Planning Notes for PBL/WebQuest: *Operation Lethe* (Right to be Forgotten)

Matthew C. Hammond
EDUC 590 Curriculum Integration of Technology
October 9, 2024

[Link to *Operation: Lethe*, a PBL/WebQuest.](#)

<u>**Standards**</u>

The following DC and ISTE standards are implicated by this WebQuest:

A. **DC Social Studies Standards for Government & Civics[1]**

➢ **GC.28** Evaluate the role of government, individuals and corporations in ensuring public access to accurate information, including the impact of algorithms and machine learning in directing and influencing individuals' access to information.
Relevance: The right to be forgotten directly implicates the public's access to <u>accurate</u> information, and in the EU, Google and Microsoft have a lot of influence in what is no longer accessible in how they implement and interpret the EU law. These are areas this WebQuest is meant to highlight.

➢ **GC.49** Analyze the origins of a public policy issues, and present a proposal defending a position or invoking a call to action at the local, state or national level.
Relevance: The right to be forgotten is a public policy issue and in this WebQuest students are asked to take a position on it, support that position, and propose how to advocate for that position by making an ad.

➢ **GC.5** Evaluate the principles of the US Constitution, including the rule of law, consent of the governed, limited government, separation of powers, and federalism, and evaluate the way in which these principles function today.
Relevance: The connection to this standard is a little weaker, but I consider the protections of the First Amendment*, principles of the* Constitution*, and students will be made aware of interplay between the* First Amendment *and the right to be forgotten, if it were to come to the United States.*

Source: Office of the State Superintendent of Education. (2023, June). *Washington, DC K-12 social studies standards: 2023 standards*. Government of the District of Columbia. https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/Standards%20in%20English.pdf

B. **ISTE Standards for Students**

➢ **1.1 Empowered Learner** – Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
  ➢ **1.1d** Technology Fundamentals – Students understand fundamental concepts of how technology works, demonstrate the ability to choose and use current technologies effectively, and are adept at thoughtfully exploring emerging technologies.
  Relevance: Students will choose what form they want their final product to take and and the tool to use.

---

[1] This WebQuest also aligns with a standard in 8th grade Action Civics: 8.41 Evaluate contemporary debates about the proper application of the rights reserved through the *Bill of Rights* and develop a proposal for personal or collective action to address the issue.

Planning Notes for Operation Lethe (Right to be Forgotten) PBL/WebQuest

- **1.3 Knowledge Constructor** – Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
  - **1.3.c** Curate Information – Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
  - **1.3.d** Explore Real World Issues Students – build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.

  Relevance: Students will choose what information to include in their products during this WebQuest and through doing so while navigating this real-world scenario involving a real public-policy issue, they will build knowledge/meaningfully learn.

- **1.4 Innovative Designer** – Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
  - **1.4.a** Design Process – Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
  - **1.4.d** Open-Ended Problems – Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

  Relevance: Students will need to design a final product with a specific audience in mind to address this real public-policy issue. In addition, there is no right answer, nor is the answer entirely binary either, creating some ambiguity for the student to work through as they adopt their position.

- **1.6 Creative Communicator** – Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
  - **1.6.a** Choose Platforms or Tools – Students choose the appropriate platforms and digital tools for meeting the desired objectives of their creation or communication.
  - **1.6.b** Original and Remixed Works – Students create original works or responsibly repurpose or remix digital resources into new creations.
  - **1.6.c** Communicate Complex Ideas – Students use digital tools to visually communicate complex ideas to others.
  - **1.6.d** Customize the Message – Students publish or present content that customizes the message and medium for their intended audiences.

  Relevance: This WebQuest will have them choose a digital tool and create an original work to visually communicate their message customized to their intended audience.

- **1.7 Global Collaborator** – Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
  - **1.7.b** Multiple Viewpoints – Students use collaborative technologies to work with others, including peers, experts and community members, to examine issues and problems from multiple viewpoints.
  - **1.7.c** Project Teams – Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
  - **1.7.d** Local and Global Issues – Students explore local and global issues, and use collaborative technologies to work with others to investigate solutions.

  Relevance: There are a variety of views on the right to be forgotten which vary by country/culture, and the students will work collaboratively in small teams.

