



# HUMAN RIGHTS & TECHNOLOGY

## AHRC SUBMISSION

*Submission to the Australian Human Rights Commission into Young People and Student Responses to the Human Rights and Technology Issue Paper.*

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- Alex Baumber - Scholarly Teaching Fellow of UTS Faculty of Transdisciplinary Innovation
- Monique Potts - Director of UTS Initiatives and Entrepreneurship Unit
- Mitra Gusheh - Social Impact Manager of UTS Centre for Social Justice and Inclusion

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# 1. INTRODUCTION

UTS is a key partner in the Human Rights and Technology Project launched by the Australian Human Rights Commission. The Project is being led by Edward Santow and will explore the impact of technology on human rights.

The project will mainly focus upon:

1. The challenges and opportunities of emerging technology and its impact on human rights
2. Innovative ways to ensure human rights are prioritised in the design and governance of emerging technologies.

We are a team comprised of four Bachelor of Creative Intelligence and Innovation students who have partnered to respond to the commission's interest on the consultation of young people and their experiences of new technologies. This project emerged out of a recent internship completed by Jerwin Parker-Roberto and Eleanor Salazar in August 2018 as part of the partnership between UTS and AHRC. As final year BCII students approaching capstone, we were interested to propose and pilot a design framework for a university-wide consultation process with students as our culminating project. Since then, our team has expanded, welcoming Angelo Gajo and Leah Gelman.



## 2. MEET THE TEAM

### **Jerwin Parker Roberto**

*Bachelor of Business (Extended Marketing and Management)/ Bachelor of Creative Intelligence and Innovation*

### **Eleanor Salazar**

*Bachelor of Arts in Communication (Social Inquiry)/ Bachelor of Creative Intelligence and Innovation*

### **Angelo Gajo**

*Bachelor of Business (Marketing and IT)/ Bachelor of Creative Intelligence and Innovation*

### **Leah Gelman**

*Bachelor of Design in Visual Communication / Bachelor of Creative Intelligence and Innovation*

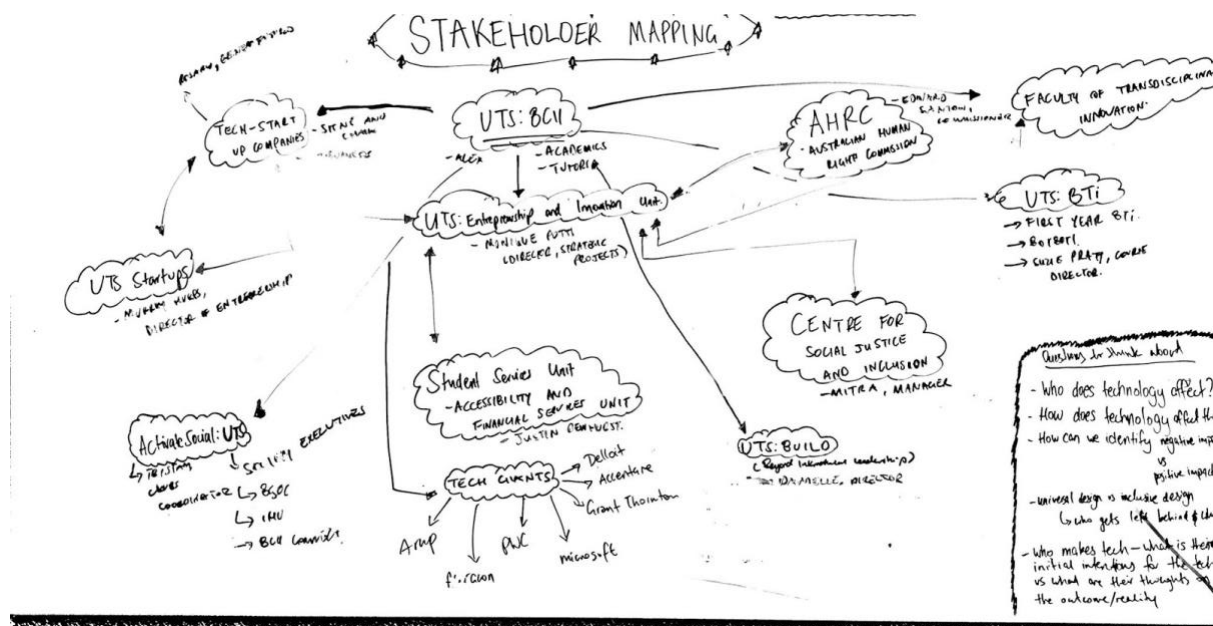
As a team of diverse disciplinary backgrounds, we collaborated to conduct research and co-design a consultation process with university students across UTS. Therefore, this report collates all research and findings generated from the project. Collectively, these insights were used to inform the design of the consultation process.

## 3. MAPPING AND RESEARCH

### A. MAPPING

#### I. Stakeholder Mapping

A stakeholder map analysis was conducted to identify key stakeholders who could help assist in exploring the problem space and connecting us with students across campus.



As a result with leveraged our existing network and identified the following people as key stakeholders:

- Zoe Paleologos from Australian Human Rights Commission
- Mitra Gusheh from Centre for Social Justice and Inclusion
- Monique Potts from Innovation and Entrepreneurship Unit
- Alex Baumber from Faculty of Transdisciplinary Innovation
- UTS students, especially from Bachelor of Technology and Innovation
- UTS clubs and services such as ActivateSocial and Student Services Unit
- UTS faculties such as Transdisciplinary Innovation, Engineering and Information Technology, Law, Health, Design, Architecture & Building, Business, Science and Arts & Social Sciences.



## II. Assumptions Mapping



- Everyone uses some form of technology
- Internet is a platform for free speech and hate speech
- There is a product out there for every need for every person
- Technology can be good and bad
- Technology will drastically change the future of work
- Huge concern for data privacy
- Artificial intelligence is tainted by human bias

## B. RESEARCH

### I. Responsible Innovation

From learnings in a Business core degree, Jerwin picked up a very trendy managerial acronym that can describe the current landscape. This acronym is VUCA; short for volatility, uncertainty, complexity and ambiguous environment. Leaders of various are scrambling and are adjusting frequently to disrupting change at industry sectors (Mindfulness for the Global village, 2018). A major piece of observation obtained from the Human Rights and Technology conference is that emerging technologies such as artificial intelligence have the potential to both do good and impose harm. As a result, the AHRC created the Human Rights and Technology project to produce a 'blueprint' to see how Australia can regulate technology for the betterment of society. The commission has expressed a need to promote "Responsible Innovation" for emerging tech as it poses increasing threats to exacerbate inequality.

#### **Defining Responsible Innovation**

In attending the conference, a major discussion was centred around "Responsible Innovation" and how emerging tech could threaten strides toward equality. Before delving into research mode, we took a step back to clarify the concept. Obtained from the conference, *"Responsible Innovation can be defined as harnessing the opportunities of new technology, while guarding against threats"* (Tech Rights Conference, 2018). These emerging technologies include a centralised theme, including questioning how Australia can take a role in promoting responsible innovation in relation to Artificial Intelligence.

#### **Observation and Open-ended Interviews**

The primary research methodologies undertaken to gain insight on the topic of responsible innovation included informal interviews, open-ended interviews with stakeholders provided by contacts and through networking. The Human Rights and Technology conference held a panel focused upon *"Human Rights by Design: Responsible Innovation"*, led by experts from Academia, Design and Technology. In analysing our observation notes, what emerged was a wide discussion into the emerging issues including risks online, measuring the types of

sensitive data and rights that can affect, in particular, the rights of children and young people concerning access to Information and ensuring their safety. It was quoted that ⅓ of children now experience cyberbullying, and 56% of children are exposed to hate speech and discrimination (Human Rights and Technology Conference, 2018).

### **Case Study: Disability (extract from the Conference)**

Further, as quoted by Emma Benson, CEO of Blind Citizens Australia, *“a lot of times; designers of technology often discover too late in the design phase that their new tech does not include or talk to the direct disability user and I’ve seen several cases where it’s too late to implement the change, negating access”*. This is a strong example of the negative effects of where technology isn’t created with inclusivity in mind. Thus, led to the most prominent theme of “how do we include people in the design of new technologies?” and promote responsible innovation in the minds of those whom create technologies from the beginning of the design process?

### **The Vision**

From the Issues paper, a huge objective of the project is to ask the broader community, “How Australia should regulate new technology, and what other measures should be taken to promote responsible Innovation?” (Australian Human Rights Commission, 2018). This broad question should be taken into consideration as the key issue highlighted from the conference focuses on the intersecting conflicts between law and the development of new technologies where often technologies are implemented way faster than laws are created. In talks of regulating new technology, suggestions such as an idea of an *“Australian organisation”* to take a central role have come up but questions how it would operate. These are some huge themes to address, and our vision is to gather data from the voice of young student millennials on the notion of responsible innovation as we further progress through the project.

## **II. Artificial Intelligence and Internet Freedoms**

Today we are experiencing the fourth industrial revolution which is characterised by a networked world, attuned to a terrain of increasingly blurred lines between the physical,

digital and biological spheres (Schwab 2016). The advancements made in artificial intelligence and the freedoms entailed by the Internet have posed many ethical challenges and difficulties in setting appropriate systems of accountability, governance and regulation.

### **Artificial Intelligence Informed Decision-Making**

The Human Rights and Technology Conference centered heavily on the issue of AI Informed Decision-Making. Kathy Baxter (User Research Architect - Salesforce, 2018) contends that AI is not neutral and rather is a mirror that reflects the bias in our society. The topic generated reflection on the development of AI as concentrated within Silicon Valley and largely undertaken by privileged populations, prompting a need to integrate diverse teams into the design process. Toby Walsh (Scientia Professor of Artificial Intelligence UNSW - 2018) further argues that unlike human decision-making, AI algorithmic models don't make the decision-upfront which questions whose' values will be inputted from the beginning. IBM Research (2018) underlines how AI algorithms are increasingly being used to make decisions in applications such as medicine, employment, criminal justice and loan approval. These AI systems are trained on data-sets of historical data that largely contain traces of systemic discrimination such as implicit racial, gender or ideological biases that come about from unjust differences in human capital (IBM 2018; Baxter 2018).

### **Case Study: COMPAS**

In 2013, the automated risk assessment tool 'COMPAS' was considered in the sentencing of Eric L. Loomis for eluding police and driving a car without the owner's consent. The AI tool scored Loomis as 'high risk' for recidivism and in seeing this prediction, the judge decided to sentence him to seven years imprisonment. Hamilton (2017) postulates that COMPAS' algorithmic model 'cannot make predictions about individual defendants because data-driven tools are based on group statistics'.

### **Data Privacy and Protection**

The emergence of AI-based mass surveillance systems thrives on the abundance of data available. Australia's data retention law requires telecommunication companies to store customer metadata for at least two years. The law is being justified under the trending

rhetoric of acting in the name of national security, undermining citizen's rights to privacy, anonymity and adequate protection from personal information being collected (Gal 2017).

### **Case Study: China AI-Based Surveillance**

China invests heavily in mass surveillance to help 'manage society', aiming to install an additional 170 million cameras to the 400 million installations existing (Vincent 2018). The system goes hand-in-hand with China's Social Credit Score system, harnessing online monitoring with algorithms aimed at correlating negative social behaviour and internet activity. Now, the system assesses an individual's worthiness for financial credit, however it has the potential to impose greater social control, suppressing any forms of dissent.

### **Emotion AI**

Google Empathy Lab demonstrates the emerging integration of artificial intelligence and empathy, striving to bring 'deep humanity to deep learning' (Bogle 2018). It is an area of ethical ambiguity, of teaching human qualities into AI and robotics. It questions whether it is ethical to make an AI empathetic and wonders what constitutes being human. This emerging area intersects with the growing spotlight of human bias embedded within AI-informed decision-making.

### **Internet Freedoms**

The internet has afforded a global village, enabling the free flow and exchange of information. It has largely seen a rising agency in civil society to exercise their right to freedom of expression. However, online freedom of expression has become a contentious area in policy, with increasing difficulty to regulate in fear of threatening the values of liberal democracies. In effect, it has seen cases of extremes such as in China where a draft cybersecurity law equips authorities with wide discretion to determine when expression must be censored "*illegal*". The Communist government is known to quell dissent and mobilise 'public opinion shapers' to their own agenda (Human Rights Watch 2018). Whereas, the internet has also afforded a realm to propagate harmful speech. Algorithms are being used to filter or flag harmful content on platforms such as Twitter, however the

methods used are not transparent neither are users aware of how moderators are trained (Talbot and Fossett 2017).

With the insights gained from the conference and desk research conducted, it is clear that artificial intelligence and the internet have widely disrupted the avid protection of human rights as law lags behind advancements and ethical boundaries blur. It is important that young people are involved in the decision-making process. In effect, students should be aware of clear policy settings, systems of accountability and transparency in methods particularly in algorithmic models as possible practices to protect the human rights of our civil society.

