

Note of intent

Over the past decade, the use of Internet has exploded and has defined our habits in the way we socialize, inform ourselves and purchase goods. With the rise of Internet came the need of regulating it, and most often than not, regulations are installed once a problem has already emerged. To better grasp the importance of our subject, it is important to consider a few key facts: 30% of online shopper are willing to buy a good that they have seen on social media, and with a \$205 billion budget in Internet ad (compared to a TV ad spend of \$192 billion), global Internet advertising spends exceeded TV advertising for the very first time in 2017. 77% of IT professionals say that their company does not have a formal plan if a cybersecurity incident was to occur and yet, businesses worldwide have spent 96.3 Billion USD on cybersecurity in 2018, which is a 17% increase compared to 2017.

Considering the importance of online news and the number of online transactions today, data has become one of the most powerful tools: it allows to monitor consumer habits and to understand how they think and how their opinions are formed.

Data protection is also very important, since a leak of data or poor processing could lead to, for instance, someone being overlooked for a job or even lose their job. The gravity of the consequences of data breaches made the EU Commission include data protection as a fundamental right in the EU Charter of Fundamental Rights. As the European Commission realized the importance of data protection, it has implemented the General Data Protection Regulation (GDPR) in 2018, to which businesses will have to comply shortly or be heavily sanctioned. The point of this legislation is to protect European citizens about cybercrime. GDPR also proposes a broader definition of personal data, including any information that allows to identify an individual. As GDPR does focus on protecting users, it does so by implementing rules for companies.

In light of this information and of recent events, such as the question about the terms and privacy of FaceApp, which allows the the app to store pictures of users on outside servers, our team wants to offer a solution that is user-oriented in order to raise awareness about the importance of data protection and what users can do to protect their personal information.

As our team wants to raise awareness about data protection, we wondered what would be the best way of capturing the attention of the public about the issue and if we should target a specific part of the population in order to have a more efficient, personalized solution.

When researching about our topic, we noticed that it was very hard to have access to quality information coming from reliable sources. We also figured that we wanted to make teenagers and young adults to be a big part of our audience, since they are the biggest users of social media and important online shoppers. This is how we got the idea of creating a Massive Online Open Course (MOOC) that would be affiliated to Sciences Po. That way, we ensure the credibility of the source while also targeting students, but since the MOOC platform is open to all, interested people outside Sciences Po could also follow it.

The MOOC will be divided into 5 sessions of about an hour each (see the attached framework for a visual representation of the syllabus).

A MOOC has already been made about data protection: *SPOC Data Protection Officer – RDPR*. It consists of 8 sessions of classes revolving about GDPR and data protection in companies, all presented in French. Our MOOC would be different in the following aspects: it would be free (the other one is 250 euros), in both English and French and most importantly, it would be user oriented. Instead of focusing on how companies should handle their data, our MOOC focuses on how everyday users can improve the protection of their data and what is at stakes with personal information on the Internet. Other platforms such as CNIL and FutureLearn offer MOOCs about data protection, but they all focus on the legal framework of GDPR and firms compliance.

The MOOC is feasible, since it's very inexpensive and Sciences Po already does MOOCs, so the school has the proper infrastructure to support it. It is effective, since it targets a lot of people at once, both within and outside of the school. It is also effective since it would come from Sciences Po, a very credible source compared to many medias who discuss data. MOOCs have a wide range of tools and are interactive. The user can learn at his own rhythm, which makes the solution adaptable.

As a first POC, we could produce the first session of the class and make it available to the public to measure the popularity of the MOOC. It would be a good way to receive feedback about the structure of the class and understand how to best adapt it for the following sessions.

A defining moment of the project is that when we were doing research, we realized that we lacked a proper indicator to quantify our results. However, we soon found out about a barometer created by the Commission nationale de l'informatique et des libertés (CNIL). Every year, this public entity publishes a report that surveys about a 1,000 French people representative of the whole population. It asks them questions such as "Would you say that you are more sensitive to the question of data privacy compared to previous years?"

and "Do you think that data privacy measures that allow to identify a person are sufficient?".

We could conduct a similar survey before and after following the MOOC.