  Source: International Society for Technology in Education. (2024). ISTE standards: For students [Version 4.01]. https://iste.org/standards/students

Planning Notes for Operation Lethe (Right to be Forgotten) PBL/WebQuest

C. **ISTE Standards for Educators**

➢ **2.2 Leader** – Educators seek opportunities for leadership to support student empowerment and success and to improve teaching and learning
  ➢ **2.2.c** Model Digital Tool Use – Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.
  Relevance: The WebQuest models its use for other teachers, especially by making it available to others.

➢ **2.4 Collaborator** – Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
  ➢ **2.4.c** Use Collaborative Tools – Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.
  Relevance: Students will be working in small groups implicating this standard.

➢ **2.5 Designer** – Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
  ➢ **2.5.a** Accommodate Learner Differences – Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
  ➢ **2.5.b** Design Authentic Learning Activities – Educators design authentic learning activities that align with educational standards and use digital tools and resources to maximize learning.
  Relevance: The WebQuest provides different modalities for receiving knowledge and imparting knowledge with the resources it includes and the product options available to students. And by putting the student in an authentic role it facilitates authentic learning and use of digital tools to maximize that learning.

➢ **2.7 Analyst** – Educators understand and use data to drive their instruction and support students in achieving their learning goals.
  ➢ **2.7.a** Offer Alternative Assessments – Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
  ➢ **2.7.b** Use Tech to Create Assessments – Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
  Relevance: The choices on assessments offer different alternatives and the use of technology to create the final product, allow for reflection, and provide feedback to students.

Source: International Society for Technology in Education. (2024). ISTE standards: For educators [Version 4.01]. https://iste.org/standards/educators

D. **Other ISTE Standards for Students and for Educators** are implicated but only in the respect that nearly all assignments or teaching implicate them. For example, Standard 2.4.d Demonstrate Cultural Competency in communicating with the students and parents is implicated by all interactions with students and parents and does not apply to this WebQuest more than it applies to other activities in the classroom. Other ISTE Standards for Students and for Educators that are similarly implicated are:
  ➢ **1.2 Digital Citizen**
    ➢ **1.2.a** Digital Footprint
    ➢ **1.2.b** Online Interactions
    ➢ **1.2.c** Safeguard Well-being
    ➢ **1.2.d** Digital Privacy

Planning Notes for Operation Lethe (Right to be Forgotten) PBL/WebQuest

- **2.3 Citizen**
  - **2.3.c** Model Safe, Legal, Ethical Practices
- **2.4 Collaborator**
  - **2.4.b** Learn Alongside Students
  - **2.4.d** Demonstrate Cultural Competency
- **2.5 Designer**
  - **2.5.c** Innovative, Equitable Learning Environments
- **2.6 Facilitator**
  - **2.6.a** Foster Student Ownership of Learning
  - **2.6.b** Foster Classroom Management of Tech
  - **2.6.d** Model and Nurture Creativity
- **2.7 Analyst**
  - **2.7.c** Use Data to Guide Progress

Mapping

[My concept-map for Operation Lethe is saved on Google Drive](). (I really didn't understand what I was concept mapping in this instance.)

Description

Context. Students, working in teams of 4, will take on the roles of newly hired staff in the office of a long-time member of the House of Representatives. In the next election, the Representative is expecting to face a much younger challenger, and she wants to improve how she is perceived in relation to privacy and technology policy. Therefore, she has hired your small team of internet-savvy Zoomers to assist her on technology and privacy issues, starting with the right to be forgotten. During a recent trip to Europe, she heard about the right to be forgotten. She wants to learn more about how the right to be forgotten is implemented in the European Union (EU) and determine what position she should take on the issue in the United States. Your teacher will play the role of the Representative and her chief of staff.

1. **Assignment** [Big6 #1, 2 & 3.1]

As a member of the Representative's staff, students have been tasked with
- researching the right to be forgotten in the EU
- educating the Representative and her Chief of Staff on the right to be forgotten
- identifying and analyzing the arguments in favor of and against bringing the right to the United States
- recommending a position for the Representative to take on the issue, which is supported by their research and
- making an issue ad in support of the recommended position.

Formative assignments along the way include a concept map, a briefing paper for the Representative, and a meeting with the Representative to explain their recommendation. [Big6 #1.1]

Let the students know that there are both group and individual rubrics. The group rubrics are be centered around the three submissions and the individual rubric focuses on their contributions to the team and the final reflection.