### III. Inclusive Design, Accessibility and Disability

#### Definitions

To fully immerse ourselves into the research, we first defined the terms, negating any initial assumptions. The three key terms defined were human rights, disability and inclusive design. Australian Human Rights Commission (n.d.) define human rights as *“being treated fairly, treating others fairly and having the ability to make genuine choices in our daily lives”*. It involves acknowledging the inherent value of everyone regardless of factors such as background, appearance, location, beliefs and thoughts and embracing dignity, equality and mutual respect.

In the Oxford dictionary (n.d.), a disability is a mental or physical condition that restraints an individual’s movements, senses or activities. With almost 4 million Australians having a disability, covering 1 in 5 Australians, this figure will further increase as Australia becomes an ageing population (Australian Network on Disability, n.d.). Furthermore, according to Department of Social Services (2017), one-third of disabled Australians only work part-time and want more hours. This lack of work hours can be reflected on technology advancements and its inability to implement inclusive design for disabled Australians, limiting their human right to work.

Centre for Excellence in Universal Design (2014) defines universal design as *“designing mainstream products and/or services that is accessible and usable by as many people as possible, without having to implement special adaptation or design”*. Inclusive Design Research Centre (n.d.) defines inclusive design as something that *“considers the full range of human diversity in respect to an individual’s culture, gender, language, ability, age and other forms of human differences”*. IDRC highlights three dimensions of inclusive design which are: recognizing diversity and uniqueness, implementing inclusive process and tools and creating a broader beneficial impact.

### **View on Inclusive Design**

Inclusive design is already implemented in the world today. However, some designs are mistaken for other functions while other designs are unknown to people as an inclusive design. Design such as accessibility settings on smartphones such as Samsung Galaxy or Apple iPhones are considered as an accessibility feature, a separate special adaptation rather. Eone Magazine (2017) contends that, *“Assistive technology is reactive. Inclusive design is proactive”*. Successful inclusive design implementation on technology such as electric toothbrush and automatic doors have become a part of everyday life that some have forgotten its initial function. The electric toothbrush was initially invented for people with arthritis or dexterity disabilities that prevent them from brushing their teeth effectively. Automatic doors were invented for those without limbs and had difficulties opening manual doors.

An interesting observation on inclusive design that we have experienced is that often, when designing products, students are insisted on focusing on the ‘minimum viable product’ for the most part. By doing this, students tend not to factor in, inclusive design and instead, focus on the minimum necessity to make the product viable.

### **Case Studies**

Apple caters to disabilities with their vision, hearing, physical and motor skill and learning and literacy tools (Apple, 2018). However, as mentioned above, accessibility tools are reactive assistive technology, hence fail to promote the holistic approach of inclusive design.



Microsoft<sup>1</sup> (2018)'s mission statement is *"to empower every person and every organisation on the planet to achieve more"*. To promote their mission statement, Microsoft has been trying to implement inclusive design into their products. Just like Apple, Microsoft prides itself with numerous vision-related, hearing-assistive, neurodiversity, learning, mobility-assistive technologies and mental health assistive technology tools with personal stories to promote awareness and empathy (Microsoft<sup>2</sup>, 2018). What sets Microsoft apart from Apple however, is that it is actively and continually trying to implement true inclusive design. Their three inclusive design principles are 'recognise exclusion', 'solve for one, extend to many' and 'learn from diversity' (Microsoft<sup>3</sup>, 2018).

## VI. Community Consultation and Engaging Youth Audiences

When running any sort of event or consultation with the aim to create an impact on the people participating, it is important to be able to understand the audience and the ways that best influence and inspire them. Combining informal education and interactive experiences is assumed to create the most effective way to create a lasting impact on an individual or a large group of people. This assumption will be confirmed or challenged during tests in the development of our consultation. Informal education has been proven to be an effective and powerful tool for youth through its interactive and stimulating capabilities.

Rami Inkheili's paper on 'The Impact of Informal Education Programs on the Out-of-School Syrian Refugee Children in Child-Family Centers (CFCs) in Jordan' written in 2017 explores how informal educational programs can equip children with basic skills while simultaneously encouraging interactions with their peers. What makes informal education successful is the flexible and creative nature of its structure. Elements of activities are aimed to be relatable to everyday lives which allows the participants of the program to reflect. This can come in many forms such as storytelling, peer to peer or group discussions and interactive activities. These in particular have the potential to be run in a large variety of forms ranging from role play, building and prototyping, games and excursions with the aim to develop memorable experiences. These have a higher retention rate to youth in comparison to lectures presented to a large group of people.



Structured well, programs can use tools relating to empathy to carry underlying messages across to its audience. Youth Group Leaders do this by running programs under the informal education umbrella. When writing these programs, they focus on a topic and expand on it by designing activities that either directly or indirectly refer to it. They are often structured in three parts with the first being a trigger, an icebreaker that introduces the topic either lightly or completely. The second part is the body of the program that can either be a series of activities, videos, texts or discussions involving participants to engage collaboratively. Lastly, the third part acting as a summary, with the aim to confront, inspire and encourage further reflections and discussions related to the topic beyond the program. These programs are effective in its ability to engage its participants instead of using traditional teaching methods. They often accommodate for most learning abilities, using design thinking methods linked to user experience.

While the concept of learning styles was assumed to be an important asset in this thought process to remain inclusive for all participants, it has become apparent that the idea behind an individual having a niche learning style such as visual, physical, aural, logical or verbal has been disproven. While individuals may have a preference to the way in which they attain information, most people are able to learn through a combination of these. An article published in 2009 by the Association for Psychological Science supports this claim by stating *“nearly all of the studies that purport to provide evidence for learning styles fail to satisfy key criteria for scientific validity”*. To successfully design a consultation, it is important to practice design thinking strategies to mapping out who the audience may be and understanding their values rather than the way in which they learn.

Regina Egetenmeyer explains that informal education *“allows learning not only in a cognitive way but also as a personal reflection and in an experience-oriented way”*. With our desire to create an impact on the participants, we asked a range of people if they had experienced anything that left a lasting impact on them. A lot of the feedback we received was tools aimed to confront, reflect and encourage a change in behaviour. One example was in the form of an installation depicting a large-scale dinosaur skeleton made from disposable coffee cups that were purchased that day, showing how much people wasted



daily. While this example doesn't directly involve physical or interactive engagement, it stimulates conversation which is a tool that is necessary within these programs and is something we aim to apply to the consultation when designing it out.



## 4. PRELIMINARY SURVEY

A preliminary survey was created to gauge insight into students' current awareness and attitudes towards new technologies and its implications on human rights. The survey comprised of six topic areas: awareness of the Universal Declaration of Human Rights, Artificial Intelligence, Internet Freedoms, Responsible Innovation, Inclusive & Accessible Technology and User Experience. As a result, 31 students completed the survey.

### Key Findings

- 62% of respondents had some understanding of the Universal Declaration of Human Rights
- 57% of respondents are comfortable with AI-informed decision-making
- 50/50 expressed both comfortability and concern about AI learning empathy
- 65% of respondents are concerned with Australia's metadata retention law
- 58% never read the terms and conditions before accepting to use a social media platform or service provider
- 72% agree that people with disabilities are unable to utilise the latest technology to its maximum potential due to the poor implementation of inclusive and accessible design.
- 51% believe that users hold primary accountability in the distribution of hate/harmful speech, whereas 25% believe that the user, platform/service provider and government should all be held accountable.
- 76% would like to learn more about Design Thinking.

In addition to these quantitative measures, respondents were given an opportunity to recommend measures Australia should uptake in order to regulate new technologies:

- *"Actually involve society in these decisions"*
- *"An impartial body (not government) should be implemented to regulate control, disputes and concerns by the Australian Public"*
- *"Consumers should be aware through publications and advertisements, e.g. full product or ethical disclosures"*

- *“Legislation and policy settings ensuring both the public and private sectors are held accountable.”*
- *“More thorough approval processes and stricter regulation for data privacy”*
- *“If a technology has the potential to be used for questionable practices it should not be allowed to be put into production”*
- *“Look at case studies and work with legislative bodies to slowly set the boundaries”*
- *“Monitoring who created the item and who’s distributing it – have criminal background checks and be more transparent with rules in regulating new technology – it should be something every citizen should know and understand”*
- *“Set up an independent watchdog who’s responsibility it is to make sense of and communicate the role and purpose of new technologies as well as potential threats particularly to older people who aren’t as technically literate”*
- *“Government should implement tax control over these technologies and legislation regarding misuse to prevent misconduct”*
- *“We should be taking into account what is morally right or wrong while regulating new technology, considering whether the impacts are going to be primarily ‘good’ or ‘bad’ – which groups of individuals will it either positively or negatively impact”*
- *“More research and ensuring there are contingency plans”*
- *“Ensuring any new technological innovations and its consequences are fully understood before being commercialised”*

Furthermore, respondents also gave recommendations to help promote responsible innovation:

- *“A governing body would be good but they would need to be active and not restrictive otherwise it becomes too hard to innovate. Decentralised regulation training would be better”*
- *“Responsible innovation can be prompted through a collaborative approach when designing the technology – have people with high skill sets to design the technology but also have users weigh in on the design.”*
- *“Teach students about this in curriculum from high school onwards”*
- *“Separate governing body from multiple disciplines”*

- *“More education for consumers and creators + certifications”*
- *“An intermediary organisation that actively markets and raises awareness of the principles of Responsible Innovation”*
- *“Offers of workshops of how Responsible Innovation can be applied in decision-making”*
- *“We should look at the triple bottom line and the impact that has on society. We should look at the value of our innovation for all stakeholders, not just the ones who pay us”*

By conducting this preliminary survey, we were able to probe each of the research areas explored, as well as our assumptions. The results revealed common trends in online behaviour, sense of user accountability as well as a tentative attitude towards the blurring lines between Artificial Intelligence and Human capabilities. The survey also augmented awareness that the design of new technology largely excludes people with disabilities and that a responsible innovation approach is needed to promote inclusion and protect citizen from potential threats. It also provided critical insights into young people’s thoughts on approaches to regulation and the promotion of responsible innovation. Subsequently, these findings were used to inform the development of our consultation design framework.

## 5. INTERVIEWS AND MEETINGS

To gain further insights and engage into meaningful discussions, we connected with our key stakeholders. These key stakeholders are our current partners and tutors as well as industry guests and our very own transdisciplinary university students. Below are the meetings and interviews summarised with key insights.

### A. MEETINGS WITH TUTORS AND PARTNERS

#### I. Mitra Gusheh, Manager of Social Impact at UTS Centre for Social Justice and Inclusion on August 24, 2018

- Recommended two research approaches:
  - *“Narrow down problem space/target audience e.g. students with disabilities and access issues at the university.”*
  - *“Appreciative Inquiry, grounded in theory and begins with an open approach to the problem space followed by a thematic analysis, takes a broader question and calls on our target demographic to tell us what our specific question is.”*
- Consider how you can foster active citizenship in the framing of your surveys.

#### II. Monique Potts, Director of UTS Innovation and Entrepreneurship Unit on August 28, 2018

- *“Leverage experiences [personal stories], harness the power of storytelling.”*
- *“Constant engagement and communication with stakeholders is key.”*
- Suggested multiple points of contacts.

#### III. Alex Baumber, Scholarly Teaching Fellow at UTS Faculty of Transdisciplinary Innovation on August 24, 2018

- *“Identify research and knowledge gaps.”*

- *“Know the importance of formulating an engagement plan and identify target audience for research.”*
- *“Transdisciplinarity is characterised by collaboration, drawing on different knowledge types be it academia, industry and civil society - engage everyone.”*
- *“Be reflexive in actively being mindful of how one’s own values, assumptions and worldviews shape our perceptions and approaches to subject matter, for example, data, privacy and ethics.”*

## B. INTERVIEWS WITH INDUSTRY STAKEHOLDERS

### I. Meow-Ludo Disco Gamma Meow-Meow, Bio-Hacker on September 7, 2018

- *“Biohacking and contexts of utilising technology to enhance and enable humans to thrive and flourish in the age of technology.”*
- Utilise research, for example: how the media and laws/regulation take apart in human rights and technology, and how his opal card implants got people thinking that the future is now?
- *“How to engage students to access all these emerging technologies, to diverse and developing suburbs - how do you gain their insight?”*

### II. Alison Beavis, Deputy Dean of Faculty of Transdisciplinary Innovation on September 7, 2018

- *“There is an emerging tension regarding artificial intelligence and the use of data.”*
- *“How is data being used, how does it affect young people?”*
- Highlight the rise of machine learning, ethical decision making and how values are embedded into new technologies.
- *“Imagine creating links between a phone call, financial or social media accounts, these data should not be linked and could be dangerous.”*

### III. Susan Page, Centre for the Advancement of Indigenous Knowledge on September 7, 2018

- Responses from the Indigenous perspective and young people.
- *“Indigenous students are not targeted in most developments of technologies.”*
- *“Big picture - there isn’t enough student responses from Indigenous students.”*
- *“Indigenous data and data sovereignty, who owns the data?”*

### IV. Catharine Pruscino, Respect Now Always Program Manager on September 26, 2018

- Responsible for RNA, the university-wide campaign tackling sexual assault and sexual harassment on and outside of campus.
- How to better create engagement for future collaboration ran stall to gather insights from students, with research ethics, and so on.
- Provided a Respect Now Always Campaign context - keep it novel and visually interesting.
- Utilise different ways of collecting engagement and responses to students, with interviews, visuals, stickers and text responses.
- *“How do you provide value and create a feedback loop to participants? For example, how do you empower them to give the best authentic responses?”*

### V. Simon Sinek, Author and Motivational Speaker on September 28, 2018

- *“How do you deal with risks of the student responses in regard to technology, that is, the risks of people getting traumatised from past experiences?”*
- Support students who participate and the *“why”*.
- Utilise human-centred-approach, utilise champions of change.



