

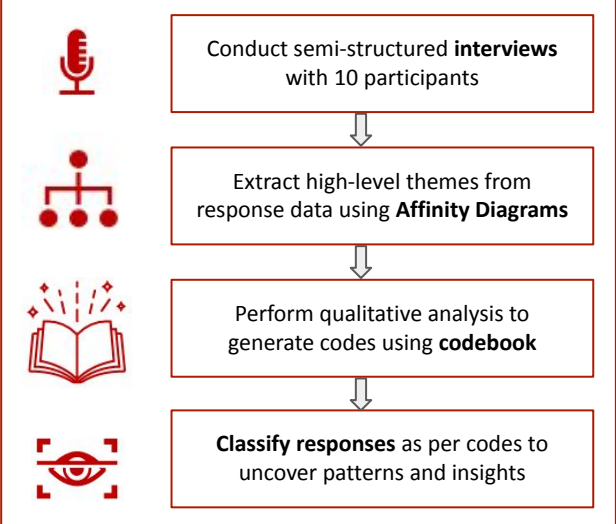
“I could become a meme”: Security & Privacy Concerns of Students and Educators While Working from Home

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INTRODUCTION

- Rapid transition to online learning due to COVID-19
- Security and privacy concerns with remote learning
- Timeliness of gathering insights
- Remote learning will remain post-pandemic
- Exploratory study of remote students and educators experiences




METHODS



RESULTS

- Rough transition for students and educators**
 - "Difficulty in keeping track of everything due to rapid pace of transition" (S)
 - "Anxious about technical failure during exam" (S)
- Students' camera usage depends on class size, educators universally kept cameras on**
 - "Wouldn't turn cameras on [for] bigger classes, would for small discussion-based classes" (S)
 - "If I won't, no one else will" (E)
- Uncomfortable with being recorded**
 - "Someone could download the video.. post it to YouTube, I could be a meme, for better for worse I could go viral" (E)
- Conscious about background during video calls**
 - "Awkward for [me that] co-workers have ..glimpse into.. personal space..unnatural, forced level of intimacy" (E)
- Trust in university's security measures**
 - "[I] trust security settings from IT team at my university" (E)
 - "Feel safer on Canvas since it's coming from my instructor" (S)
- Security and Privacy measures taken**
 - "Added waiting room to classes" (E)
 - "...have passwords for Zoom" (E)
 - "Bought covers for all cameras" (E)

DISCUSSION

-  **Insight:** Participants prefer to have their camera off. Yet, educators gain utility when cameras are on. And, educators have more power than students. **Future direction:** Explore how utility needs impact privacy in situations with power imbalances.
-  **Insight:** Recordings are appreciated for their utility. Yet, recordings are a major privacy concern and deterrent to student participation. **Future direction:** Explore privacy and utility attitudes towards breakout rooms, or explore the design of privacy-centered recordings.
-  **Insight:** Security and privacy experiences, concerns, and actions are influenced by culture and access to infrastructure. **Future direction:** Deeper explore remote learning concerns and experiences of different cultures and countries.

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*Equal first-author contribution