We expect that the main positive impact will be that students will change their habits in the way that they give their data online: they will read the terms of use (or at least search for condensed versions of it) and spread their information only to reliable sources. Indirect benefits will be that even people who are not following the MOOC could become more aware of the issue, since it could be talked about within the student community. Also, MOOCs often create communities, which is another way to discuss the subject and exchange information. Finally, data protection is a rather innovative subject, and it could give an hedge to Sciences Po to do further research about it. It could also be integrated in other course work: for example, one session of the MOOC could be used a session for *The Great Transition* class.

The solution is sustainable since the MOOC is eco-friendly and adaptable. If circumstances were to change (implementation of new regulations or another big data privacy scandal), it is possible to update the MOOC to incorporate new elements and delete some that are not relevant anymore.

The biggest risk associated with the project is that people start the MOOC without completing it. There is also no degree delivered upon completion of the MOOC, which decreases incentives to complete it.

To stimulate the audience and encourage the completion of the whole course, we have set up a live session with an important guest for the last class of the course. This intervention makes the course more interactive and allows students to ask their questions. Also, we would like to create a community around the MOOC so it is talked about outside of the class, and having more discussions related to the topic encourages to pursue the whole class. As mentioned before, parts of the MOOC could also be integrated in other classes at Sciences Po, which would increase the general public of the school and increase the chances that students who have had to follow one session will want to learn more.

In terms of the implementation, we intend to work directly with Sciences Po since the school already has a repository of MOOCs in a wide range of disciplines, going from Luxury Marketing to European Politics. This means that Sciences Po has developed a strong knowledge on the technicalities of a MOOC, and has the right network of technical support to produce the final product before disseminating it online through Coursera and Fun. Before meeting the Sciences Po Administration, the first step is to prepare a complete, detailed and rigorous presentation of the objectives we wish to

accomplish through this project. Alongside this presentation, we will need to prepare the content and material we want to purvey to the audiences. It is vital to reiterate the importance and urgency of this issue on a regional and global scale, especially regarding European Politics. It is an important topic in European Affairs because of the way data rights have been manipulated to produce reactions among voter banks, and because of the recent implementation of GDPR. The subject also has to do with the world of Communication and Marketing as more and more consumers are concerned about their data. Since this project was created within the scope of *The Great Transition* class, we have decided that the optimal way would be to produce the MOOC under both the supervision of the School of Management and the School of Public Affairs at Sciences Po. Indeed, as seen on the Sciences Po website, all the MOOCs are endorsed by a specific school. This would not only help market the MOOC in a complementary way, but also enhance Sciences Po's reputation as a pluridisciplinary school that binds different disciplines together.

If the project proposal is approved, the next step is to coordinate with both the schools' professors and technical teams to produce the final product, since we don't have the adequate skills for creating the platform nor the expertise needed in the field to be legitimate enough to produce the content. We will propose the ideas and thorough planning to the Directors of both the Schools, but the exact content part would have to be proofread and ameliorated by renowned professors already working on this field. We would thus require teaching and pedagogical support to produce the MOOC. Since our MOOC involves a guest speaker who will provide interactive sessions, we will need to contact the people involved and get their agreement to be a part of the project. We need to make sure the project is concurrently pedagogical, interactive, engaging, fun and relevant. After the final product is completely accomplished, we need to distribute it on the right platforms and advertise it in different ways. The main platforms that Sciences Po uses is Coursera and Fun. We need to make sure to have a version in French and in English.

In order to advertise the MOOC, we need to publish it on Sciences Po's Social media pages (LinkedIn, Facebook, Instagram) to fully leverage the reputation that Sciences Po has in the world of Social Sciences. Since our overarching objective is to raise awareness about the issue, social media can be a great tool to positively impact the digital habits of our target audience. Recent data from the Reuters Institute highlights that young people stay extremely reliant on their mobile phones, and spend copious amounts of time reading news and getting their daily dose of information via a range of different social networks.

It would thus be valuable to incorporate some of the elements we wanted to share through social media networks, through a curate feed. This curated feed would allow us to regularly produce bits of information regarding data privacy, and regularly engage with the audiences through comments and stories. Most importantly, we will be able to advertise the MOOC at zero cost and raise awareness around it among the Sciences Po student community. After the implementation and advertising part, we need to frequently update the MOOC and manage the feedback we receive to make sure the audience is having a memorable and impactful experience. We could introduce live sessions, where people can ask their questions and directly get their answers. It would help us create a community around the MOOC that would link the users to each other.