## VI. Murray Hurps, CEO of UTS Startups on September 28, 2018

- Educate people, educate young people on the basis of the emerging issues of Human Rights and Technology and frame it to their context.
- Effective utilisation of the missionary model - find champions of change and be there through digital platforms, but also physically in order to drive effective engagement.
- Source networks such as the learning development lab team at UTS, aiming to gauge into how to get people to *“learn new things quickly”* on the basis of the Capstone project.

## VII. Aaron Ngan, CEO of JA Australia on September 28, 2018

- Easy to define problem space, hard to find solutions.
- *“Find out the “why” for students in varying degrees and disciplines, target market is millennials but how are you going to convince them to care about Human Rights and Technology to gather their insights?”*
- Utilise personal storytelling or use examples, in which the context relates to their lives. For example: MyHealthRecord, Hate Speech, Protest Movements - it doesn't particularly have to impact themselves personally, but it can impact their social spheres and their connections around them.
- Find commonalities, statistics, and frame how you measure success - how do you know that the feedback you collected or the campaigns you run is successful?

## VIII. Anne-Marie Elias, Chief Disruptor on September 28, 2018

- *“You guys are the future. Create the future, learning from the past. What does consultation actually mean?”*
- Social media is a big voice and avenue to gather insights and opinions.
- Utilisation of competitions, campaign stalls and workshops are prime examples of good *“consultation”* processes.
- *“However, what will differentiate your project - is how do you create a new millennial word for consultation? Often consultations do not heavily create feedback loops to those whom contributed, and people are consulted to death.”*



- How will students and young people who engage in the community consultation process know that their feedback and voices are heard?

## C. INTERVIEWS WITH UNIVERSITY STUDENTS

To gauge the level of interest and thinking of university students, we reached out to multiple students of different faculties. Our aim was to learn the differences between each faculty on their approach to addressing technology and their thinking behind ethics and morality.

The questions that were addressed are:

1. Have you explored the advancements of technology in your course? If yes:
  - a. Could you name some of these technologies?
  - b. Have you considered the impact these technologies may have on human rights?
2. Have you experienced any form of empathy training? If yes:
  - a. Could you give an example?
3. In your course, have you learnt and/or practiced design thinking? If yes:
  - a. What principles and/or practices do you see as valuable?

### I. Student from Faculty of Arts and Social Science Students

- She has explored the advancements of technology in her course. Some technologies include moving from print to online mediums, videos and radios. She has not considered the impact of these technologies on human rights.
- She has experienced some form of empathy training. An example is Project Everest, which was an empathy research on Fijian villages to look at the effects of household air pollution and whether we could ideate potential social enterprises.
- She did not learn or practiced design thinking in her course.

### II. Student from Faculty of Law

- She has explored the advancements of technology in her course. She had a subject on civil practice, which superficially looked at artificial intelligence informed

decision-making. She explains that technology's legal and ethical effects on human rights is also an encouraged discussion.

- She has not experienced any form of empathy training. She's been involved in other things such as gamified experience, games of life and doing empathic observations.
- She did not learn or practice design thinking in her course. However, she most values talking to users and recipients, but not just the users but anyone in the system who would be affected by it.

### III. Student from Faculty of Business

- He has explored the advancements of technology in his course. He learnt financial tools such as Excel, matlab, SpSS, MYOB, Microsoft office and other computer-based applications as well as hardware. He only hears about the effects of technology on human rights, but not enough emphasis or urgency is pushed onto it in his degree
- He has experienced some sort of empathy training through conducting stakeholder analysis and that he said that marketing in business is *"naturally tailored to empathic work"*.
- He did learn or practice some form of design thinking through his course via marketing such as conducting mythical step methods but other than this, he did not learn any other design thinking materials.

### IV. Student from Faculty of Design, Architecture and Building

- She has explored the advancements of technology in her course. She felt technology such as robotics fabrication and 3D printing, augmented reality and virtual reality. She mentioned that her course isn't really related to human rights, more on the tangent on labour practices so she has not considered the impacts of these technologies on human rights.
- She has experienced some sort of empathy training, however, through her Bachelor of Creative Intelligence and Innovation degree and not her core degree
- She did not learn or practice some form of design thinking through her course and she feels that it should be implemented as it is common sense.

## V. Student from Faculty of Engineering and Information Technology

- He has explored the advancements of technology in his course such as augmented reality, virtual reality, big data, internet of things, cloud computing and blockchain. He has considered the effects of technology such as cryptocurrency on human rights.
- He has experienced some sort of empathy training through interaction design, where he studied creating product or service that understands people.
- He did learn or practice some sort of design thinking process through specific micro-level things such as the double-diamond approach.

## 6. CAMPAIGN STALL - CHECK YOUR TECH

### A. GOALS AND TRACKING

#### I. Goals

University students currently studying in STEM or FTDI are those likely to contribute to the future of technology. Although we aim to span across disciplinary boundaries and encourage the critical consideration of human rights in the use and development of current and future technologies. By invoking conversation within this space, the campaign aims to promote awareness of how innovations can be both remarkable and mindful of the negative implications that such developments may pose on our human rights.

The awareness and engagement campaign are part of a larger strategy to pilot a design framework for a university-wide consultation process with students. The campaign then primarily promotes awareness and generates discussion through the use of thought-provoking imagery exhibiting the dual affordances of current and future technology.

These discussions are a form of primary data collection, which will help inform our understanding and approach towards achieving our subsequent goal. With the insights gathered from the campaign, we intend to use the data to help shape a follow up workshop that engages students more richly in the topics they feel passionate about.

#### II. Tracking

To track our progress and determine the level of success of our campaign, we have set various quantitative and qualitative measurements.

- Quantitative measurements such as duration of discussions can help determine the level of engagement. Qualitative factors such as themes mentioned, stories shared, and case studies told can help determine the quality of engagement.
- The observation method can help gauge the level of interest and determine the quality of the discussions.

- Anonymous feedback survey slips, or digital feedback forms can help determine the overall success or perception of the campaign and its effects on the audience.

## B. CAMPAIGN AIMS AND TARGETING

### I. Aims

As part of the three-year project on Human Rights and Technology, the Australian Human Rights Commission is currently conducting an inclusive public consultation process. With UTS being a major project partner, the university is preparing a response to the white paper consultation. AHRC has expressed plans to execute a university-wide consultation process next year. The Capstone Project therefore focuses on designing and piloting this consultation process with university students as the main target group. In effect, the project aims to gain student perspectives on relevant consultation questions and identify any gaps and issues not addressed in the AHRC Issue Paper.

### II. Target Audience

Considering that this campaign will be held in the university setting of UTS, the campaign target audience will be university millennial students and academic professional staff. However, on a more narrowed down level, our main target audience are millennial undergraduate students who attend UTS as a BTI and/or FTDI students, but also students across a range of disciplines, seeing the commonalities or themes between degrees and professions by young millennials. Our secondary target audience are UTS staff such as teachers, tutors and other faculty members.

### III. Feedback Platform

We compiled a stakeholder client list to further gather insightful data from professionals across fields and disciplines and gained valuable feedback for driving engagement, gathering themes and insights and leading to various other stakeholders from their connections.

We made interview summaries to go further in depth with our stakeholder list, to show what type of interview was conducted, with whom, the profession/field and time of interview. We sought to gain their valuable insights, record it and show how the interview helped us further research, and pivot the direction of our campaign and research.

## C. KEY MESSAGES AND OFFERS

The key message for this campaign is for our audience to be more mindful and aware of the implications that current and future technology poses on our basic human rights. This is done by facilitating meaningful discussions with our audience. The campaign aims to drive follow up workshop(s) that harness the information gathered on the day.

To support our campaign, our main slogan is:

*“Technology is taking over. Which side will you be on.”*

## D. MEDIA PLAN AND EXECUTION

### I. Heaven and Hell Posters

The campaign will have a series of poster designs in different sizes. The main poster will consist of at least 10 designs in an A3 or A4 size. It will feature different emerging, current or future technologies on each poster design, showcasing its good and bad implications against human rights. The aim is to provoke discussions regarding awareness, perceptions and beliefs on the wicked problem stated.



To see the rest of the poster designs, see appendix A for the rest of the poster designs.

## II. Wicked Questions Posters

The second poster will be of an A2 size and will consist of a wicked question. There will be 3 wicked questions that aim to explore the possibilities that technologies pose on our human rights. The three main questions are:

1. What are your hopes for the future of technology?
2. What are your fears for the future of technology?
3. Who should be included in the development of new technologies?

One question will be allocated per A2 size poster so that the target audience can anonymously note down their responses on the blank spaces.

## E. SOCIAL MEDIA PLATFORMS

To reach out to our online target audience, we aim to implement social media presence through the Facebook and Instagram platform. Our branding will be called 'Check Your Tech', with a Facebook handle of @checkyourtech.uts and an Instagram handle of @checkyourtech.





Through these platforms, we aim to voice our research findings, opinions as well as spread awareness. These platforms will also be utilised to promote events or sessions that is being held on behalf of Check Your Tech. Additionally, we will use these social media platforms to connect with our target audience and stay in contact with them, allowing us to share information and generate discussion. This will be launched and co-created with our major university sponsors, including I Heart Uni, FTDi: BCII, the Centre for Social Justice and Inclusion and ActivateUTS.



## F. CAMPAIGN EVENT STALL

With the event, it will be the first face-to-face aspect aiming to generate meaningful discussion from our target market, millennials. The topic is about the negative and positive implications of technology on our human rights. In order to maximise the awareness of our campaign, our group members fortunately leveraged networks and brought in major university networks where the event stall will be hosted by ActivateUTS (for the space) and I Heart Uni (for the freebies, support and audience) and supported by Innovation and Entrepreneurship unit and Centre for Social Justice and Inclusion.

When planning the design of the event stall, key Stakeholders, including Catharine, Director of the Respect Now Always Campaign, and various other stakeholders have mentioned that you should offer different ways to collect feedback and in particular to make it novel and visually interesting. The definition of consultation and design focused upon creating feedback loops to the target market to deliver superior value and gather more valuable insights by showcasing that their participation will make an impact. Ultimately these insights shaped the design of our campaign stall allowing for open text responses, discussion and an invitation to a follow up workshop.

## G. EVALUATING SUCCESS

To assess the success of our workshop, we will have a post-engagement feedback form for participants to fill out. The form will focus on audience's interest, engagement and follow up/call to action.

Questions asked for the Interest section will be:

- What was your level of interest on the topic of human rights and technology before participating?
- What is your new level of interest on the topic of human rights and technology after participating?



The motive to asking these questions is to determine the participants' interest and awareness of the topic problem as well as their motivation in being involved with matters that affect them.

Questions asked for the Engagement section will be:

- Rate the quality of discussions you had with Check Your Tech.
- Were the discussions Dull and Boring or Meaningful and Confronting?

The motive to asking these questions is to determine how effective Check Your Tech is in generating meaningful discussions with the participants and assess the quality of insights provided and gained during the campaign.

Questions asked for the Follow Up section will be:

- How likely will you continue to discuss or gain insights on human rights and technology?
- How likely will you attend Check Your Tech's future events or workshops?

The motive to asking these questions is to observe participants' motivation on continuing to gain insights or join in discussions as well as being involved in the wicked problem at hand.

## H. POST STALL INSIGHTS AND EVALUATION

### I. Stall-side

- Incentives to participate such as donuts and chocolates were highly effective, but we didn't supply enough donuts
- Creating a process of interaction (with the posters) → discussion (with the participants) → scribing (writing opinions) → feedback (google form) was a good, flowing process
- We underestimated the initial amount of people coming into the workshop (for the free donuts) and was not able to maintain the process, resulting in limited discussions

## II. Content-side

- Check Your Tech's awareness campaign was driven by 8 heaven & hell posters that depicted the dual affordances of new technologies. These posters were intended to stimulate discussion and reflection prior to sharing one's hopes and fears for the future of technology as well as thoughts on who should be included in the development of new technology.
- The stall was set-up in a procession type style where participants first observed the posters, followed by answering our three wicked questions and completing a feedback survey. Participants were then awarded with a free donut for their time and effort.
- We found that by creating this provocative atmosphere with broad enough questions and a sweet incentive, we were able to effectively engage young people to share their thoughts and opinions. When approached and given context, some students were able to provide personal anecdotes and saw relevance of this topic in regards to their degree.

