Adoprivacy, exploring privacy and privacy litteracy: a critical approach

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The Adoprivacy project

Goals

Allow adolescents to appropriate a fundamental right of privacy on digital environment

Multidisciplinary action research

Fifteen researchers from seven laboratories in four French regions

Institutional supports

Defender of Rights (DDD) , National Institute for Youth and Popular Education (INJEP)

Hypothesis

Lack of awareness of privacy rights reinforces social inequalities, the efficiency of predatory platform techniques but also digital violence.
We can facilitate their appropriation by working on social meanings involved in digital activities.

Methodological approach

Building on experienced privacy-related conflict situations

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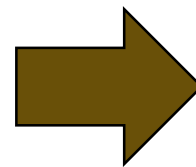
- Design a grounded educational approach
- Take into account social and cultural differences and digital inequalities

Privacy Education in France

- Not an educational subject as such and occasionally approached in three contexts :
  - Civic education - distinction between public and private spheres
  - Digital science and technology education (PIX certification)
  - Sexuality education and prevention of cyberbullying
- Normative approach prescribing good practices rather than reflective activity on the social meanings of online interaction, nor social and gender inequalities
- Approach contradictory to the insufficient controls and rights access available to users, despite legal developments (Derieux, 2021)

The multiple faces of Privacy

Notion of privacy is eminently subjective.
Based on a large literature review, Smith, Dinev and Xu (2011) identified four conceptions of privacy.
The preliminary results of our focus groups suggest a developmental trajectory

SELECTIVE ACCESS TO SELF

- Control of access to intimacy
- Definition of contact networks
- Differentiation of circles of friends

BEING APART FROM OTHERS

- Affirmation of uniqueness and dignity
- Individual autonomization
- Importance of other people's opinions
- Group pressure

RIGHT TO BE LEFT ALONE

- Reflection on policies
- Place of negotiation between peers
- Not always explicit and context-dependent

NEGOCIABLE COMMODITY

- A neoliberal perspective
- Privacy consent versus service
- Unbalanced and misleading "negotiation "
- Difficulties in protection strategy

Adoprivacy project : Short stories as educational and research tools
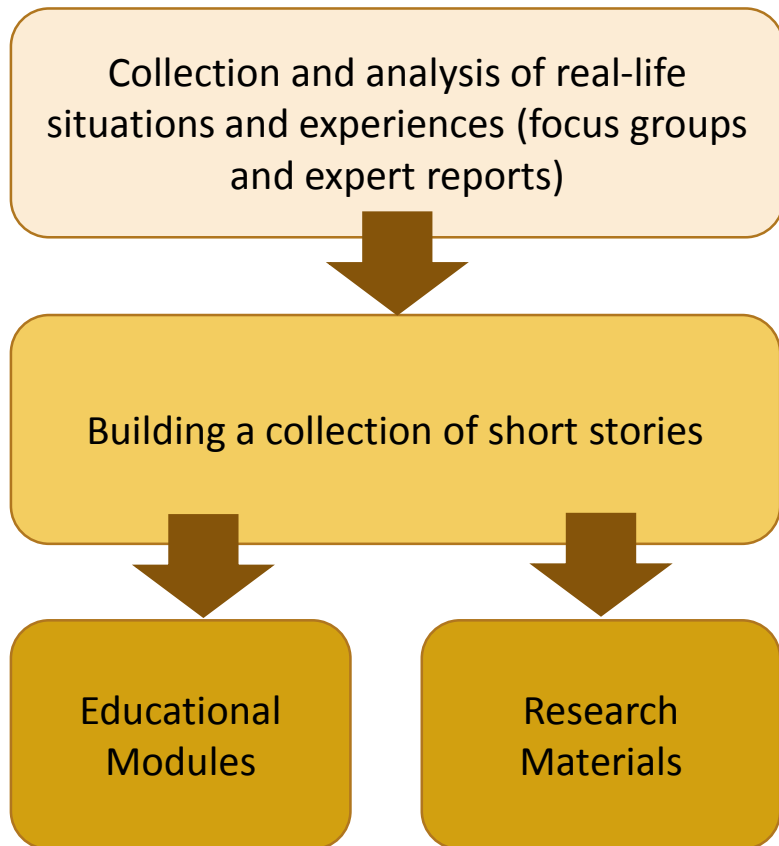
The structure of educational module

1. Reading of the short story (by the teacher or the teenagers)
2. Questions about ethics, personal responsibility, etc.
3. Collective discussion of the adolescents' answers
4. Explanation of legal principles (knowledge issue)
5. Mediations, solutions and possible solutions (ethical and knowledge issues)
6. Actuality of the short story or origin of the short story

Topics

- Photo given and shared without the consent of the person concerned
- Consent of minors to the processing of their data on videogame platforms
- Sharing and/or stealing personal data
- Identity fraud and creation of fake accounts
- Connected objects (watch)
- Selfied
- MMORPG avatars
- Adress books...