According to a study by Kapp (author of “The Gamification of E-Learning and Instruction), explains us that it takes from 90 to 240 hours on average to produce one hour of distance learning material. While this is just an approximate figure and the prices evidently change from one provider to another, it gives us a fair representation of the cost range in which the production of the MOOC belongs to. This also depends on the interactivity and media richness level of the MOOC. In order to gain a better understanding of this price, it is important to gather data and insights for each stage of the production process. We have already gathered information regarding the market, the competition and the content analysis which means that the analysis part of the MOOC has already been covered for free. The next steps for the completion are :

- 1 - Design : With the help of the Sciences Po technical support and pedagogical team, we need to design the material in a fun and interactive way, while using the design best practices.
- 2 - Development : for this part, we need to prepare the graphs, video materials, lecture notes
- 3 - Implementation : Uploading the online course into Coursera
- 4 - Evaluation : Monitoring the performance of the students, the feedback we receive and update the MOOC with regular live chat sessions for student

The creation of this MOOC will require the help of an instructional design team, a project management team, a subject matter expert and the technical staff. While we can handle the coordination of the project alongside the Sciences Po administration, it will be vital to gain the help of the pedagogical and teaching staff of Sciences Po for the subject matter part, and a technical team for the entire implementation part. According to aggregate data in France, 1 hour of ready online learning content takes approximately 130 hours to produce, and costs around 10,000 euros on average. To produce the 5 hours of content,

the approximate budget needed would be 50,000 euros. Since the entirety of this budget will be decided by the Sciences Po administration, our main sponsor, we need to tailor our budget according to the usual budget that is spent on the other MOOCs. However, since Sciences Po is now used to producing MOOCs regularly, we believe that the prices will be lower than market prices because Sciences Po would have an in-house team to produce it or regular contractor that charge a lower price. Sciences Po will help recover and reduce the costs due to economies of scale and economies of scope.

While the MOOC will be free and accessible to everyone, there is no direct stream of revenue that can be derived from this cost. However, we strongly believe that the reputational benefits will be a strong booster for Sciences Po on a national and international level. First of all, this is a very recent topic and as highlighted in our research part, there isn't a lot of courses available regarding the protection of data on an individual level. Working with Sciences Po will enable us to leverage their expertise and leadership to raise awareness, but it would also them be a pioneer in such a new and recent field. Moreover, data protection is at the intersection of various disciplines and holds a large plethora of avenues for research purposes. Social media & data issues are totally revamping the marketing & communication industry with Artificial Intelligence. The recent elections in the US and UK highlight the crucial role of social media. The contest over data in the digital world has become the new playing field of elections and ideologies, but these machinations are not much talked about.