## III. Hopes for the Future of Technology

- Advancements in healthcare particularly in curing diseases
- Equal access to new technology
- Affordability
- Improving quality of life for all
- Greater environmental consciousness and sustainable practice
- Continue interacting face-to-face
- More knowledge of the universe
- Practical machines that help with civic services

## IV. Fears for the Future of Technology

- Invasion of privacy and data breaches
- Automation and loss of jobs



- Loss of human morals/ethics
- Black Mirror
- Government abuse of new technologies and surveillance state
- Income inequality
- Hacking biotechnology
- Loss of human autonomy and control
- Loss of agency in free speech
- Loss of social interaction
- Artificial intelligence/robots/machines taking over
- Social credit systems
- Corrupt purposes
- Growing concentration of wealth in small groups of people
- Killer robots
- Loss of human moral decision-making
- Weapons

## V. Who Should Be Included in the Development of New Technology

- Everyone
- Children
- Elderly
- Global participation
- Environmentally conscious groups
- Experts in the field
- Innovators
- Lawmakers
- Scientists
- LGBTQ+
- Universities

## 7. ENGAGEMENT WORKSHOP - CHECK YOUR TECH

### A. BACKGROUND

In establishing an online presence and brand for Check Your Tech on Facebook and Instagram, we invited students to an innovative technology engagement workshop. The workshop was based on the insights gathered from previous research.

Check Your Tech engages students on their experiences of technology. As a follow up to the 'Technology Takes Over' Campaign, Check Your Tech offered a follow-up workshop that engaged participants more richly on the impact of current and new technologies on our human rights. Through a human rights approach, the workshop confronted and unravelled the complexities of new technology and its development. We are living in an evolving terrain of ubiquitous connectivity, big data and intelligent robots. As these technologies advance rapidly and increasingly seep into our lives, how do we ensure that our humanity is protected and at the centre of revolutionary change?

The workshop invited students to come along to share their thoughts, hopes and fears in an environment speaking candidly of what it means to live in this world. To view the engagement workshop slides and agenda, refer to the appendix C and D.

### B. KEY FINDINGS

The workshop held 8 participants, split into two working groups.

#### I. Hopes, Fears and Inclusion

##### **What Are Your Hopes for the Future of Technology?**

- AI Pets e.g. Seal
- Further democratisation
- Equality
- Space exploration
- Sustainable renewable energy

- More opportunities of inclusivity than problems & exclusivity
- Love
- 3D Puppies
- Tech will help alleviate deforestation and climate change by reducing single use items and currency
- We will finally use tech to finally cure diseases and illness
- Tech to play a role in solving the world's most complex problems e.g. climate change and poverty
- Everyone has access to it and is able to benefit
- Generative tech can augment life to next stage of evolution
- Super-efficient transport
- Immortality
- Eradication of illness

### **What Are Your Fears for the Future of Technology?**

- The technology will get out of hand and take over humanity
- Control
- We will continue to make the same mistakes and not learn
- Lack of transparency
- Not be able to understand or comprehend
- We will lose all sense of privacy
- War
- We don't recognise mistakes early enough in the design process
- We will be dependant in a way that limits societal progress
- Advancement of separation between able-bodied & people with disability
- Technology will be put on a pedestal and there will be no accountability
- Becomes harder to tell what is true as face mimicry and phishing improves
- Extremist minority could unleash rogue tech that destroy life
- Best interest of humanity not at the heart of what is being done. Future tech is in the hands of billionaires + corporate giants, not the people.
- Advanced weaponry



## Who Should Be Included in the Development of New Technology?

- The people, the public
- Everyone
- Everyone (competition and diversity breeds advancement)
- People who are blocked from accessing society through environmental factors and attitudes
- Scientists
- People who are excluded currently
- Consider animals (not for testing)
- Think of babies
- Government
- Everyone - more young people than old people because the young will inherit the earth
- Elderly

## II. Persona Exercise

**Name:** Dylan

**Age:** 34

**Occupation:** Hired by YouTube to monitor videos and flag content that is explicit and violent in nature.

Pros	Cons
<ul style="list-style-type: none"> <li>• Large diversity in content</li> <li>• Safe (physically) job</li> <li>• Learns a lot and high exposure</li> <li>• Prevent copycat behaviour</li> <li>• He is employed</li> <li>• People can detect subtleties which algorithms can't, catching more bad content</li> </ul>	<ul style="list-style-type: none"> <li>• Personal trauma in being subjected to violent content</li> <li>• Too much power for one person</li> <li>• Personal Bias</li> </ul>





### **Algorithmic Bias Profile Game:**

Scores assigned for the likelihood of each defendant to reoffend solely based on each profile's prior offense:

### **Participants scores for each profile:**

Profile 1: 4-5 / Profile 2: 4-5

Profile 1: 8 / Profile 2: 6

### **Actual scores provided by COMPAS for each profile:**

Profile 1: Low risk = 3 [Caucasian Male - subsequent offences = 3 drug possessions]

Profile 2: High risk = 10 [African-American Male - subsequent offences = none]

Participants were confronted by the AI-informed score and expressed disappointment in the lack of transparency and general awareness of how bias makes its way into the systems we create. The activity generated reflection on who is at the forefront at the development of these technologies and what populations should be included in the process. Participants cited populations identified in the prior question of "who should be included in the development of new technologies" e.g. the people, the public and those who are currently marginalised.

## **III. Privacy and Data Talk**

### **Icebreaker Activity**

Having participants open their camera roll/images on their phone and give it to the person next to them. Participants were then asked how comfortable they were in sharing such information.

### **Responses**

- *"I think my camera roll is one of the few things that i'm okay with. If someone was going through my messages and emails, i'm a bit more reluctant."*
- *"In my mind I'm like there's nothing here but in my gut - I question like what if there is something there I don't want people to see."*

- *“I’m quite comfortable just because I know of the risks of having sensitive stuff on your phone, I try not to keep. But if it was my laptop, that’s something else... there’s difference in content.”*
- *“Also growing up, having a phone people would take your phone and look through your stuff. So, I personally have been like making sure I don’t have anything super weird on there.”*

### Discussion on Data and Privacy

- *“Data as seen as a transaction, a form of currency.”*
- *“I feel like data as a collective is valued and respected, everyone’s data is significant but individually it is not.”*
- *“Once you sign up to a platform, there is no check-in with the user. There is just a blanket terms and conditions you use that is just a chore to even read. So essentially you agree to the services and that’s what is deemed your consent for everything. After that, the process of what data is actually being taken and at what points is not transparent. Things like this concern me, so no I don’t feel in control over my data”*
- *“Control over data involves having the consent to use.”*
- *“Terms and conditions are too dense, making it a bother to read.”*
- *“You don’t consider privacy until it’s been violated.”*
- *“People think of privacy as a collective and not on an individual level, so a sense of the individual is lost. You need systems in place to safeguard the citizen. We always think of how great masses of data are, but we need to look at the individual level as well.”*
- *“Don’t know when our data is sold and being used e.g. Adobe Analytics selling insights to companies.”*
- *“Data can be used responsibly, but systems need to be in place to protect us from the potential for malicious use.”*

### What is Responsible Innovation?

- *“Innovating in a way to mitigate negative consequences.”*

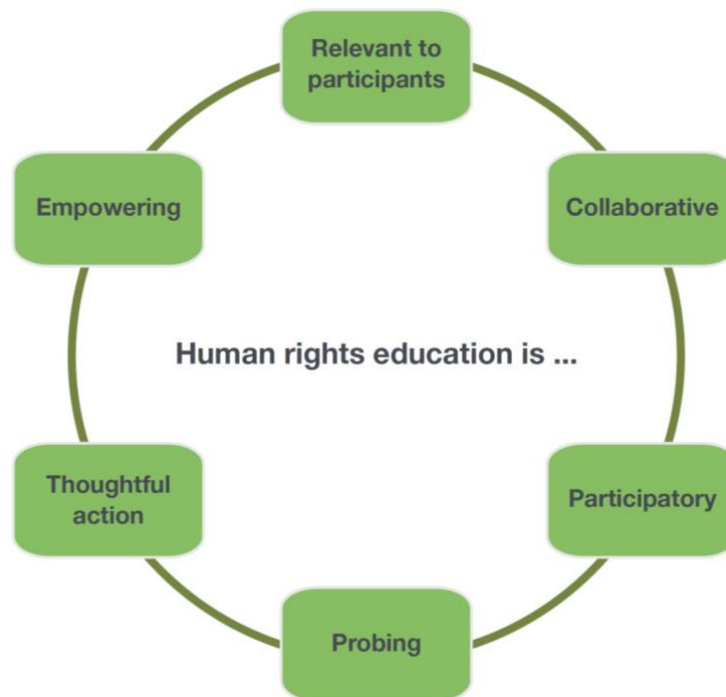
- *“Innovating and knowing what the alternative outcomes would be.”*

### Examples Suggested By Participants to Cite as Relevant Case Studies

1. Google shut down google+ because they were hiding a data breach
2. Algorithm that can actively predict when people with bipolar disorder have a manic episode

## C. CRITERIA FOR SUCCESS

### I. Six Principles of Human Rights Education



The criteria for success are based on the six principles of Human Rights Education (Asia Pacific Forum 2017).

1. **Relevant to Participants** - The workshop is informed by research results compiled from a preliminary survey and insights gathered from the “Technology Takes Over Campaign” with university students across UTS.
2. **Collaborative** - Check Your Tech’s project evolved out of a partnership between UTS and the Australian Human Rights Commission. Our main collaborations have been



with AHRC, UTS Initiatives and Entrepreneurship Unit, UTS Centre for Social Justice and Inclusion, UTS Faculty of Transdisciplinary Innovation, ActivateUTS, I Heart Uni and Student Services Unit - Accessibility. The workshop itself involves collaborative activities where students work in groups to tackle such topics as privacy and innovating new products/services.

3. **Participatory** - Check Your Tech has offered multiple modes for student participation: surveys, interviews, campaign stall with open text responses and a follow-up engagement workshop. The engagement workshop intends to facilitate an interactive experience where participants can actively engage in relevant topics and are given the opportunity to analyse, synthesise and apply new knowledge.
4. **Probing** - The aim of our consultation framework intends to reveal and understand the experiences of young people with new technologies. As facilitators, we are providing an opportunity for students to explore, discover, share and make sense of personal experiences and knowledges within current and future contexts.
5. **Thoughtful Action** - The workshop is a culmination of our research and perspectives gained from students in our previous activities. Throughout the education activity, there is time to reflect on what was learnt and what could be done in regards to relevant topic areas.
6. **Empowering** - A 'Call to Action' is used to encourage integration of their knowledge about human rights in their own professional practice. We encourage students to apply a human rights lens when undertaking projects in their course(s). This has been actualised in the form of a 'Check Your Tech Toolkit'. The toolkit promotes a human rights mindset through PANEL [participation, accountability, non-discrimination and equality, empowerment and legality] principles and design thinking approaches. These tools can be used to critically evaluate existing technologies or used as a criteria and process to develop and design future tech.

## 8. BOTBOT VERSUS CHECK YOUR TECH

### A. BOTBOT

An educational game based on the 10 human rights identified as particularly affected by new technologies. As part of an internship that occurred within the recent partnership between the Australian Human Rights Commission and University of Technology Sydney, BOTBOT was intended as a way to engage young people on the issues emerging at the intersection of human rights and technology. Specifically, the game was created to educate first year Bachelor of Technology and Innovation students on the consideration of human rights in the design process.

Gamification was identified as an effective method of engaging young people. Set in the year 2020, all players are robot-makers who are tasked to compete and make the first functioning, compatible robot. In order to do so, players must strategically use actions cards [based on the 10 human rights] to take away rights and gain privileges. It actively engages players in selfish power plays that leads into further discussion about experiences in holding so much power or little power throughout the game. BOTBOT includes a lesson plan that discusses the implications on human rights in the design of new technologies. It also includes a checklist students can use to think about human rights from the get-go of the design process.

### I. Feedback

- *“Learning is about engaging, and I loved learning through playing and drawing the themes of human rights out”.*
- *“I liked how the game gave people a physical hindrance - and showed the themes of human rights, empathy in a very direct way”*
- *“Saw commonalities of seeing action cards just like other cards and didn’t really think about it”.*
- *“I don’t really think about how my actions will affect other people, which is ironic”*
- *“Down right unfair at times. Unfair like life, my human rights are being taken away”*



- *“For an older audience, you need to make it more detailed and realistic”*
- *“Tell a story with the card to enhance human rights reflection”*
- *“Need realistic scenes to the card”*

## B. CHECK YOUR TECH

A consultation group that emerged from the development of BOTBOT and was inspired to continue the process of consulting young people on their experiences of new technology. The group primarily undertook various research methods to gauge insights into students’ awareness, attitudes and experiences of new technologies and its implications on human rights. Research largely probed an assumption that “technology is unremarkable” for millennials and younger generations having grown up in a digital world. Desk research, a preliminary survey, interviews, a campaign stall and a workshop were used to probe and garner insights into the problem space. Each group member was tasked to research an area of interest which resulted in five topic areas: Artificial Intelligence, Internet Freedoms, Responsible Innovation, Inclusive Design and Youth Engagement.

Check Your Tech differentiates itself from BOTBOT in its social media presence, running of an awareness campaign as well as a follow-up engagement workshop. The consultation group intended to accumulate and build on insights gained from prior research methods in order to provide and engage with relevant information. Alike BOTBOT, Check Your Tech encourages students to critically consider human rights in the design process from the get-go. The research methods formulate a proposed design framework that we piloted for AHRC and UTS to consider incorporating next year.

