Golden Girls and Boys: researching the online privacy concerns of older people

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VOME project

- VOME (Visualisation and Other Methods of Expression) project
- Three year project funded by EPSRC/ESRC/TSB
- Project partners – Salford, Royal Holloway, Cranfield, Sunderland City Council, Consult Hyperion

The Challenge

- Users can not engage with the privacy and consent aspects of ICT

- Users do not understand the relevance of privacy and consent to their own lives

- Service providers do not understand the privacy and consent implications for their users
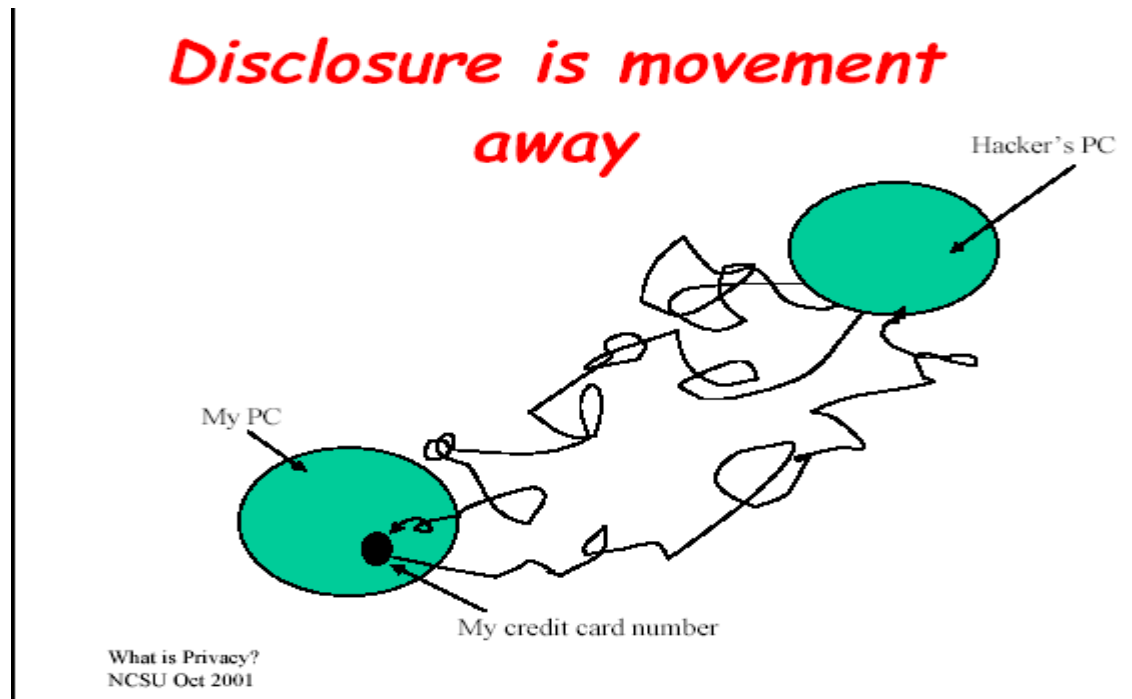
Questions

- "How do people engage with the notions of information privacy and consent and relate them to on-line processes?"

- "Can this engagement be enhanced with additional methods of expression?"

Additional/alternative methods of expression e.g...

- Visualisation

- Metaphor

- Narratives – story telling

Metaphors look promising

- pictures and/or language (spatial language)

- In addition, we may ask you if you would like to receive information about health care issues or other products and services. If you indicate that you would, we may also use your personal identifying information to: ... or (2) create customer lists or other data summaries which may be shared with the companies within the Bloggs family of companies. (Potts, NCSU)