First, students will review background information for everyone. [Big6 #1]

Planning Notes for Operation Lethe (Right to be Forgotten) PBL/WebQuest

Second, students will assign the roles listed below among the team members. Each student should have one role from each column. All roles must be assigned. Once assigned, students will share who has what role in a Google document.

Research Roles	Functional Lead Roles
❖ *Pro-Researcher*: Research the reasons to implement the right to be forgotten in the United States. ❖ *Anti-Researcher*: Research the reasons to block any implementation of the right to be forgotten in the United States. ❖ *Subject-Matter Expert*: Research how Google and Bing implement the right to be forgotten. ❖ *Free Speech Expert:* Research how the right to be forgotten may infringe upon free speech and violate the *First Amendment* of the *Constitution*.	❖ *Concept-Mapping Lead*: Responsible for creating the team's concept map in coordination with the rest of the team. ❖ *Briefing-Paper Lead*: Responsible for creating the team's briefing paper for the Representative in coordination with the rest of the team. ❖ *Bus-Stop-Ad Lead*: Responsible for creating the team's issue ad in coordination with the rest of the team. ❖ *Revision/Feedback Coordinator:* Responsible for taking notes when the team receives any feedback, ensuring the team considers the feedback in subsequent work on the WebQuest, and revising the briefing paper in coordination with the rest of the team.

***Possible Accommodations: You may choose to assign roles keeping in mind your students' strengths. The Subject-Matter-Expert has probably the most material to review and the Pro-Researcher the least. Concept-Mapping and Bus-Stop-Ad Leads may be best suited for students with more difficulty with writing, given this may not be the context (i.e., group work) to challenge them. You could also reassign oversight of the reference list for the briefing paper to the Revision/Feedback Coordinator.

Third, the team will collaborate to create a concept map. This effort is led by the Concept-Mapping Lead. The teams should attempt to reach a agreement, but if they cannot, the concept map should be inclusive and reflect the ideas of all team members. In creating the concept map, the team should include: [Big6 #1, 2 & 3.1[2]]

- The specific issue/question
- Preliminary reasons to adopt the right to be forgotten in the United States
- Preliminary reasons to oppose the right to be forgotten in the United States
- What information they need to look at and where they might find it
- Any other factors the team believes they should consider
- Any preliminary questions that need to be addressed

An example concept map dealing with the issue of whether to require standardization of charging cables for mobile electronic devises will be shared with students, and at least two possible concept mapping tools will be identified for the students.

---

[2]   Given that a WebQuest uses a closed set of resources, it would seem to be a poor fit with Big 6 #1.2 (identify the information needed), Big 6 #2 (information seeking strategies), and Big6 #3.1 (locate sources). The concept map assignment is an attempt to get students to think through these issues within the limitations of the WebQuest format.

Planning Notes for Operation Lethe (Right to be Forgotten) PBL/WebQuest

Upon completion, the team will submit the concept map to the Representative's Chief of Staff (teacher), who will review and provide oral feedback. [Big6 #6.1] This is an opportunity for the teacher to check in with each team, make sure they are working in the right direction, and provide additional scaffolding if needed.

[My test-run concept map for Operation Lethe is saved on Google Drive](#).

2. Review Research [Big6 #3.2, 4 & 5]

Each member of the team reviews the resource materials provided for their role. [Big 6 #3.2 & 4]

After completing their research, the team will come together. Each team member will share what they have learned in their research and ask each other questions. [Big 6 #4 & 5]

The Revision/Feedback Coordinator will make sure the team considers any feedback on the concept map is considered by the team in this step.

Note:
- All are assigned a list of 300 examples, but students are directed to coordinate and each should only review a few dozen examples.
- Bernstein (n.d.) is assigned to the Pro-Researcher and Free Speech Expert because it has relevant information for both that is more accessible than in other potential resources.
- They are reminded to note all relevant information even if it not within the expertise of their role because some resources have helpful information related to other research roles.

***Possible Accommodations: See comment on role assignments above.

3. Adopt a Position/Agree on a Recommendation [Big6 #5]

Via consensus, the team will adopt a position on the right to be forgotten. This will be what the team recommends to the Representative. Basically, they will decide what they believe is the correct or right policy balancing all factors? Why/why not? They need to choose one of these options:

- Right to be forgotten should not be adopted in the United States
- Right to be forgotten as implemented in the European Union should be adopted in the United States
- Right to be forgotten should be adopted in the United States but implemented differently than in the European Union—more or less strict (Note, this option will require the team to also reach consensus on how the implementation should differ from the European Union.)