## I. Feedback

### Campaign Stall

- *“Donuts - having an incentive is an effective way to attract people to participate”*
- *“The posters were thought provoking and allowed for group discussion”*



## Engagement Workshop

- *“When talking about bias, steer away from negative connotation and allow for impartial discussion. Collectively point out bias and assess collectively to avoid perpetuation of bias.”*
- *“Content tends to depict technology as an independent entity, that anything happens to it is its own fault and not the people, their attitudes or approaches to it.”*
- *“Give more time for activities and less lecture.”*
- *“More time to reflect on what is talked about.”*
- *“The workshop allowed for further discussion about the topics that were raised initially from the campaign stall in a more intimate environment”.*
- *“The insights gathered from the workshop seem to be richer than the insights gathered from the stall as people don’t view other people’s responses before writing theirs”.*

## C. COMPARISON

BOTBOT and Check Your Tech were both intended to engage young people in the process of understanding new technologies, their experiences and attitudes towards its implications on human rights for the future. The alternative modes of consultation differ primarily in form with BOTBOT as a game and Check Your Tech as a series of research methods; a proposed design framework for a university-wide consultation.

The gamification of BOTBOT was an attractive way to engage students on the topic of human rights and technology in a competitive and playful environment. Whilst the action cards made explicit references to human rights, it was found that more often than not these rights were not actively thought about or read in-depth when in game-play. The scenarios on these action cards were playful but some felt it needed to be more realistic and adapted for different audiences e.g. older generations. It is to be noted that BOTBOT remains in the early stages of iteration, having only been redeveloped once given the timeframe of the internship. In comparison to Check Your Tech, the gamified nature of BOTBOT proved greater engagement with young people, denoting greater appreciation for more informal processes. Whilst human rights were not actively considered during game-play, the lesson plan offers the opportunity to develop in-depth discussions around concepts such as power, privilege and empathy.

Check Your Tech is a design framework of methods to consult young people on their experiences of new technologies. The consultation group took a more direct, informative way of consultation that involved greater research and utilised more traditional methods such as surveys, interviews, campaign and workshop. The consultation was sequential, in having built upon prior research in order to delve deeper into relevant topics. The survey was effective in gaining preliminary insights into students' awareness of human rights and their attitudes towards trends in new technology. It also introduced the concepts of inclusive design and responsible innovation. Furthermore, it was a beneficial way to gain an understanding of what questions are relevant to ask or whether reframing was needed. For example, asking how to regulate new technology was received as something to ask experts about and not students. It indicated that students felt out of the loop or didn't possess the technical skills or knowledge to engage fully with concepts such as regulation, legislation and policy. As a result, a re-framing of the question is recommended such as in creating scenarios or role-play to actively involve students in decision-making.

Interviews were conducted with varying stakeholders from industry, academia as well as with fellow students. These interviews provided rich insight into current issues spanning technology and human rights, education and effective modes of engagement for the diversity of students.

In consideration of these insights, we formulated a brand or consultation group titled 'Check Your Tech'. The creation of this group created a direct point of contact online to generate awareness and participation of our campaign and proposed workshop. By establishing a social media presence on Facebook and Instagram, Check Your Tech was able to create and stay connected to a network we could tap into for future consultation.

The awareness campaign titled 'Technology Takes Over' was driven by posters depicting the dual affordances of new technologies. It was a thought-provoking method that generated interest and discussion by participants. The posters helped prompt thoughts around students' hopes and fears around the future of technology as well as their opinions on who should be included in its development. The processional style of the stall allowed students



to absorb the posters, respond to the questions and answer a survey with the incentive of a free donut for their input. The incentive of a free donut attracted more students than what we had anticipated which created some difficulty in managing the stall within a confined area. This created a challenge for having rich discussions with participants as well as the number of participants that could fit within the area. The insights gathered from the campaign stall in turn informed the workshop.

A critical challenge for the workshop was asking students to commit time to participate. We eventually conducted a workshop with 8 students. The workshop comprised of four specific topics: Artificial Intelligence Informed Decision Making, Internet of Things, Inclusive Design and Responsible Innovation. These topics reflected the hopes and fears of students as well as reflected on their thoughts about the developers of these technologies. By presenting case studies on Artificial Intelligence and the Internet, Data and Privacy, we hoped that students develop an understanding of the implications of these technologies. It particularly illuminated the threats posed when such practices are left unchecked. As a result, students were asked to reflect on the role of developers and who should be included in the process. The sci-fi series Black Mirror was cited numerous times by students as a relevant show to visualise possible futures when technology is left unchecked hence it was featured within the workshop. By understanding concepts such as inclusive design and responsible innovation, students are equipped with the knowledge to approach technologies with a critical lens. To practice these approaches, students took away a Check Your Tech Toolkit that incorporated the principles of PANEL and Design Thinking.

The most critical difference between BOTBOT and Check Your Tech was the varying levels of engagement and information consumed by young people. BOTBOT was able to playfully engage students, yet relied on fictional scenarios to imply the implications of technologies on human rights. Students expressed a need to incorporate realistic scenarios to increase impact and critical consideration. Whereas, Check Your Tech largely used real-life case studies to explicitly inform students on the way technology impacts their human rights. However, the workshop was found to be overwhelming in the number of topics covered. Students preferred to dedicate greater time on activities and reflection hence felt the



workshop allocated too much time to the lecture-type elements. Alike BOTBOT, Check Your Tech has not had enough time to iterate. Hence whilst both forms of consultation demonstrated weaknesses, there is great potential for both to be effective modes of engaging students.

## 9. FUTURE STEPS

Moving forward, Check Your Tech requires some improvements in order to be an effective framework for consultation with students. The “Technology Takes Over” campaign was a thought-provoking experiment that attracted students based on the incentive of a free donut, and the results were greatly enhanced by engaging the main bodies at universities, including gaining support and sponsorship from a large University society, Activate Social whom runs all the student societies, support from several university faculties and collaboration in a joint collaborative event.

Whilst the turn-out for the stall exceeded our expectations, the space we were located did not accommodate for the amount of people who were interested. Rich discussions were lost to the need to manage lines. Furthermore, the marketing of the campaign was executed within a short time frame. Future iteration of an awareness campaign should utilise enough time to market across campus and maintain some sort of incentive to engage students.

The “Innovative Technology Engagement Workshop” was intended to be informative and collaborative, engaging participants with the insights gained from the campaign stall. However, the array of topics covered within an hour and a half did not allow participants to develop a comprehensive understanding of the information provided. As time started to run out, topics became rushed. Furthermore, students preferred to learn through activities as oppose to a lecture-style format. A critical piece of feedback received was to present information in an impartial way, moving away from the scary undertones denoted from the campaign stall. Additionally, responsible innovation was identified as the most important takeaway that should have been made a greater focus within the workshop. As a result, we recommend that in the future, there should be multiple workshops available to cover the topics students are interested in learning. In the near future, we recommend that a workshop focused on responsible innovation be iterated.

## 10. UTS COMMUNITY CONSULTATION

The following is a timeline recommendation on how the Australian Human Rights Commission could conduct a university-wide consultation with students.

TIME	RECCOMENDATION
<b>Immerse</b> January - March 2019	AHRC reviews documents submitted by Check Your Tech and BotBot! Identify and connect with students and key university stakeholders to further recognise the needs and perspectives of students.
<b>Explore</b> April - June 2019	AHRC develops and promotes an awareness campaign with pop-up stalls similar to the style conducted by Check Your Tech. Start engaging with major University stakeholders - including governing societies, Activate Social and different faculties in having said stalls present at UTS O'day, major University events, etc.
<b>Imagine and Test</b> July - September 2019	AHRC collaborates or designs a series of workshops for students which may include the topics tested in the Check Your Tech workshop. Example: <ul style="list-style-type: none"> <li>• AI and decision making - Internet of Things. (1 session)</li> <li>• Accessibility &amp; Inclusive Design (1 session)</li> <li>• Internet data and Privacy (1 session)</li> <li>• Responsible Innovation (1 session)</li> </ul>
<b>Refine and Analyse</b> October - November 2019	Analysing and reviewing the data collected from the Community consultation. Ensure the perspectives of 'young people' – millennials, students are included to inform the decisions made by government.

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[Design/Conference-Proceedings/Universal-Design-for-the-21st-Century-Irish-International-Perspectives/Designing-a-more-Inclusive-World/](http://universaldesign.ie/What-is-Universal-Design/Conference-Proceedings/Universal-Design-for-the-21st-Century-Irish-International-Perspectives/Designing-a-more-Inclusive-World/)>.

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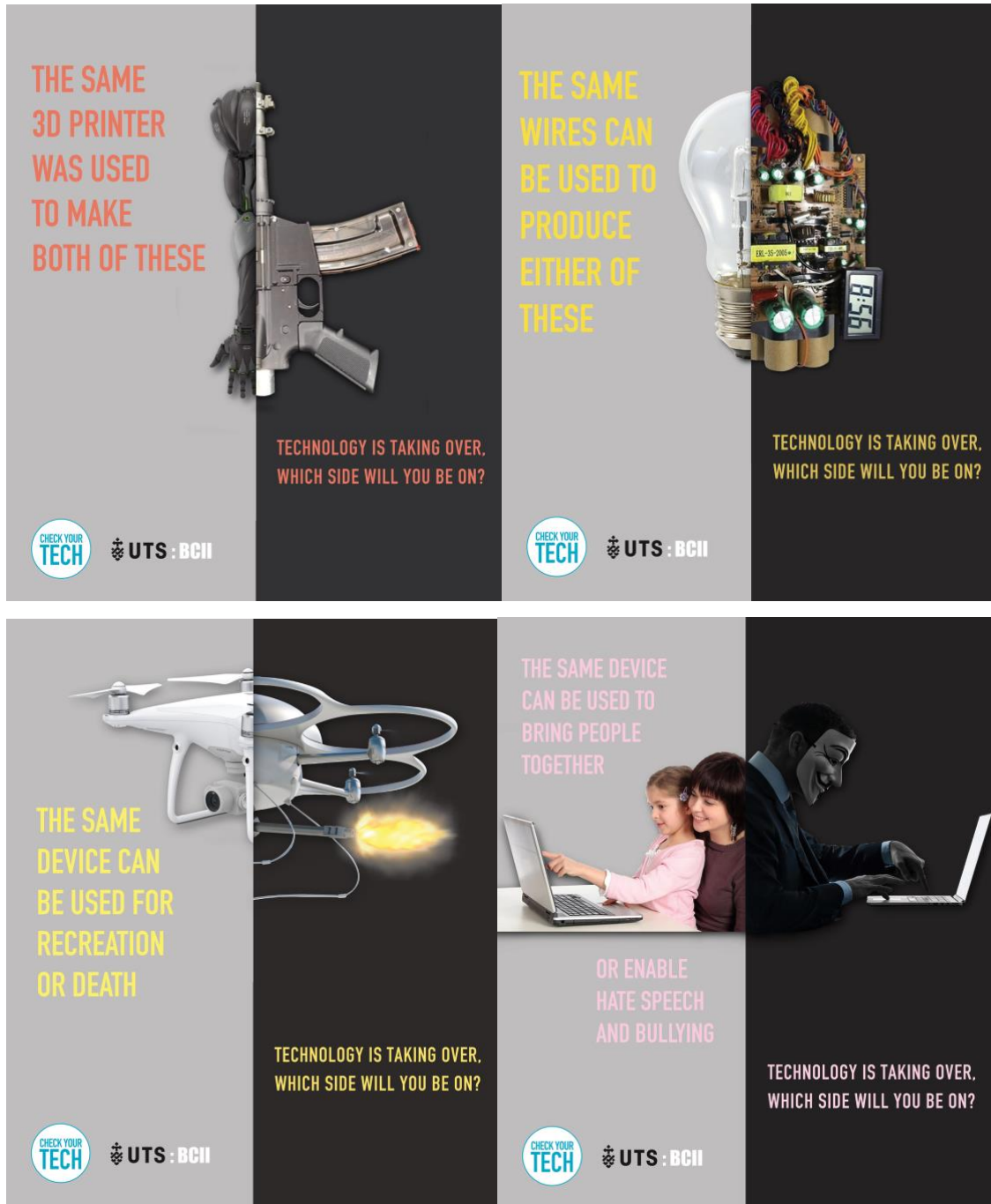
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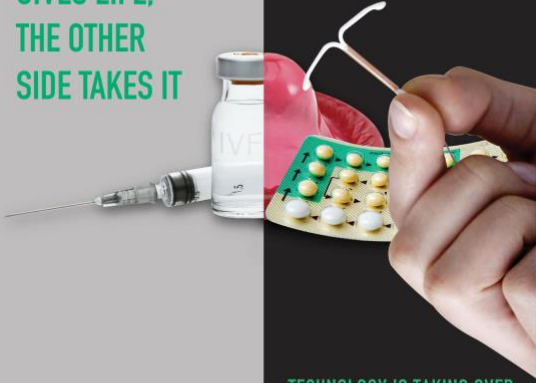