Disclosure is movement away

Hacker's PC

My PC

My credit card number

What is Privacy?
NCSU Oct 2001

cultures workshop

CARTE FIGURATIVE des pertes successives en hommes de l'Armée Française dans la campagne de Russie 1812-1813.
Dressée par M.Minard, Inspecteur Général des Ponts et Chaussées en retraite.
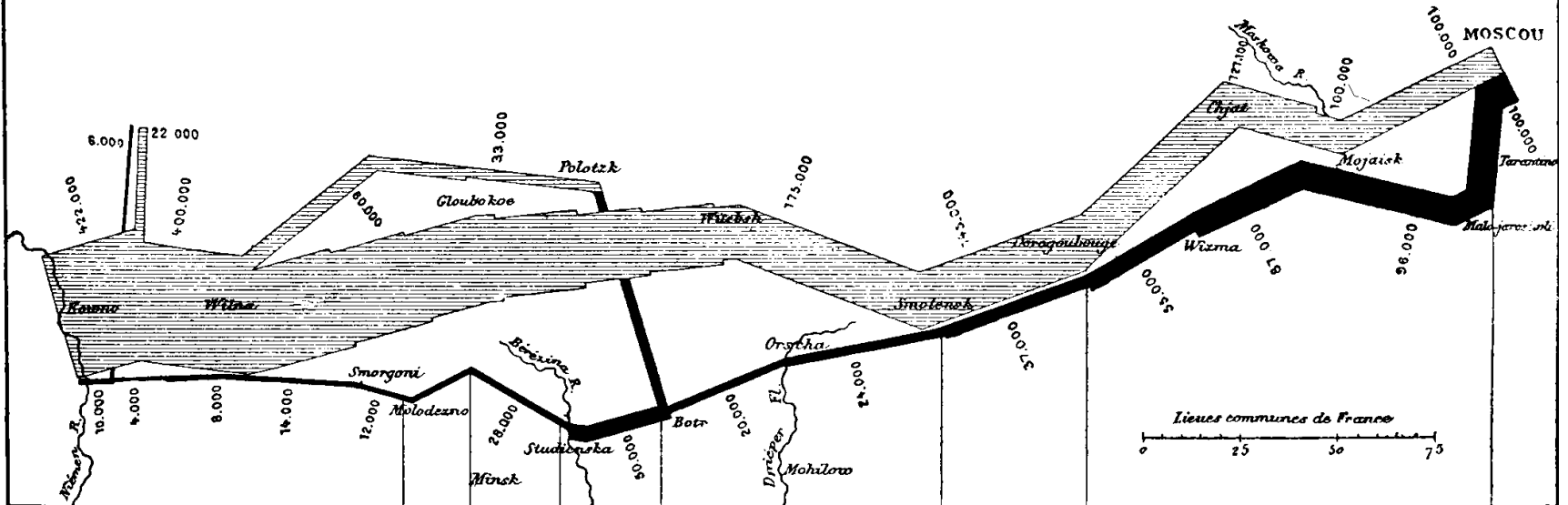
TABLEAU GRAPHIQUE de la température en degrés du thermomètre de Réaumur au dessous de zéro
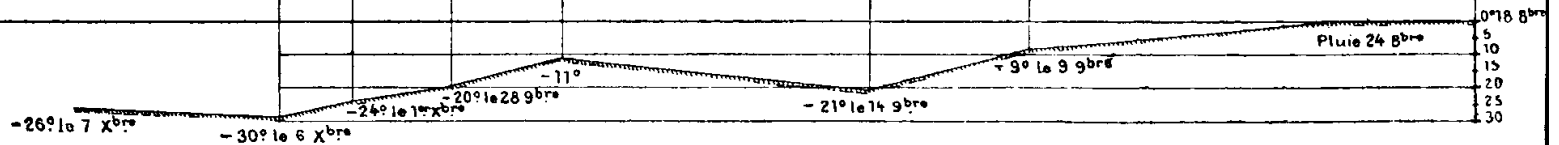
X^bre = December   9bre = November   8bre = October

Questions and Methods

- VOME overall theme: privacy in relation to on-line services

- Associated concepts: CONSENT, RISK, TRUST, IDENTITY

WP1 Research Questions

- "What are the views of the participants of privacy, identity and consent in everyday life, and how are such views 'translated' to on-line environments?"

- "What types of on-line activities are undertaken by the participants?"

- "How do participants manage privacy, consent and identity during their on-line activities and practices?"

Sample

- Sunderland based community groups: older people, teenagers, adult parent group

- The University of Salford: student group (pilot)

Methods

- Qualitative: focus group, semi-structured interview, participant observation, on-line diary/blog, on-line ethnography
- Visual: use of narrative and metaphor
- Quantitative: survey
- Longitudinal dimension: capturing the evolutionary nature of attitudes and behaviours

Interdisciplinarity

- Sociology/Social Science

- Computing/Security

- Industry/Local Government

Golden Girls and Boys

- Focus group
- Older people from Sunderland
- Online activities:
  - E-mail, instant messaging (specifically MSN), finding information online ('looking things up'), booking holidays, internet banking, visa applications, shopping, downloading music and film (e.g. Limewire), social networking (specifically Facebook), studying (e.g. Learn Direct) etc...

Emerging Themes

- *"It's like Nineteenth century lawyers you know writing with a quill."* The inadequacy of online privacy statements.

- *"…it depends what sort of organisation that you're dealing with really, isn't it?"* Trust in recognised 'brands' and organisations.

- *"The council? You've got to be joking!";* *"Police? I wouldn't trust any of 'em".* Mistrust of 'authority groups'.

Emerging Themes

- *"I've paid for my holiday online. That's it, I've never bought anything."* Perceived difference in risk between purchasing goods and services online.

- *"I only ever send messages, one to one, I never do... on the wall."* Non-public use of Facebook.

- *"...we got a right load of porn [laughs]. I mean I was terrified. My missus, she'll have nothing to do with computers, but if something comes on the computer it's my fault."* Fear of being seen as a consumer of pornography as a result of inadvertently accessing explicit material.

Conclusions

- The importance of entering the field with an open mind

- Gap in understanding between service providers and end users

- The future