

Individual Dimension

Forms:

To whom	Form	Description
Interviewer	Guiding question	Questions in plain language questions, with examples and with check boxes not to forget anything
Interviewer	Key points of interview	To help with notes taking and to guide final questions. Print from the PPT file in this folder.
Interviewee	Interview questions	To help to visualize and go back to previous points

Instructions:

1. Explain the purpose of the interview and ask the interviewee to sign then consent form
2. Hand out to the interviewee the “Interview questions” form
3. Ask questions in “Guiding questions” form
4. During the interview, make notes on “Key points of interview” form. Make sure it is readable, as interviewee will see it
5. Thank the interviewee and make yourself available to answer any further questions

Please print the forms for the respective dimension and take them with you to the interview.

Print “KEY POINTS OF INTERVIEW”

INDIVIDUAL DIMENSION (Interviewer copy. Tick questions as you advance in the interview.)

Specific Questions	Remind participants to consider...
<p>HEALTH</p> <p><input type="checkbox"/> Can the system improve (or worsen) a person's physical health?</p> <p><input type="checkbox"/> What about a person's mental, and emotional health?</p> <p><input type="checkbox"/> Can the system make a person feel undervalued or disrespected?</p> <p><input type="checkbox"/> What about dependent on the system or anyone?</p> <p><input type="checkbox"/> What about coerced to do something that she is not conformable with?</p> <p><input type="checkbox"/> Can the system make a person feel any other feeling that he or she might perceive as negative?</p>	<p><input type="checkbox"/> the health of the user, beneficiary* or any other person indirectly affected by the system.</p> <p>Say, for example: <i>you mentioned how the system may make the user feel stressed and undervalued. Could others that are not directly interacting with the system have their health affected?</i></p> <p>*a beneficiary does not necessarily used the system, but may benefit from it. E.g. a baby for a monitoring device.</p>
<p>LIFELONG LEARNING</p> <p><input type="checkbox"/> Can the system improves (or worsen) the knowledge of a person?</p> <p><input type="checkbox"/> Can it change her education level?</p>	<p><input type="checkbox"/> <i>the knowledge or educational level of the user, beneficiary or any other person that might be affected by the system.</i></p> <p>Say, for example: <i>You mention the system allow the user to learn about topics of his interest. Could others that are not directly interacting with the system change increase (or decrease) their knowledge?</i></p>
<p>PRIVACY</p> <p><input type="checkbox"/> Can the system expose (or help to hide) a person's identity?</p> <p><input type="checkbox"/> What about her whereabouts or preferences?</p> <p><input type="checkbox"/> What about her relation to friends and family?</p> <p><input type="checkbox"/> Can the system make a person feel more (or less) exposed in any way?</p>	<p><input type="checkbox"/> <i>whether the system processes personal or special categories* data.</i></p> <p>Say, for example: <i>Does the system processes personal data? What is the risk of this data being disclosed? Is this data really really needed for fulfilling the purpose of the system?</i></p> <p>* personal data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade union membership, and the processing of genetic data, biometric data for the purpose of uniquely identifying a natural person, data concerning health or data concerning a natural person's sex life or sexual orientation shall be prohibited.</p> <p><input type="checkbox"/> <i>he privacy or sense of privacy of the user, beneficiary or any other person that might be affected by the system.</i></p> <p>Say, for example: <i>you mentioned that the system makes a person's friends public. Could others that are not directly interacting with the system have their privacy protected or exposed?</i></p>
<p>SAFETY</p> <p><input type="checkbox"/> Can the system expose (or protect) a person to physical harm?</p> <p><input type="checkbox"/> Even if the system is safe, can it make a person feel more (or less) exposed to physical harm?</p> <p><input type="checkbox"/> What if used in an unintended way?</p>	<p><input type="checkbox"/> <i>the safety (real or sense) of the user, beneficiary or any other person that might be affected by the system.</i></p> <p>Say, for example: <i>you mentioned that the system makes the user feel safer. Could others that are not directly interacting with the system have their safety affected?</i></p> <p style="text-align: right;">Turn sheet</p>