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## 12. APPENDICES

### A. Heaven and Hell Posters



<p>ONE SIDE GIVES LIFE, THE OTHER SIDE TAKES IT</p>  <p>CHECK YOUR TECH</p> <p>UTS : BCII</p>	<p>TECHNOLOGY IS TAKING OVER, WHICH SIDE WILL YOU BE ON?</p>	<p>TECHNOLOGY IS CHANGING THE WAY WE LIVE AND INTERACT</p>  <p>CHECK YOUR TECH</p> <p>UTS : BCII</p>	<p>TECHNOLOGY IS TAKING OVER, WHICH SIDE WILL YOU BE ON?</p>
--	--	--	--

<p>WHAT WOULD YOU RATHER, WATCH OR BE WATCHED?</p>  <p>CHECK YOUR TECH</p> <p>UTS : BCII</p>	<p>TECHNOLOGY IS TAKING OVER, WHICH SIDE WILL YOU BE ON?</p>	<p>WOULD YOU FEEL COMFORTABLE GIVING YOUR JOB UP TO A BOT?</p>  <p>CHECK YOUR TECH</p> <p>UTS : BCII</p>	<p>TECHNOLOGY IS TAKING OVER, WHICH SIDE WILL YOU BE ON?</p> 
---	--	--	--









## C. Engagement Workshop

TIME	ACTIVITY
10:30-10:45	Introduction + Icebreaker
10:45-10:50	Trigger Activity
10:50-11:00	Technology and Human Rights Talk
11:00-11:20	Artificial Intelligence and the Internet of Things
11:20-11:25	Inclusive Design and Accessibility Talk
11:25-11:40	Responsible Innovation Talk
11:40-11:50	Summary Debrief
11:50-12:00	Check Your Tech Toolkit + End

WELCOME TO OUR

INNOVATIVE TECHNOLOGY

ENGAGEMENT WORKSHOP



**UTS : BCII**



**LEAH GELMAN**  
**B. DESIGN**



**ELEANOR SALAZAR**  
**B. COMMUNICATIONS**



**JERWIN PARKER-ROBERTO**  
**B. BUSINESS**



**ANGELO GAJO**  
**B. BUSINESS**





**WHAT  
IS  
THIS?**





WHAT  
CAN IT BE  
USED FOR?



CHECK YOUR  
TECH





**THINK OF A  
PRODUCT  
THAT YOU USE  
EVERYDAY**

**WHAT OTHER  
THINGS  
COULD IT BE  
USED FOR?**

# ACTIVITY:

In pairs, you will be given an 'Everyday activity' that requires a set of steps to complete/accomplish.

Identify 6 steps that are used to undertake this process, 1 on each sticky note.

STEP 1

STEP 2

STEP 3

STEP 4

STEP 5

STEP 6



# ACTIVITY:

**PAIR 1:** Go to another team and take on of their processes and put it in your own

**PAIR 2:** Find a different team and rip one of their steps in half.  
(This means that step is now repeated twice in their process)

**ETHER PAIR:** Shuffle your steps without looking into a new order

**BOTH:** Try and make sense of your new process and reinvent a new object or system.





**NAME:** Dylan Rastor

**AGE:** 34

**OCCUPATION:** Hired by Youtube to monitor videos and categorise them into explicit and violent content so that only age appropriate viewers have access to them.



# HUMAN RIGHTS



# GOVERNMENT'S OBLIGATION TO HUMAN RIGHTS

INTERNATIONAL HUMAN RIGHT'S LAW REQUIRES  
NATION STATES TO RESPECT, PROTECT AND  
FULFILL HUMAN RIGHTS



# GOVERNMENT'S METHOD TO PROTECTING HUMAN RIGHTS

Australian Constitution

Domestic Legislation

Common Law

Executive Bodies

Parliamentary Processes

Participation in UN Review Processes

Civil Society Organisation



# HUMAN RIGHTS AND TECHNOLOGY



# NEW TECH THE WORLD ECONOMIC FORUM IS WORRIED ABOUT

NEW COMPUTING TECHNOLOGIES

BLOCKCHAIN AND DISTRIBUTED LEDGER TECHNOLOGIES

INTERNET OF THINGS

AI AND ROBOTICS

ADVANCED MATERIALS

ADDITIVE MANUFACTURING AND MULTIDIMENSIONAL  
PRINTING

BIOTECHNOLOGIES

NEUROTECHNOLOGIES

VIRTUAL REALITY AND AUGMENTED TECHNOLOGY

ENERGY CAPTURE, STORAGE AND TRANSMISSION

GEOENGINEERING

SPACE TECHNOLOGIES



RIGHT TO EQUALITY AND NONDISCRIMINATION

FREEDOM OF EXPRESSION

RIGHT TO BENEFIT FROM SCIENTIFIC PROGRESS

FREEDOM FROM VIOLENCE

ACCESSIBILITY

NATIONAL SECURITY

RIGHT TO PRIVACY

RIGHT TO EDUCATION

ACCESS TO INFORMATION AND SAFETY FOR CHILDREN

RIGHT TO FAIR TRIAL AND PROCEDURAL FAIRNESS

# EXAMPLES OF HOW HUMAN RIGHTS ARE AFFECTED



# WHY THE H\*CK IS IT

# SO HARD TO REGULATE?!

Extraordinary pace of change in technology

New technology is primarily developed by private sectors, so efficiency and profit imperative are influential in driving research and development

Technology can exclude or radically be inclusive of particular groups



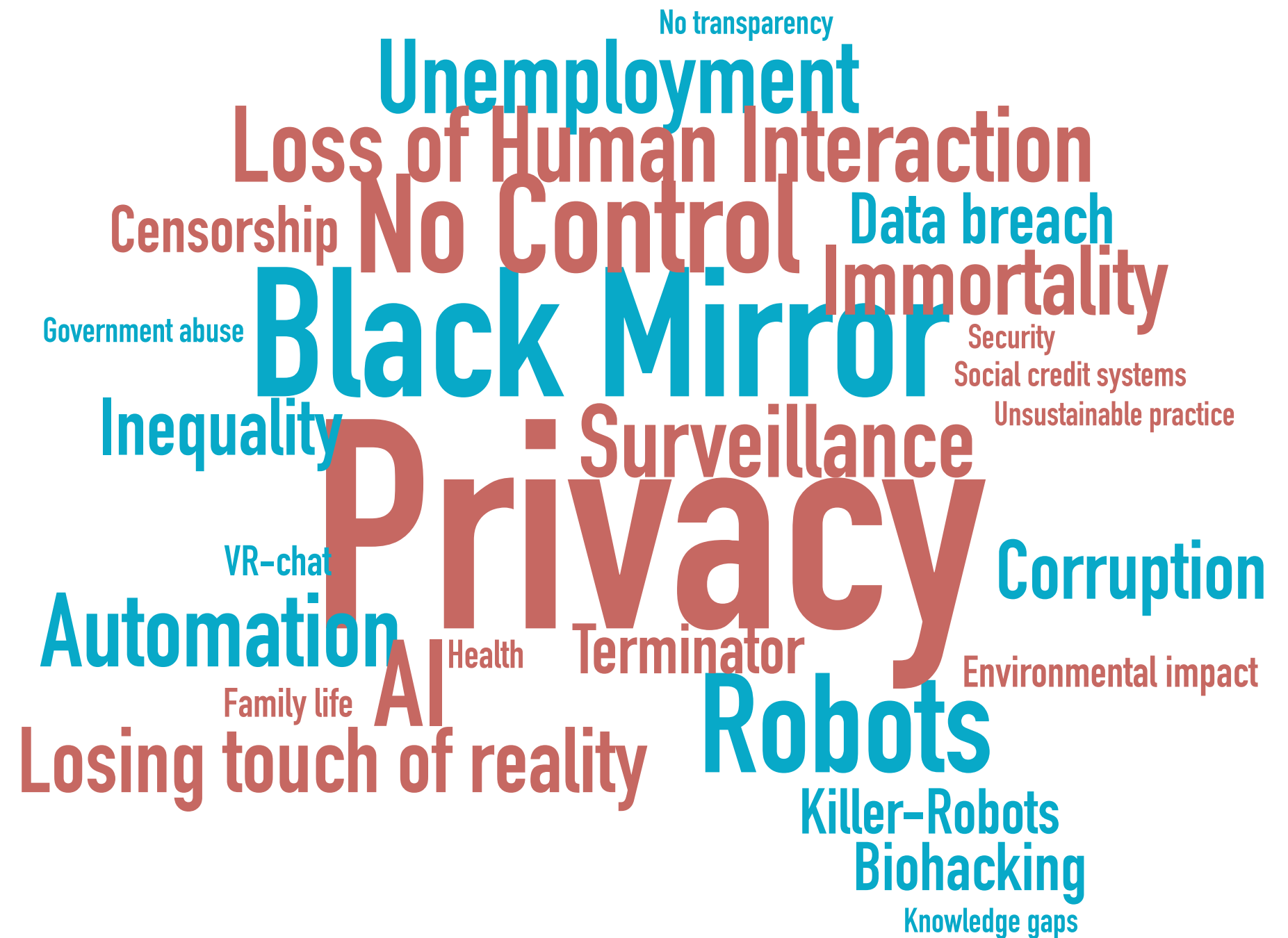
**WHAT ARE  
YOU FEARS  
FOR THE  
FUTURE OF  
TECHNOLOGY?**

