Situated Privacy: The role of Identity in context.

Anne Adams, Open University
Situated Identity and Privacy

- Identity – who we are not only relates to what we do but also where we are. (Goffman, Giddens)
- Trust & Privacy - how we see ourselves, how others see us and in what context. (Wenger, Bellotti, Harisson & Dourish)
- Situational Experiences and Design
- Trajectories, Dramaturgy and Genres (benford, Finlay)
- Complex ecology of devices (nardi)
Situated Privacy

• Mobile geology Learning
• Mobile Clinical Learning
• Mobile social networking and children
• Policies and design in Africa
• Privacy / Confidentiality guidance in social work
• Multiple devices
• In the field – pre and post iPad
• Filtering, what to give who
• Different locations changed perspectives
Mobile Clinical Learning

- **Two case studies (Turkey) and (UCL)**

- Case Study 1 focuses on students later on their learning pathway in a specialism.

- Case Study 2 focuses on students early on their learning pathway in a far more general course on ehealth.

- Mobile health resources to support the course
Mobile Clinical Learning

- Resources on varicose veins that were provided on PDA for Case Study 1 participants.

- Jump between learning material and personal information

“I was going to take a picture of varicose veins on a patient when visiting a hospital…”
Children and Mobile Social Networking

My Maths
House Calendar
VLH Options
Homework
Progress Check
Record of Achievement
Cyber bulling, Hacking

- Increased problems in schools with mobile access to social networks

- CYBER BULLING – social networking sites OR texting

- Harassment through social networking sites

School Policies:
‘must not post material which could damage the reputation of yourself, other people or the school.’
‘In using social networking sites: comments must not make such comments that bring the …… school its staff or students into disrepute.’
# Policy and Design in Africa

<table>
<thead>
<tr>
<th>Policies</th>
<th>South Africa</th>
<th>Kenya</th>
<th>Uganda</th>
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</thead>
<tbody>
<tr>
<td>Impact on design process</td>
<td>Enforces university technology innovation</td>
<td>No enforcement or facilitation of technology innovation</td>
<td>Facilitates university technology innovation</td>
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<tr>
<td>Institutional</td>
<td>University of Pretoria Strategic Plan 2007-2011</td>
<td>University Strategic Plan <em>(university identity concealed in all Kenyan university policies)</em></td>
<td>Makerere University Strategic Plan 2008/09-2018/19</td>
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<tr>
<td>Impact on design process</td>
<td>Facilitates initiation of innovative technology projects&lt;br&gt;Enforces and facilitates design collaboration between e-learning experts, academics and digital librarians</td>
<td>No enforcement or facilitation of collaboration design</td>
<td>Facilitates design collaboration between academics, librarians and end users</td>
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<td>Impact on design process</td>
<td>Enforces and facilitates design collaboration between e-learning experts, academics and digital librarians</td>
<td>No enforcement or facilitation of collaboration design</td>
<td>Support and facilitate design processes in the projects</td>
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Confidentiality & Social Workers

- Thousands of OU Social Worker students previously reviewed ethical dilemmas – but not electronic privacy risks.

- Now being taught this through the Adams framework:

1. Information sensitivity - considered from the point of view of the: Individual, Organisation, Owner
2. Information receiver
   who will see it? Can they identify the person?
3. Data usage
   How is it going to be used and re-used?

Template function:
- The template (framework) provides students with a checklist to work through before sending information.
- I’m going to use this information for ..x… Is that OK?
- What aspect is unacceptable? Etc.
<table>
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<tr>
<th>Review: persons Awareness, Acceptance and Advice</th>
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<tbody>
<tr>
<td><strong>1st Step: Personal Awareness</strong></td>
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<tr>
<td>Identify awareness of what information is captured, recorded, distributed and reused about them.</td>
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<tr>
<td><strong>2nd Step: Personal Acceptance</strong></td>
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<tr>
<td><strong>Information Sensitivity</strong></td>
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<tr>
<td>(1) Identify the sensitivity (with regard to those viewing, editing and distributing it) levels this person attributes to different types of digital information about themselves.</td>
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<tr>
<td>(2) Support this person in considering sensitivity issues around other people’s digital information.</td>
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<tr>
<td><strong>Information Receivers</strong></td>
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<td>(1) Identify this persons’ expectations around who will view their personal digital information (e.g. family, friends, colleagues, employers) and their acceptability levels about this access.</td>
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<td>(2) Support this persons understanding of technical functions to restrict information access according to their needs.</td>
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<tr>
<td><strong>Information Usage</strong></td>
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<tr>
<td>(1) Identify how this person believe their information and digital identity will be used, edited and re-used potentially out of context.</td>
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<tr>
<td>(2) Identify this persons perceptions of time-frames for how long these different representations of themselves will be available and how they will view them in years to come.</td>
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<tr>
<td><strong>3rd Step: Benefits and Risks Advice</strong></td>
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<tr>
<td>Inform person, if unaware, of the potential benefits and privacy risks involved within using social media so an accurate trade-offs can be made by the student and appropriate behaviours (i.e. where, when and what to publish about themselves) adopted for the future.</td>
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</table>
Situated identity Privacy

- Understanding people in a situation to understand the technology usage
- Who they are, where they are
- Experiences, over time
- Relating design to contextual policies and guidance.