Consensus: The WebQuest includes a brief statement on what is meant by consensus and a link to a helpful document ([https://www.seedsforchange.org.uk/shortconsensus)](https://www.seedsforchange.org.uk/shortconsensus), but it is not in the education context and is probably a little long for students to be likely to use it. It is recommended that before or during Operation Lethe, there should be a short lesson/exercise on consensus.

The Revision/Feedback Coordinator will make sure the team considers any feedback on the concept map is considered by the team in this step.

4. Draft the Briefing Paper & Meet with the Representative [Big6 #5 & 6.1]

Once the team has agreed on its position, they will draft their briefing paper and then meet with the Representative to discuss the issue. The Revision/Feedback Coordinator will make sure the team considers any feedback on the concept map is considered by the team in this step.

A. Briefing Paper [Big6 #5]

The team will collaborate, led by the Briefing-Paper Lead, to create a 2–3 page briefing paper that meets the following requirements:

Planning Notes for Operation Lethe (Right to be Forgotten) PBL/WebQuest

1. Memo format
2. Include references—a list of the materials you rely upon—with citations to them. Use APA style. (Include a link to Purdue OWL)
3. 500–1500 words in length. This will be about 2–3 pages, single-spaced.
4. Include
   - A clear and brief statement of the question and your team's recommended answer.
   - A brief description of what the right to be forgotten is, how it is implemented in the EU, how Google and Microsoft handle requests, and what type of information can be "forgotten."
   - A fuller statement of your team's recommendation and why it is making this recommendation; aim for at least 3 supporting reasons
     - If you are recommending adoption of the right to be forgotten, but with changes from how it is implemented in the EU, you need to explain the changes you would recommend.
   - Support for the recommendation and its reasons that includes at least 3 facts drawn from your research in support of your recommendation.
   - Identify at least 2 opposing arguments and Include at least 1 supporting fact drawn from your research with appropriate citations
   - Recommend how Rep. Hewes should deal with the opposing arguments.
   - A brief conclusion restating your recommendation.

An example briefing paper dealing with the issue of whether to require standardization of charging cables for mobile electronic devises will be shared with students.

[Here is my test-run of the briefing paper saved on Google Drive](#).

B. **Meeting with the Representative** [Big6 #5 & 6]

The students should then meet with Rep. Hewes/Chief of Staff Ovechkin (Teacher) to answer questions, receive feedback on the substance of their recommendation, and share their idea for a bus-stop-issue ad. (Feedback on the briefing paper that does not relate to its substance should be provided separately in order to save time.)

Students have been the following guidance for the meeting
- Before the meeting, the team needs to talk through ideas for the bus-stop-issue ad.
- The team should also talk about what they want to emphasize at the meeting—for example, what is your strongest argument.
- The meeting will last about 10 minutes
- They should be prepared to explain, and answer questions about:
  - The right to be forgotten and how it is implemented in the EU
  - Your recommendation and supporting reasons and facts
  - Opposing arguments and any support for them
  - Which arguments are the strongest
  - How Rep. Hewes should respond to opposing arguments
  - Share your preliminary ideas about the the Bus-Stop Issue Ad.
- Whichever student has the relevant expertise should lead the response to a particular question, but others should also be prepared to share their thoughts.
- The Revision/Feedback Coordinator will take notes for the team.

Here is a draft agenda/questions for the teacher to use at the meeting:
- ➢ Welcome
- ➢ Thank you for your recommendation.