**WHAT ARE  
YOU HOPES  
FOR THE  
FUTURE OF  
TECHNOLOGY?**

**WHO SHOULD  
BE INCLUDED  
IN THE  
DEVELOPMENT  
OF NEW TECH?**



# WHAT ARE YOU FEARS FOR THE FUTURE OF TECHNOLOGY?





# ARTIFICIAL

# INTELLIGENCE

ALGORITHMS AND CONSEQUENTIAL DECISIONS





# BOTH ARRESTED FOR DRUG POSSESSION RATE THE LIKLIHOOD TO REOFFEND

1 = LOW RISK, 10 = HIGH RISK



PROFILE 1

ATTEMPTED BURGLARY



PROFILE 2

RESISTING ARREST  
WITHOUT VIOLENCE

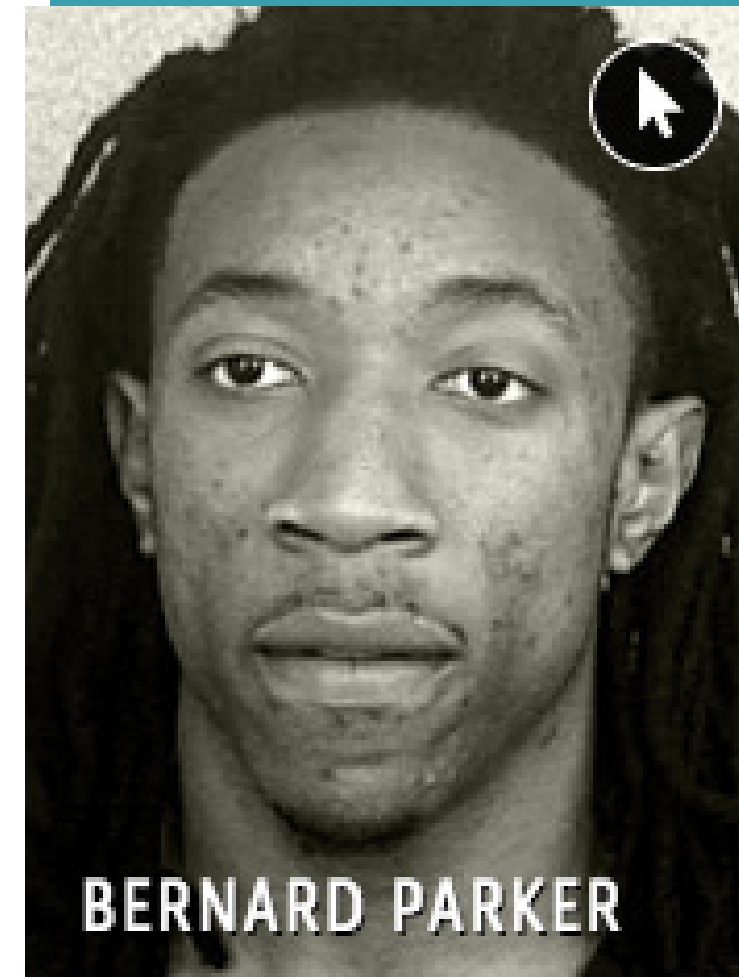




DYLAN FUGETT

LOW RISK

3



BERNARD PARKER

HIGH RISK

10



## DYLAN FUGETT

---

### Prior Offense

1 attempted burglary

---

### Subsequent Offenses

3 drug possessions

LOW RISK

3



## BERNARD PARKER

---

### Prior Offense

1 resisting arrest  
without violence

---

### Subsequent Offenses

None

HIGH RISK

10



# BOTH ARRESTED FOR PETTY THEFT RATE THE LIKLIHOOD TO REOFFEND

1 = LOW RISK, 10 = HIGH RISK



## PROFILE 1

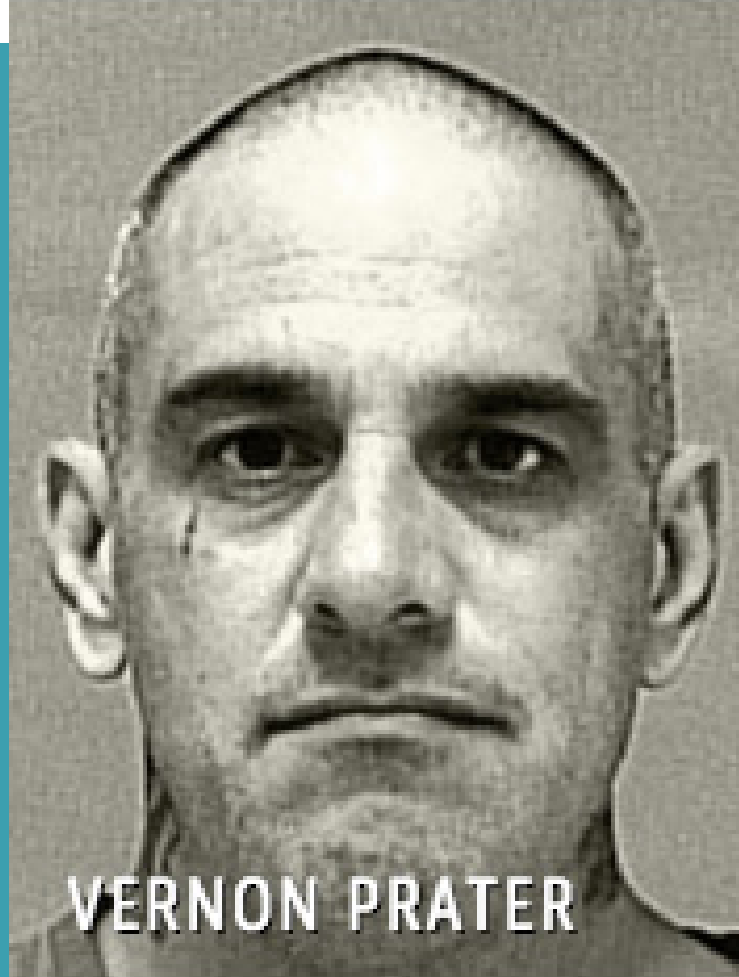
2 ARMED ROBBERIES  
1 ATTEMPTED ARMED ROBBERY



## PROFILE 2

4 JUVENILE  
MISDEMEANOURS

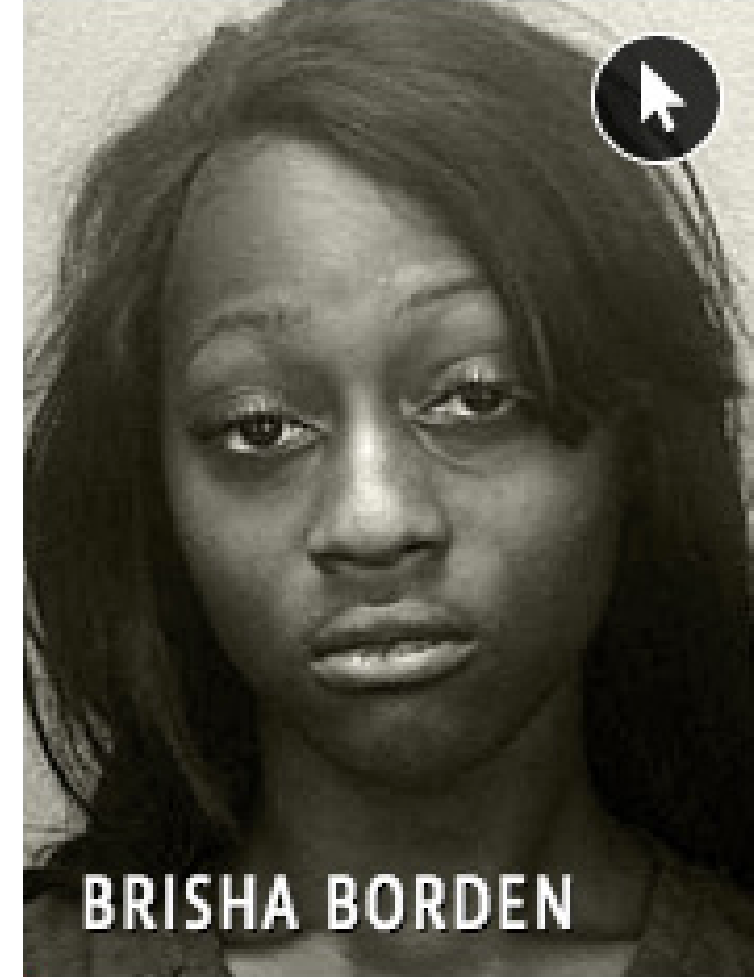




VERNON PRATER

LOW RISK

3



BRISHA BORDEN

HIGH RISK

8



## VERNON PRATER

---

### Prior Offenses

2 armed robberies, 1  
attempted armed  
robbery

---

### Subsequent Offenses

1 grand theft

LOW RISK

3



## BRISHA BORDEN

---

### Prior Offenses

4 juvenile  
misdemeanors

---

### Subsequent Offenses

None

HIGH RISK

8



**AI IS NOT NEUTRAL, BUT RATHER  
A MIRROR THAT REFLECTS THE  
BIAS IN OUR SOCIETY.**



# WHY YOU SHOULD CARE ABOUT MACHINE BIAS:

**IDEALISM:** you want to make the world a better and more inclusive place

**PROFESSIONAL INTEREST:** your company or product might not survive negative publicity

**ALTRUISM:** you are concerned about fair availability of opportunities and resource allocation

**TRUTH SEEKER:** you want the truest, bestest data that can be

**PERSONAL GAIN:** you want access to opportunities, education, employment, health care





**EVENTUALLY, YOU WILL  
GET A SCORE TOO...**



# THE INTERNET OF THINGS



<https://www.youtube.com/watch?v=uReVvICTrCM>

# AUSTRALIA METADATA

## RETENTION LAW

Law requires telecommunication companies to store customer metadata for at least two years. Metadata is the background technical information behind a communication e.g. date of a call, how long it lasted, IP address.

Government and law enforcement bodies are able to understand the “patterns” of an individual’s actions.



<https://www.youtube.com/watch?v=d-NCySETRIc>



**WHAT DOES PRIVACY MEAN TO YOU?**

**WHAT CONCERNS DO YOU HAVE WHEN YOU SHARE PERSONAL INFORMATION ONLINE IN ORDER TO USE SERVICES OR PLATFORMS SUCH AS FACEBOOK?**

**DO YOU FEEL IN CONTROL OVER YOUR DATA?**

**WHAT PROTECTIONS DO YOU THINK THE GOVERNMENT AND COMPANIES – SERVICE PROVIDERS SHOULD PROVIDE WHEN YOU GIVE ACCESS TO YOUR DATA?**

**WHERE EXACTLY DO WE DRAW THE LINE BETWEEN PUBLIC INTEREST AND INDIVIDUAL FREEDOM?**

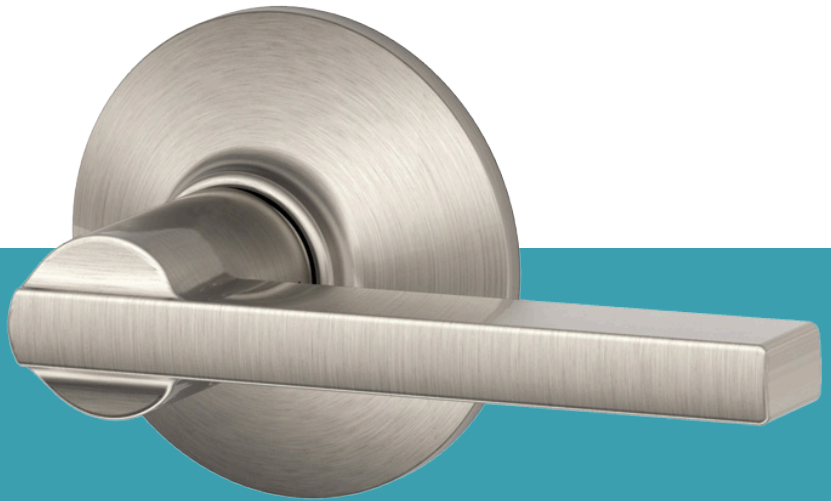
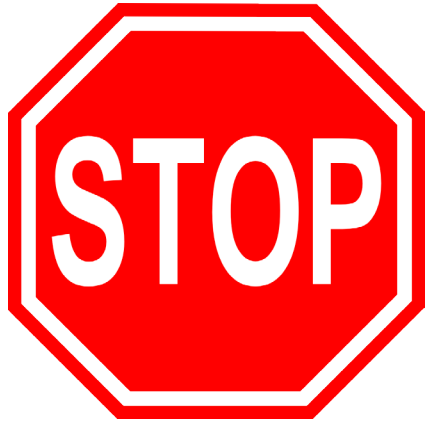


# INCLUSIVE DESIGN

**“THE DESIGN OF MAINSTREAM PRODUCTS AND/OR SERVICES THAT ARE ACCESSIBLE TO, AND USABLE BY, AS MANY PEOPLE AS REASONABLY POSSIBLE... WITHOUT THE NEED FOR SPECIAL ADAPTATION OR SPECIALISED DESIGN.”**