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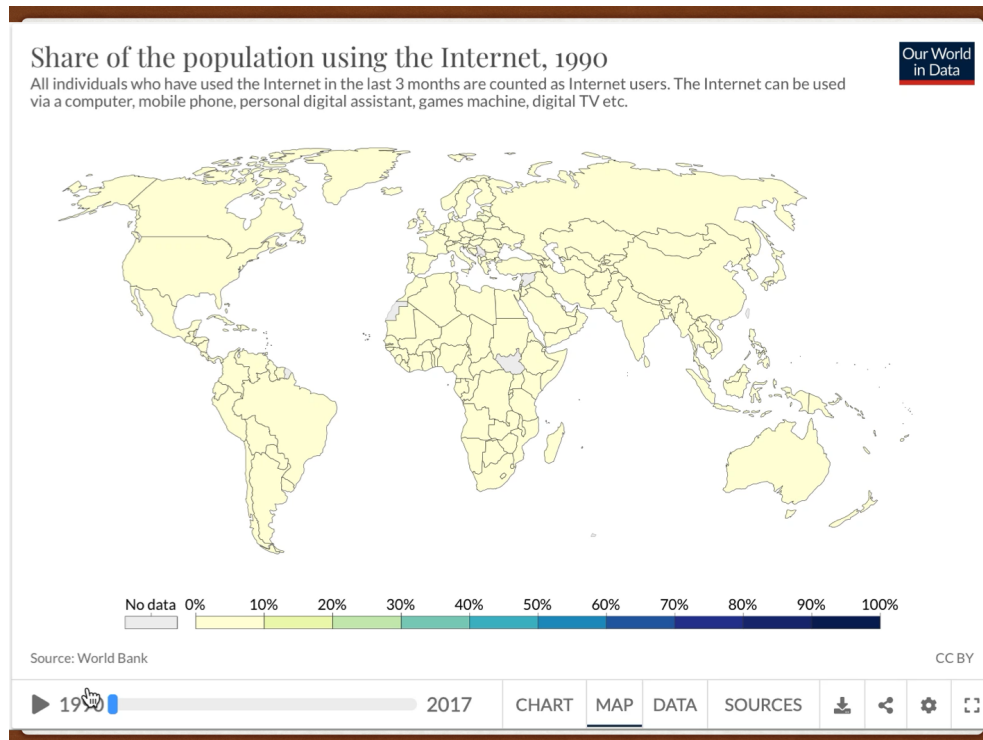
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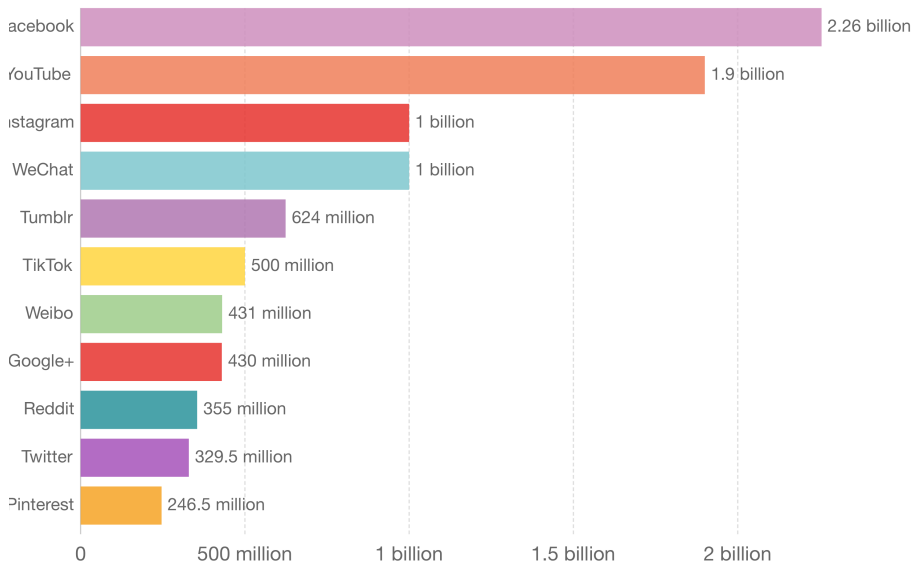
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Appendices



Number of people using social media platforms, 2018

estimates correspond to monthly active users (MAUs). Facebook, for example, measures MAUs as users that have logged in during the past 30 days. See source for more details.



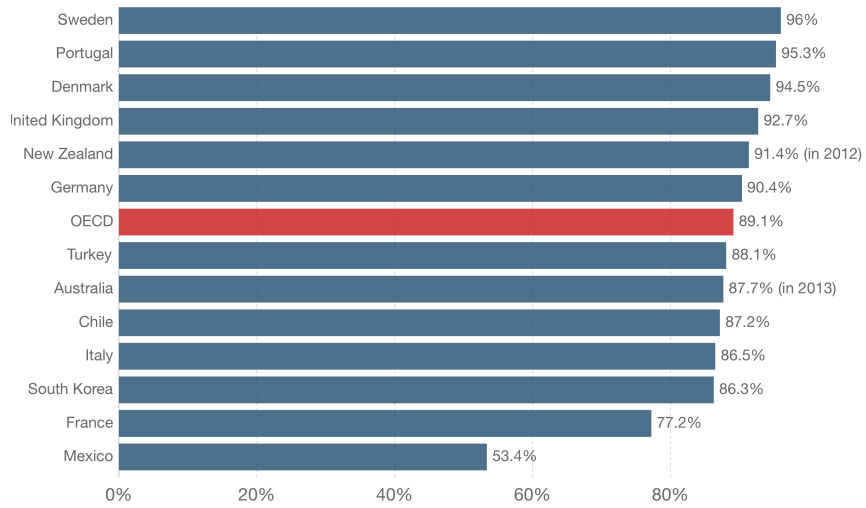
Source: Statista and TNW (2019)
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Our World in Data

Percentage of young people engaging in social networking online, 2014



Percentage of young people, aged 16-24, engaging in social networking online. The OECD average is unweighted. Data refer to 2014 or closest available estimate.



Source: OECD Society at a Glance (2019)
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