Planning Notes for Operation Lethe (Right to be Forgotten) PBL/WebQuest

- ➢ Before we start, can everyone tell me what their team roles were?
  - ⬥ Research roles: Pro-Researcher, Anti-Researcher, Subject-Matter Expert, and Free Speech Expert
  - ⬥ Functional Roles: Concept-Map Lead, Briefing-Paper Lead Bus-Stop-Ad Lead, and Revision/Feedback Coordinator
- ➢ Can you repeat your recommendation?
- ➢ What is your strongest argument in favor of it?
  - ⬥ Ask a question digging deeper the argument or support or mention conflicting facts
- ➢ What is the strongest argument against your recommendation?
- ➢ How close a call was this for you all? Did you have any difficulty reaching consensus?
- ➢ Was there any consideration that trumped everything else for you?
- ➢ How important in your decision was
  - ⬥ Privacy
    - ▪ Should people have mistakes follow them around forever
  - ⬥ Free Speech
    - ▪ If it wasn't for the *First Amendment*, would your recommendation be different?
- ➢ What would be the negative outcome if the U.S. did the opposite of your recommendation?
- ➢ Use their briefing paper to ask some questions where things aren't clear or there is a hole in their argument.
- ➢ Explain that you'll give substantive feedback now on the briefing paper and then give them a marked up version with the rest of the comments [at the end of the meeting].
- ➢ Areas to provider substantive feedback on the briefing paper:
  - ⬥ Praise a strength of the briefing paper
  - ⬥ Is anything missing
  - ⬥ How could it be improved or the argument made stronger
  - ⬥ Are there any internal conflicts
  - ⬥ Is there anything that needs clarification or fleshing out
- ➢ Close on: What are your ideas for the bus-stop-issue ad?
- ➢ Thank you for your hard work.

After the meeting, the students are directed to meet to address 2 items:
1. Agree on the substance of any changes to the briefing paper based on feedback at the meeting. The Revision/Feedback Coordinator should coordinate this and is responsible for submitting the revised briefing paper. It is due with the bus-stop-issue ad and will be used for the final grade on the briefing paper and meeting.
2. Come to agreement on the idea for the bus-stop-issue ad. The Bus-Stop-Ad Lead should coordinate this.

The next step is to get started on both.

***Possible Accommodations: You can change questions to accommodate different students.

      C. Revised Briefing Paper [iteration on Big6 #5, 6.1]

Based on feedback on the briefing paper, the Revision/Feedback Coordinator will lead revising the briefing paper. This version should be used for the final grade on the briefing paper and meeting. There is one category in the rubric to account for the quality of the revision. It is recommended that it be due with the bus-stop-issue ad. The revision can occur while the bus-stop-issue ad is being created and may help if its hard for 4 students to work on the ad at the same time.

Note: I initially added revising the briefing paper to give enough substance to a 4th role, so this could be dropped, but as I have worked on this, I really like it. First, it is not uncommon in the real world.

Second, some students may be reluctant to revise assignments to improve their grades. This provides an illustrative example to students of the benefits of revision in general and to improve their grade.

5. **Bus-Stop-Issue Ad** [Big6 #5]

Led by the Bus-Stop-Ad Lead, the SpIT squad must now design an advertisement to support their recommendation to Rep. Hewes that can be run at bus stops in her congressional district, where it seems everyone rides the bus. The ad should be designed to persuade viewers to agree with their recommendation. A kludgy example is provided next to this step on the *Process* page that is about the charging cord issue.

The bus-stop-issue ad should meet the following requirements:
- No more than 50 words of text.
- Issue and your position on it should be clear from viewing the ad
- Include 2 or more graphic elements
- Include relevant supporting information that strongly supports your position
- Grab the attention of someone walking by
- No video, but simple animation (e.g., flipping between a few illustrations) is okay, but not required. (Many bus stops now have digital screens to show ads, making this possible.)

My test-run of the bus-stop issue ad is saved to Google Drive.

6. **Conclusion & Reflection [**Big6 #6]

Conclude by congratulating them for their good work and tell them Rep. Hewes is very happy with their work. Also mention that for the next advertisement, she is thinking about a water tower.

Explain they have one individual item left—a reflection on a VoiceThread—answering these questions:

- What is your personal position on the right to be forgotten? Support your answer.
- What was most interesting about this project?
- What did your team do well? What could your team have done better?
- What do you think you did well as part of your team? What would you do differently next time to make the team work better?
- What would you change about this project to make it better?
- Did you like this assignment? Why/why not?

They have one thing left to do. It is not a group activity with the SpIT squad, but an individual spoken reflection on VoiceThread.

Storyboard

My storyboard for *Operation Lethe* is saved on Google Drive.

Rubric

I developed a rubrics for each of the 3 group submissions and one for the individual team members. They are available within the WebQuest on the *Operation Lethe: Evaluation* page. The *Operation Lethe: Teacher Page* also has a link to a native version of the rubrics to allow teachers to customize them.

Teacher Page

See *Operation Lethe: Teacher Page*. It contains

Planning Notes for Operation Lethe (Right to be Forgotten) PBL/WebQuest

- an overview
- the information above in lesson plan form with time estimates and potential accommodations
- a native version on the rubric
- relevant standards
- an annotated list of all materials referenced in the WebQuest.

