access to the full grant report available at: URI: <http://hdl.handle.net/10211.3/178689>

² <http://www.youthprivacyprotection.org>