**THE BRITISH STANDARDS INSTITUTE (2005)**







# ROADBLOCKS TO INCLUSIVE DESIGN

**18.3%**  
PREVALENCE  
OF DISABILITY

SELDOM  
CONVENIENCE

UNIVERSAL DESIGN  
**≠**  
INCLUSIVE DESIGN



# ACCESSIBILITY



**“THE FACT OF BEING ABLE TO BE  
REACHED OR OBTAINED EASILY.”**

**CAMBRIDGE DICTIONARY (2018)**





**INNOVATING WITH**

**INCLUSIVE DESIGN APPROACH**

**WHAT IS CURRENTLY WRONG WITH THE PRODUCT DESIGN PROCESS?**

**WHO SHOULD BE INCLUDED?**



# RESPONSIBLE INNOVATION



**WHAT IS**

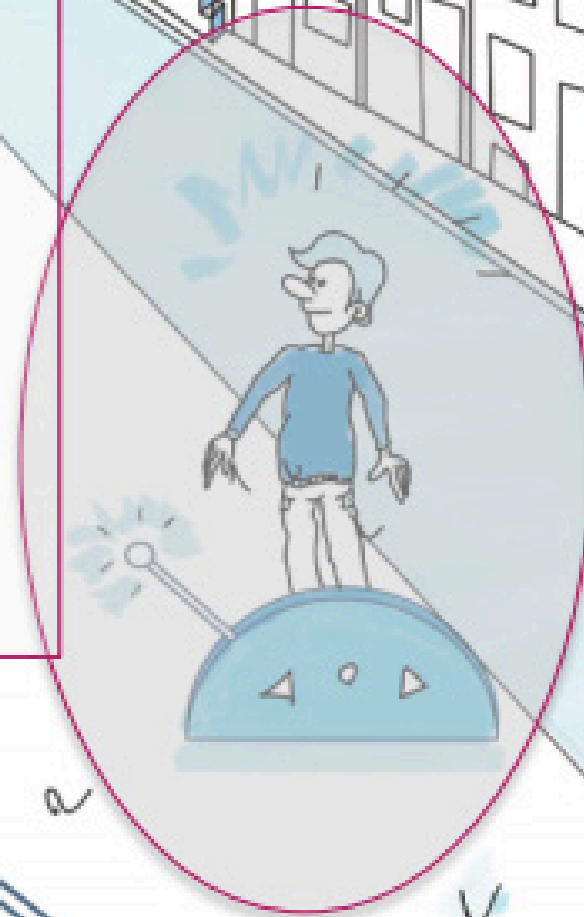
**RESPONSIBLE INNOVATION?**

<https://youtu.be/bs5A-4j5h-I>

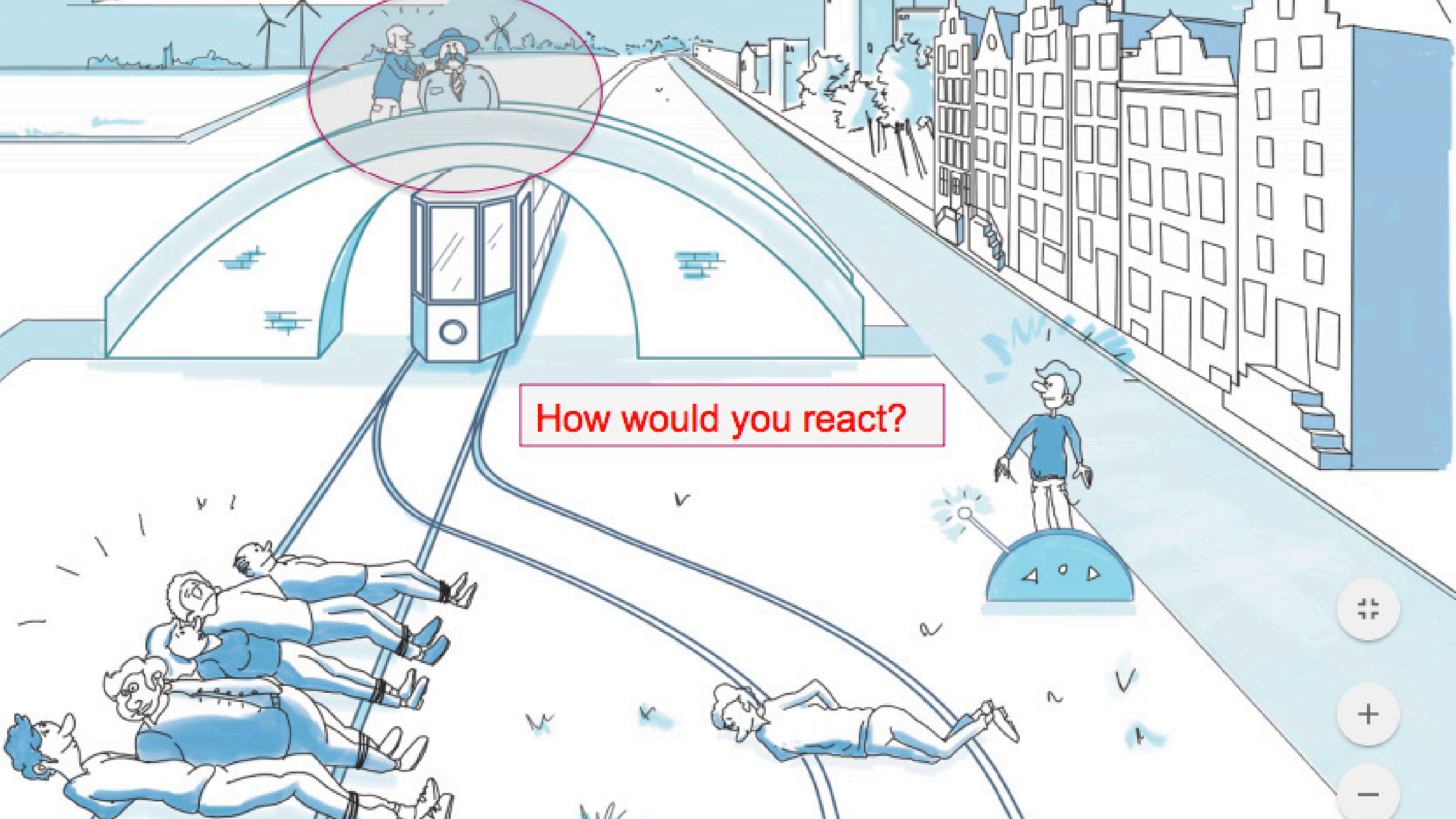


Is it morally  
permissible to  
pull the lever to  
save 4 lives?

What would you  
do? Save 5  
although one  
person loses his  
life as a result.



WHAT WOULD YOU DO? [WWW.MENTI.COM](http://WWW.MENTI.COM) – 118835



How would you react?



# ACTIVITY:

In groups at each table, collectively come up with a list of questions that would be important to consider when thinking about the interaction and integration of new technologies.



# CHECK YOUR TECH

## TOOL KIT

PROMOTING A HUMAN RIGHTS MINDSET



# TOOL KIT

PROMOTING A HUMAN RIGHTS MINDSET

# APPROACHING HUMAN RIGHTS

**P**ARTICIPATION

**A**CCOUNTABILITY

**N**ON-DISCRIMINATION AND EQUALITY

**E**MPOWERMENT

**L**EGALITY

## **PARTICIPATION**

people should be involved in the decisions that affect their rights

## **ACCOUNTABILITY**

there should be a system in place monitoring how people's rights are being affected as well as remedies when things go wrong.

## **NON-DISCRIMINATION AND EQUALITY**

all forms of discrimination must be prohibited, prevented and eliminated. People who face the biggest barriers to realising their rights should be prioritised.

## **EMPOWERMENT**

everyone should understand their rights, and be fully supported to take part in developing policy and practices which affect their lives.

## **LEGALITY**

approaches should be grounded in legal rights that are set out in domestic and international laws.

# QUESTIONS TO CONSIDER UPON IDEATION

WHO WILL USE THIS?

WHO WILL HAVE ACCESS TO IT?

HOW WILL ONE BE ABLE TO ACCESS IT?

IS THERE ANYONE YOU WOULDN'T WANT TO ACCESS IT AND WHY?

COULD IT BE USED FOR ALTERNATIVE PURPOSES?

WHAT POSITIVE ASPECTS DOES IT HAVE?

WHAT NEGATIVE ASPECTS DOES IT HAVE?

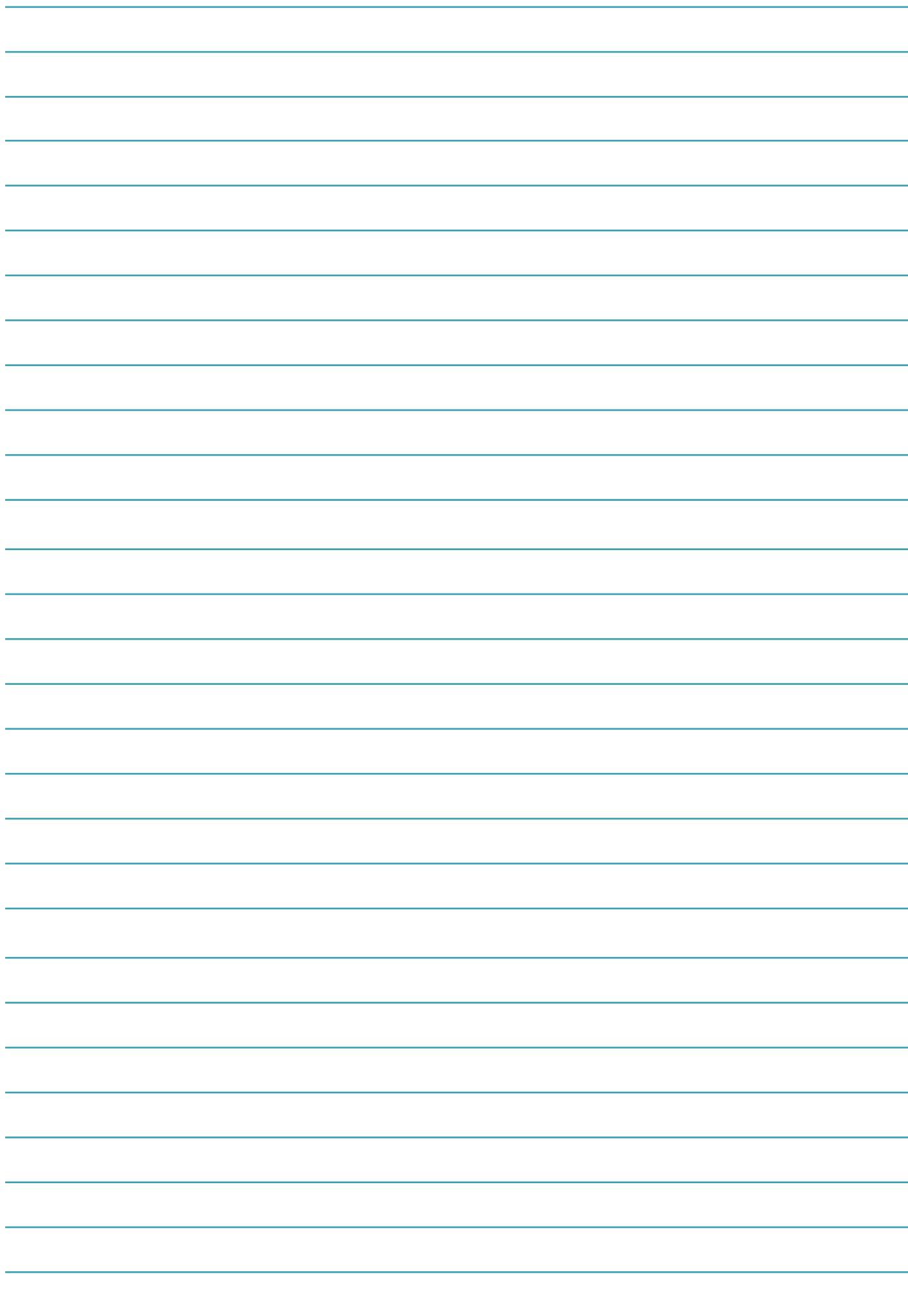
IS IT A TOOL THAT INVADES ONE'S PRIVACY?

WHAT ARE IT'S BENEFITS?

DOES IT CHANGE THE WAY ONE GOES ABOUT THEIR DAILY LIFE  
AND IF SO WHY/HOW?

DOES YOUR PRODUCT OR PRESENTATION HAVE MULTIPLE  
VERSIONS TO ACCOMODATE FOR THOSE WITH AUDIO OR VISUAL  
DISADVANTAGES?





# DESIGN THINKING

## APPROACH

1

### IDENTIFY THE PROBLEM SPACE

- Is there something in your life that is bothering you or that you can see is effecting other people
- What are the challenges that accompany this problem

3

### STAKEHOLDER MAPPING AND IDENTIFYING USERS

- Identify all the stakeholders involved (who does the problem effect the most)
- Confirm that the problem space is in fact a problem through research (primary, secondary, interviews and empathy testing)

3

### INTERPRETATION OF THE PROBLEM SPACE

- Generate persona journey's as they might interact with the problem space through storytelling or visualisations
- Reframe the situation so different audiences can understand the problem

## 4

## IDEATION AND SOLUTION

- What could you do to help this problem space
- Use our questions to ethically guide your ideation to make sure you aren't breaching any human rights
- Draw out your ideas, it doesn't matter if you aren't an artist!

## 5

## EXPERIMENTATION, PROTOTYPING AND TESTING

- Make prototypes (get messy, get crafty!)
- User test these prototypes - it's ok if they're low fidelity, you can refine the best ones later
- Get users from other groups, not just your target group to test it and identify their attitudes, they may look at things from different perspectives which may help you discover things you may have overlooked
- Get feedback and refine

## 6

## EVOLUTION AND REFINING

- Track insights, learnings and attitudes over time
- Consider how you can make it better.

# THOUGHT PROVOKING CONVERSATION STARTERS

THE SAME DEVICE  
CAN BE USED TO  
BRING PEOPLE  
TOGETHER



OR ENABLE  
HATE SPEECH  
AND BULLYING



TECHNOLOGY IS TAKING OVER,  
WHICH SIDE WILL YOU BE ON?

THE SAME  
3D PRINTER  
WAS USED  
TO MAKE  
BOTH OF THESE



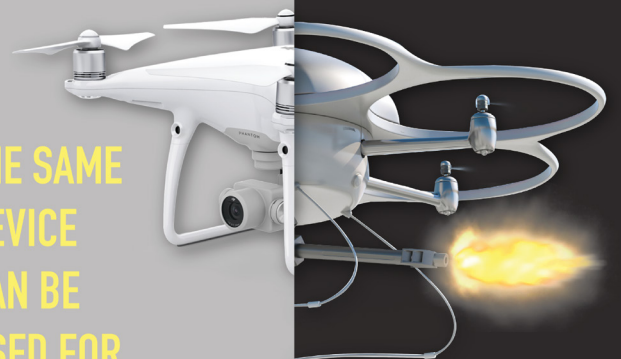
TECHNOLOGY IS TAKING OVER,  
WHICH SIDE WILL YOU BE ON?

WOULD YOU FEEL  
COMFORTABLE  
GIVING YOUR JOB UP  
TO A BOT?



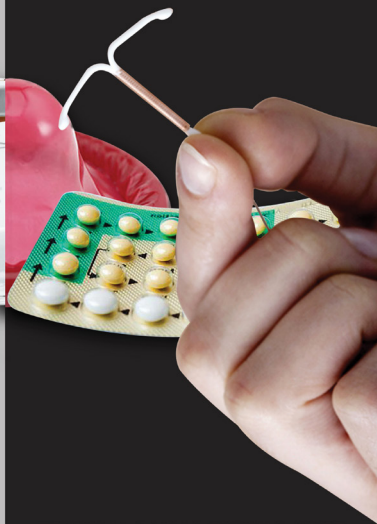
TECHNOLOGY IS TAKING OVER,  
WHICH SIDE WILL YOU BE ON?

THE SAME  
DEVICE  
CAN BE  
USED FOR  
RECREATION  
OR DEATH



TECHNOLOGY IS TAKING OVER,  
WHICH SIDE WILL YOU BE ON?

ONE SIDE  
GIVES LIFE,  
THE OTHER  
SIDE TAKES IT



TECHNOLOGY IS TAKING OVER,  
WHICH SIDE WILL YOU BE ON?

THE SAME  
WIRES CAN  
BE USED TO  
PRODUCE  
EITHER OF  
THESE



TECHNOLOGY IS TAKING OVER,  
WHICH SIDE WILL YOU BE ON?

TECHNOLOGY IS  
CHANGING THE  
WAY WE LIVE AND  
INTERACT



TECHNOLOGY IS TAKING OVER,  
WHICH SIDE WILL YOU BE ON?

WHAT  
WOULD YOU  
RATHER,  
WATCH OR BE  
WATCHED?



TECHNOLOGY IS TAKING OVER,  
WHICH SIDE WILL YOU BE ON?