Collection and analysis of real-life situations and experiences (focus groups and expert reports)

Building a collection of short stories

Educational Modules

Research Materials

An example of short story

Siam and Laura, two friends (15 years old)

- ✓ Siam: Last night I saw a video on Tiktok, the guy was talking about personal data collection. It's amazing how much is collected from our phones.

- ✓ Laura: Yes, I had seen something like that too. But if we try to be careful, we don't risk much...

- ✓ Siam: and the guy was explaining that it's important to be careful about permissions, you know when you don't want Messenger spying on you all the time.

- ✓ Laura: ah yes, like the thing where you say yes all the time to make it work. But I have to admit I'm starting to pay attention to geolocation anyway.

- ✓ Siam: I admit, even if I don't understand all the implications, the guy on the video was talking about publicity, but also about the influence on our choices in general, and even on political issues. It goes a long way, I don't know if it really influences me, but it's starting to get on my nerves to have to accept being tracked all the time.

- ✓ Laura: Yeah, but what do we do then?

....

An example of short story

Ethical questions
- What duty do we have towards others and their privacy?
- Who is responsible for the right to privacy?
- What is the interaction between an individual, informational self-determination, and a collective dimension?
- Do I have a duty to be concerned about the privacy rights of others? Why (or why not, if applicable)

Legal principles involved
- Notion of personal data and data subject (to be discussed)
- Notions of informational self-determination and consent (under Art. 4(11) RGPD)
- Notion of domestic exception: Art. 2(2)(c) GDPR (see also: Lindqvist judgment of the CJEU)
- Notion of responsibility for processing, to be set alongside responsibility in the ethical sense

Solutions, mediations, recourses
Exercising the right of access, right to oppose (but of questionable effectiveness in this case). https://www.cnil.fr/fr/le-droit-dacces-connaitre-les-donnees-quun-organisme-detient-sur-vous

Discussion

A critical approach

Adolescents' perception of privacy on social network

- Focus groups, questionnaire and studies
- A developmental trajectory of the privacy facets

Contestation of the neoliberal vision of privacy as a negotiable commodity

Redefining the privacy paradox: blaming the user for an unbalanced and insincere pseudo negotiation

Empowering adolescents to manage their privacy on social media

- An original and non-prescriptive educational scheme
- Mobilize their life experience and critical thinking skills

Substitution of the normative educational approach by a reflective and grounded (and political) approach in real life where the responsibility of platforms is also at stake

Website project : https://www.adoprivacy.fr/

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An example of a short story

IDENTITY FRAUD

Two young people A and B

- A: Let's play a joke on John
- B: What kind of joke?
- A: We log on to his ENT account with his password and send a message to Mrs Dee, the Maths teacher, to tell her that John is in love with her.
- B: but that's not good, we're not allowed to do that
- A: it's just a joke, John told me he hasn't changed his password, he knows I can log in to his account

Ethical questions
- What can John do if he finds out that a message has been sent via his account? (tell the school's IT manager)
- Imagine what happens next.
- What are the consequences for John?
- What risks are A and B taking? School sanctions (from warning to disciplinary board), criminal sanctions if the teacher or C complains?
- Is it shocking to do this?

Legal principles involved
- Digital identity fraud : Art 226-4-1 French Penal Code
- Violation of the secrecy of correspondence : Art 226-15 French Penal Code
- Right to privacy: Article 9 French Civil Code

Source : https://www.francetvinfo.fr/culture/video-deux-lyceens-exclus-pour-usurpation-d-identite-de-professeurs-sur-facebook_247179.html

Remedy – solution : CNIL (2015) Comment réagir face à une usurpation d'identité ? https://www.cnil.fr/fr/comment-reagir-face-une-usurpation-didentite