<p>AGENCY</p> <p>[] Can the system empower a person to take an action when necessary?</p> <p>[] If it doesn't empower, can it prevent her from taking an action? For example, because the user interface does not allow her to.</p> <p>[] Can a people affected by the system truly understand its implications?</p> <p>[] Can a person realistically voice her concerns about the system? For example, does the person feel comfortable enough to say no?</p> <p>[] If a person cannot voice her concerns, who can represent her?</p>	<p>[] <i>the agency of the user, beneficiary or any other person that might be affected by the system.</i></p> <p>Say, for example: <i>you mentioned how the system prevents someone from approving exceptional cases that are not predicted by the system. Could others that are not directly interacting with the system be affected?</i></p>
---	--

Finishing Questions

- [] During the interview, use template to take notes of TOPICS and KEY POINTS raised.
Sample key points. "HEALTH: feel undervalued", "LEARNING: increased education level", "PRIVACY: expose family and friends", "SAFETY: protect from harm", "AGENCY: prevents approval of unusual requests"
- [] Then say:
Let's take this scenario to the extreme: imagine that many people worldwide are using this or similar system for many years or decades. Think about how one thing may lead to another. We call this a chain of effects. For example, if an employee feels undervalued, he or she may feel less motivated at work, and eventually leave the company, and if that happens frequently, the business may be affected.
- [] Show the list of key points captured, and ask:
*Looking at these key points you mentioned during the interview. Can you think of chains of effects for **some of these key points** in the extreme scenario above?*
- [] Encourage the interviewee to think about as many chains of effects as he or she can.

Is there any **other issue** that is relevant to the **individual** that the system may affect?

Evaluation Questions:

- Background of the interviewee
 - a. Age
 - b. Gender
 - c. Profession
 - d. Expertise
 - e. Education
- Were the questions easy to understand?
- Have the questions been useful for triggering **relevant** discussions on the possible effects of software system in the society / the individual / the environment / the economy / its own ability to endure ?
 - a. Why or why not?

INDIVIDUAL DIMENSION (Interviewee copy)

Specific Questions	Final Questions
<p>HEALTH</p> <p><input type="checkbox"/> Can the system improve (or worsen) a person’s physical health?</p> <p><input type="checkbox"/> What about a person’s mental, and emotional health?</p> <p><input type="checkbox"/> Can the system make a person feel undervalued or disrespected?</p> <p><input type="checkbox"/> What about dependent on the system or anyone?</p> <p><input type="checkbox"/> What about coerced to do something that she is not conformable with?</p> <p><input type="checkbox"/> Can the system make a person feel any other feeling that he or she might perceive as negative?</p>	<p><input type="checkbox"/> Extreme scenario:</p> <ul style="list-style-type: none"> ● Imagine that many people worldwide are using this or similar system for many years or decades. ● Think about how one thing may lead to another. ● For example, if an employee feels undervalued, he or she may feel less motivated at work, and eventually leave the company, and if that happens frequently, the business may be affected. <p><input type="checkbox"/> Looking at this list of key points you mentioned during the interview, can you think of a chain of effects for some of these key points in the extreme scenario above?</p>
<p>LIFELONG LEARNING</p> <p><input type="checkbox"/> Can the system improves (or worsen) the knowledge of a person?</p> <p><input type="checkbox"/> Can it change her education level?</p>	
<p>PRIVACY</p> <p><input type="checkbox"/> Can the system expose (or help to hide) a person’s identity?</p> <p><input type="checkbox"/> What about her whereabouts or preferences?</p> <p><input type="checkbox"/> What about her relation to friends and family?</p> <p><input type="checkbox"/> Can the system make a person feel more (or less) exposed in any way?</p>	
<p>SAFETY</p> <p><input type="checkbox"/> Can the system expose (or protect) a person to physical harm?</p> <p><input type="checkbox"/> Even if the system is safe, can it make a person feel more (or less) exposed to physical harm?</p> <p><input type="checkbox"/> What if used in an unintended way?</p>	
<p>AGENCY</p> <p><input type="checkbox"/> Can the system empower a person to take an action when necessary?</p> <p><input type="checkbox"/> If it doesn’t empower, can it prevent her from taking an action? For example, because the user interface does not allow her to.</p> <p><input type="checkbox"/> Can a people affected by the system truly understand its implications?</p> <p><input type="checkbox"/> Can a person realistically voice her concerns about the system? For example, does the person feel comfortable enough to say no?</p> <p><input type="checkbox"/> If a person cannot voice her concerns, who can represent her?</p>	
<p>Is there any other issue that is relevant to the individual that the system may affect?</p>	