**Case Study 3: Privacy or Not**

Many schools around the world have unofficial school accounts on Instagram.

For example, Grosse Pointe North has the Worst Parking account, University Liggett has a school Sleeping account, and Grosse Pointe South has a Bathroom Shoe account. When a new trend comes out about a school having a funny account, students start doing it. One student will make an account, without anyone knowing who made it. Other students send pictures of people sleeping to the owner of the account and the owner will post them. A high school student at Liggett University made a sleeping Instagram account and posted pictures of people sleeping around the school. Obviously, the owner of the account doesn’t have the other students' permission to post them. Some people might find that invasion of privacy. But other people might find the account really funny and they want their picture on there. If you ask most kids if they think these kinds of accounts are funny, they would say yes. But if you ask other people's perspectives on this situation, they are going to have different responses.

Some students' views on this position, it is okay to post students on a school account because if you don’t want to be there then just ask the owner. At Liggett, a student wasn’t comfortable with being posted on the account, so they DM’d (sent a message to them on Instagram) to the owner. The student asked the owner to please stop posting because they weren’t comfortable. The owner DM’d them back and said they were sorry and they would delete the post of the student. After deleting the post, the owner posted on the account telling everyone not to send pictures of that student because they would be posting them anymore and if they don’t want to be on the account then tell them. Another example is North's worst parking, the owner of that account blocks everyone's license plate out of the picture.

The contrasting argument parents and other students may see this as against my position is all about invasion of privacy. On Instagram, your account can either be private or public. People make their accounts private, to keep other people that they don’t know from looking at their accounts. When a person from school posts them on an account that anyone sees, that can make that person feel uncomfortable. Another reason is students may feel like they don't feel safe in school and when they think they are alone and have privacy, all of a sudden they see a picture of them on an unofficial school social media account. Some parents wouldn’t want their kids to be on an account where they are posted when their kids don’t know and didn't give permission. Parents know the consequences when kids are being exposed. They do not want their kids to be bullied because of a picture someone else posted of them. Parents just want their children to be happy and most importantly safe, they don’t want to find out that their kids have been exposed and have no privacy.

In addition, some who might oppose these accounts are principals and teachers. The principal of high schools might be concerned about how the school is viewed and The principal of Liggett was asked what he thought about these accounts. He said that he knows that they are for fun and there is nothing wrong with that, but the school has to think about other people's perspectives on the account. He talked about the sleeping account and said that parents or anyone who sees the account could say that Liggett is overworking the kids. (Lapolla, Matt 1-11-22)

Teachers in high school might also be concerned about how they teach the kids about responsibility. A Liggett teacher was asked what they thought about this situation. She said she knows it all for fun but there is always a line that could be crossed. She knows on the account that there is nothing inappropriate but if there was an account that did have inappropriate pictures. Those pictures could always come back and interfere with your future. She also said When teachers hear about this stuff, sometimes they feel like they aren't teaching their students how to use technology responsibly and they want their students to know that whatever they put on the internet is there forever, it could ruin someone's life and it is a huge invasion of privacy. (Hibbs, Kristen 1-11-22)

There are many different perspectives on how people view these school accounts. Students, Parents, Teachers, and Principles, they are all right in their own way, but which one has the most convincing reasoning. This unofficial account raises many questions such as, Do students have the right to do whatever they want on a fun school account? Why or why not?

**Study Questions**

1. Do students have the right to post people without their permission if it's on a fun school account?
2. Should post students without their permission determine it wrong whether it is for a fun school account? Why or why not?
3. Do students have the right to do whatever they want on a fun school account? Why or why not?
4. What should students do when making a fun social media account and posting others without their permission?
5. Have students done anything wrong in posting people without their permission on a fun school account? Why or why not?

**Case Study 15: To Test, or Not To Test?**

Beginning in the 1950’s, any United States high school graduate planning to continue their education would likely be familiar with a certain standardized test called the SAT. This test, originally known as the Scholastic Aptitude test, was developed in 1926 based on Army IQ tests from World War 1 and it would go on to become the standard for college entry three decades later. Originally, it was designed to measure intelligence rather than learned knowledge through various questions focused on math and reading. Over the years, both the content and supposed intent of the SAT have changed dramatically, frequently in response to harsh criticism.

Despite their popularity, standardized tests like the SAT have frequently come under fire for being a product of and continuing to uphold systemic racism and classism in education. The 1920s, when the SAT was created, were an era of racial discrimination and eugenics in both acidemic circles and broader society and intelligence tests were used to back up these ideas. Since the test was intended to be an independent indicator of intelligence and future performance, it could claim to be unaffected by differences in the quality of education or resources that may have been available to any particular student. However, wealthy, white students typically scored the highest on this kind of test, and these results were used to push the idea that whites were genetically smarter and helped to keep higher education predominantly white. Though the test has been significantly altered to be more fair to those from different backgrounds, including a rebranding from an aptitude test to academic test in 1993, it has continued to be criticized for favoring white students with money. A major part of this is the industry built around SAT test prep. Beginning in the 1960s, expensive coaches, books, and classes popped up to help students improve their test scores. These resources are unaffordable for many and rigorous coaching or studying takes time that students who have to work or care for family may not have. The combination of these factors has made standardized tests like the SAT into a barrier for Black, Brown, and Indegenous people as well as for those who are low-income or without generational wealth.

In response to criticism of testing as well as the pandemic’s impact, some colleges have decided to go “test optional” and are not requiring SAT (or similar standardized test) results in their admissions process, this includes many Ivy league schools. These schools are instead focusing on other aspects of a prospective student’s application, including grade point average and extracurricular activities. While this sounds like it could be a solution to the systemic inequality of the SAT, it poses another problem: wealthy, white students are more likely to have participated in programs outside of school. Things like clubs, sports, and volunteer work are often inaccessible to kids from lower-income families because of expense, parent’s tight work schedule, or simply lack of availability. Plus, extracurricular activities are one of the first things that get cut when school’s budgets are reduced, further affecting students in poorer areas. This inequality issue has led some colleges, including MIT and Georgetown, to reconsider the SAT. Since the test is the same for everyone regardless of background or location and it relies on knowledge from school, it is believed by some to be a more equitable admissions tool.

**Study Questions:**

1. Should the racist or eugenicist history of an institution or tool impact how we view it today whether or not it continues to cause harm?
2. What kind of obligations do colleges and universities have when determining criteria for admission requirements and to whom are they obligated? Should private and public institutions be held to the same standards?
3. Is it permissible for private companies to profit off study materials and tutoring for standardized tests like the SAT? Furthermore, does College Board, the organization producing the SAT, have a responsibility to provide free test prep?

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