<u>Technology Credits</u>

- Wix was used to create the webpages of the WebQuest
- Canva's Magic Media AI tool was used to create the header background for the webpages
- MindMup was used to create both the example and sample concept maps
- Canva was used to create both the example and sample bus-stop-issue ads
- Microsoft Word was used to create
  - both the example and sample briefing papers
  - this planning document
  - my reflection
- Microsoft Excel was used to create the rubrics
  - Rubistar was used as a starting point for the rubrics
- VoiceThread is used to collect the spoken reflections
- Google Docs was used to create the pages used to display the reflection questions in VoiceThread and is used to collect the team names and role assignments
- A Remarkable Paper Pro was used to create the concept map and storyboard for the PBL/WebQuest assignment.

Planning Notes for Operation Lethe (Right to be Forgotten) PBL/WebQuest

Appendix – Resources

All References to materials used in *Operation: Lethe*
(includes limited annotations and notes where each appears in *Operation Lethe*)

Auxier, B. (202, January 27). *Most Americans support right to have some personal info removed from online searches*. Pew research Center. https://www.pewresearch.org/short-reads/2020/01/27/most-americans-support-right-to-have-some-personal-info-removed-from-online-searches/
- Used on *Operation Lethe: Resources* page with the Pro-Researcher

Bernstein, D. (n.d.). *Blog: Why the "right to be forgotten" won't make it to the United States*. [Retrieved October 7, 2024.] Michigan Technology Law Review. https://mttlr.org/2020/02/why-the-right-to-be-forgotten-wont-make-it-to-the-united-states/
- While it is against the right to be forgotten, it lays out some good arguments for the right to be forgotten.
- Used on *Operation Lethe: Resources* page with the Pro-Researcher and Free Speech Expert

Corporate Social Responsibility. (n.d.). "*Right to be forgotten" requests*. [Retrieved October 7, 2024.] Microsoft Corp. https://www.microsoft.com/en-us/corporate-responsibility/right-to-be-forgotten-removal-requests-report
- Used on *Operation Lethe: Resources* page with the Subject-Matter Expert.

Gamboa, F. (2019, December 12). *What is the right to be forgotten?*. Netwrix. [Updated May 26, 2023]. https://blog.netwrix.com/2019/12/12/the-right-to-be-forgotten-eu-laws-and-us-concerns/
- While it is a blog post from a commercial company wanting to sell privacy related services, it has a few nuggets that are helpful that are not available as accessibly in other sources.
- Used on *Operation Lethe: Resources* page with the Anti-Researcher.

Google. (n.d.). *Transparency Report: Requests to delist content under European privacy law*. [Retrieved October 3, 2024]. https://transparencyreport.google.com/eu-privacy/overview?hl=en
- You do not need to review all 300 examples included on this page. Review a couple dozen and pick out one's that may be helpful to support your recommendation.
- Used on *Operation Lethe: Resources* page for Subject-Matter Expert, but also assigned to the others to look at the examples.

Google Legal Help. (n.d.). *Right to be forgotten overview*. Google. [Retrieved October 3, 2024] https://support.google.com/legal/answer/10769224?hl=en
- Pay particular attention to the public interest factors that Google considers in the middle of the page.
- Used on *Operation Lethe: Resources* page for Subject-Matter Expert.

Google Search Central. (2022a, February 15). *Requesting content removals under the right to be forgotten* [Video]. YouTube. http://www.youtube.com/watch?v=TIivyRpCKwg
- Through 2:17 is a nice, brief explainer used on the *Operation Lethe: Intro* page.
- From 4:57 (https://youtu.be/TIivyRpCKwg?t=297) to 5:40 describes what the reviewer will consider and the factors they consider. Used on the *Operation Lethe: Task* page.
- Used skipped part on the *Operation Lethe: Resources* page as option for the Subject-Matter Expert.

Google Search Central. (2022b, November 7). *Right to be forgotten interactive video game: Round 1 – Peter*. YouTube [Video]. https://www.youtube.com/watch?v=vx0vVsgCiBM

Planning Notes for Operation Lethe (Right to be Forgotten) PBL/WebQuest

Google Search Central. (2023, September 13). *Right to be forgotten interactive video game: Round 2 – Dr. Hall and Tina* [Video]. YouTube. https://www.youtube.com/watch?v=bG_7K-2BsGE
- Both go through examples, asking for the viewer to decide whether to delist the link and explains what Google would decide and why.
- First one is used on the *Operation Lethe: Task* page; second one is used as optional entertainment on the *Operation Lethe: Resources* page.

