D4GED Workshop 1, Day 2
Real World D4G Projects

June, 3, 2023

Facilitator:
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Mapping Your Data for Good Journey
Mapping Our Data for Good Journey

10 Considerations

What kind of good are you aiming to do?
What is your Theory of Change?
What’s new to you?
What is your personal contribution?
What is your relationship with those concerned?
How much time do you need?
How much time do you have?
Who are your learners?
How does the good you are aiming for relate to the subjects areas you teach?
What support can you martial?
Q1a: What do we mean by “good”? Please discuss at your table and capture high level points in the below.
Q1b: How do we prepare students to tackle good?
Preparing students to take on “good”

Introducing ethical reasoning in tandem with technical skills

Linking capable and responsible practice to actual design projects in a 200-level introductory engineering class
Preparing students to take on “good”

The Fairy Godmother of Ethical Interaction Design has been listening to your brainstorm. The fairy will give you one wave of their magic wand to change any part of the system around this dark pattern.

What can be done about Apps that track you whether you consent or not?

Nowadays it is hard to keep track of what apps you have authorized to take your data. Users don’t know where the data is being sent or used for. However, often times there are apps that take information from the users without them knowing or authorizing it. How can we prevent this?

<table>
<thead>
<tr>
<th>Users</th>
<th>Citizens</th>
<th>Policymakers</th>
<th>Regulators / Enforcement agencies</th>
<th>Designers</th>
<th>Companies</th>
</tr>
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<tbody>
<tr>
<td>Users can report can read the terms and conditions to see whether or not the app they are using tracks them. Look up whether the app is reliable or not.</td>
<td>Citizens can advocate for laws against tracking users without their consent</td>
<td>Policymakers can enforce developers to ask for consent of their personal data, and state what information is being taken.</td>
<td>Regulators can regulate make sure which apps are transparent about their tracking requests</td>
<td>Designers can make it easier for users to understand what data is being taken from them and where it is being used/sent.</td>
<td>Companies can make it a policy that the app has to ask for consent from the user, with the ability to change their mind later.</td>
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Preparing students to take on “good”

CSS 211 Computers and Society
Spring Quarter 2022

Case Study Analytic Framework
This guide walks through the analytic framework used for each case study

RESOURCES
- Links and References
- Glossary of terms
- List of Human Values (from Kahn and Friedman)
Preparing students to take on “good”

**UW DSSG Approach**

University of Washington Data Science for Social Good Program
Core Curriculum Areas
Preparing students to take on “good”

**UW DSSG Approach**

## Human Centered Design Curriculum

<table>
<thead>
<tr>
<th>Activity</th>
<th>Detail and Rationale</th>
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<tbody>
<tr>
<td>Program Required</td>
<td>This workshop introduces the position of the program: Ethical challenges and social complexities are inherent in DSSG work. Fellows co-examine problematic case studies and discuss as a cohort. This helps fellows to name and discuss tensions in their own DSSG work as those tensions inevitably arise during the program.</td>
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<tr>
<td>Introduction to Data Science for Social Good*</td>
<td>Picking up from the Introduction to DSSG workshop, this workshop begins a dialogue on how ethical tensions and social complexities can be addressed in DSSG work. It also introduces some additional framing on the nature of DSSG work that helps fellows orient to the Data for Good workflow. Emphasis is placed on techniques that can be applied to any DSSG project: Co-inquiry, dialogue, and complementary paths of inquiry including stakeholder engagement.</td>
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<td>Preparing for Stakeholder Engagement Workshop (Week 2)</td>
<td>The HCD mentor helps each team to design and execute an initial “stakeholder engagement.” A protocol is introduced: Teams are directed to design, conduct and reflect upon the engagement as a team. This protocol helps teams to most efficiently develop a shared understanding of the project including its ethical dimensions and social complexities. It’s simple enough that teams can use it on their own for the remainder of the program and beyond regardless of prior experience.</td>
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<tr>
<td>Stakeholder analysis &amp; speculative ethics workshop* (Week 3 or 4)</td>
<td>After teams have become familiar with their projects, a stakeholder analysis helps teams arrive at a shared understanding for their project’s potential impact and its relation to broader social context. A power analysis of which stakeholders can directly or indirectly shape the project and which stakeholders may be directly and indirectly impacted by the project clarifies the project’s ethical frame, helps teams to refine project goals and better communicate the role of the DSSG project in effecting change.</td>
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<tr>
<td>Public communication via public website (Week 5, 7, 9)</td>
<td>A key part of HCD is translating our work for multiple audiences. All teams are required to create a public website and code repository. Cross-team writing exchanges help teams to articulate their work for a public audience of their choosing.</td>
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<td>Optional Project-Specific</td>
<td>Teams typically elect to do more than the minimum required HCD activities, supported by the HCD mentor as requested. These may include experiential exercises such as “walkthroughs”, site visits, interviews, user evaluations, roundtables, focus groups, surveys, and more.</td>
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<td>Integrating HCD into project work and other program activities</td>
<td>HCD activities give fellows permission and tools to raise ethical and social considerations as they deem relevant throughout the program. We deem HCD activities a success when teams are able to raise and resolve issues on their own projects and come to a shared understanding of their project’s role in creating a social good. Discussions started in the HCD workshops and one-on-one team meetings are carried over in Career Panels, Talking Data Science guests, et al.</td>
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*Designed and led by UW DSSG Program Director Anissa Tanweer, other activities led by Dharma Dailey, HCD Mentor

Dailey, Tanweer, & Stone, 2022
Preparing students to take on “good”

DSSG Stakeholder Analysis
Q2: What kinds of complexity are you tackling?
What kind of good are you aiming to do?

Data for Good problems span all of these categories and ranges

Degree of potential impact
- Intended and unintended

Novelty
- Research question,
- Intervention

Wickedness/Complexity
- Technological/Methodological
- Organizational
- Social
# What kind of good are you aiming to do?

<table>
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<th>Wickedness/Complexity</th>
<th>Lower</th>
<th>Higher</th>
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<tr>
<td>Technological / Methodological</td>
<td>Tableau Dashboard with well-understood data</td>
<td>Novelty/Sensitivity/Scale</td>
</tr>
<tr>
<td>Organizational</td>
<td>One Decision Maker</td>
<td>Multiple less-resourced orgs</td>
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| Social                   | High social agreement, shared understanding of the problem | - Low social agreement / controversy  
                          |                                             | - Those impacted are not in decision makers / not shaping the project 
                          |                                             | - Concerns vulnerable, less resourced or historically marginalized groups |
Q: What’s working for you (or could work for you) in terms of identifying & developing quality data for good projects?