International Society for Technology in Education. (2024). ISTE standards: For educators [Version 4.01]. https://iste.org/standards/educators
- Used on the *Operation Lethe: Teacher page*.

International Society for Technology in Education. (2024). ISTE standards: For students [Version 4.01]. https://iste.org/standards/students
- Used on the *Operation Lethe: Teacher page*.

Introduction to consensus decision making: A short guide to collaborative decision-making for activist groups, co-ops and communities (2nd ed.). (2020). Seeds for Change. https://www.seedsforchange.org.uk/downloads/shortconsensus.pdf
- Used on *Operation Lethe: Process* page with Step 3.

Law Times. (2018, September 17). *The case against a right to be forgotten*. https://www.lawtimesnews.com/archive/the-case-against-a-right-to-be-forgotten/263214
- Argues against Canada adopting the right to be forgotten.
- Used on *Operation Lethe: Resources* page with the Anti-Researcher.

Lethe. (2024, September 26). In *Wikipedia*. https://en.wikipedia.org/w/index.php?title=Lethe&oldid=1247892305
- Used on *Operation Lethe: Intro* page.

Microsoft Bing. (n.d.). *Request to block Bing search results in Europe.* [Retrieved October 7, 2024.] Microsoft Corp. https://www.bing.com/webmaster/tools/eu-privacy-request'
- Microsoft's request form
- Used on *Operation Lethe: Resources* page with the Subject-Matter Expert.

Office of the State Superintendent of Education. (2023, June). *Washington, DC K-12 social studies standards: 2023 standards*. Government of the District of Columbia. https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/Standards%20in%20English.pdf
- Used on the *Operation Lethe: Teacher page*.

Pieris, G., Zhou, Y., & Jiwani, M. (2021, February 26). *Right to be forgotten v right to freedom of expression, who wins?*. Reflections from the 2020-21 LLM LAWS0338 Class. https://reflect.ucl.ac.uk/laws0338-a-privacy-data-surveillance-law-class-blog/2021/02/26/right-to-be-forgotten-v-right-of-freedom-of-expression-who-wins/
- Used on *Operation Lethe: Resources* page with the Free Speech Expert.

Purdue Online Writing Lab. (n.d.). *APA formatting and style guide (7th edition)*. [Retrieved October 8, 2024.] Purdue University. https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html
- Used on the *Operation Lethe: Process* page in Step 4.

Planning Notes for Operation Lethe (Right to be Forgotten) PBL/WebQuest

TEDx Talks. (2015, January 30). *Do we have the right to be forgotten | Michael Douglas | TEDxSouthBank* [Video]. YouTube. https://www.youtube.com/watch?v=YO0lbdhF30g
- Pretty good backgrounder; notes arguments on both sides
- Because speaker is Australian, some words may be harder to understood
- Used on the *Operation Lethe: Task* page.

Transparency Report Help Center. (n.d.) *European privacy request search removals FAQs*. [Retrieved October 3, 2024). Google. https://support.google.com/transparencyreport/answer/7347822
- Good reference if you need to understand the numbers in the Transparency Report or have other specific questions.
- Used on the *Operation Lethe: Resources* page for the Subject-Matter Expert.

Other Resources
(these resources were not used for the reasons noted below)

LastWeekTonight. (2014). *Right to be forgotten: Last Week Tonight with John Oliver (HBO)* [Video]. YouTube. https://www.youtube.com/watch?v=r-ERajkMXw0
- Humorous but not very educational. Maybe include for funsies.

NPR Staff. (2014, March 18). Debate: Should the U.S. adopt the 'right to be forgotten' online? [Audio]. National Public Radio. https://www.npr.org/2015/03/18/393643901/debate-should-the-u-s-adopt-the-right-to-be-forgotten-online
- The short synopsis is not very helpful, and the link to the transcript is broken.
- The 50-minute audio recording of an hour and a half debate is probably too long to maintain student's attention without editing.

Surfshark. (2023, February 28). *How many people in Europe use their "right to be forgotten" online?* https://surfshark.com/blog/right-to-be-forgotten-requests
- Comprehensive review of the data reports with short narrative explanations, but long.