

What happens when researchers stop asking questions and start listening?

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And what happens when the people participating in research become more than participants,

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but the co-creators of the research itself?

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Welcome back to Age and Algorithms.

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In our first episode, you heard directly from our participants about their experiences,

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perspectives and stories.

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In this episode, we're stepping behind the microphone to reflect on the conversations

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we had, the themes that emerged, and what we noticed when we listened back to those

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original recordings that eventually became our first episode.

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I'm Megan Voll, one of the researchers behind Age and Algorithms, and the postdoctoral fellow

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who's also a part of the Preventing Data Harms in Canada project.

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I'm Francis, I've been working on this project for at least two years, maybe three now.

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I'm a PhD candidate in Communication Studies at Concordia University in Montreal.

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Hi, I'm Janelle, and I completed my Masters in Media Studies here at the University of

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Western Ontario.
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And I've been working on the Data Harms project for two and a half,
approaching three years
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now, same time as Francis.
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Together, we're going to talk a little bit about what it was like to
actually co-produce
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a podcast with older adults.
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We'll reflect on some of the themes and research findings that stood
out to us, the moments
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that surprised us, and the things we noticed only after stepping back
and listening to
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the conversations as a whole.
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Because research doesn't always unfold neatly.
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Sometimes it's in the unexpected comment, the story that takes the
conversation somewhere
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we didn't anticipate, or the moment that makes you stop and think when
you hear it again.
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And that's what this episode is about, taking a closer look at what we
heard, and what the
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process of creating age and algorithms, episode 1, with older adults
taught us about doing
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research with people, rather than simply about them.
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Okay, so, you know, I wasn't sure what to think of my focus groups.
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I think that's something we established, you know, going back and forth on the workshop
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day.
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But my group really wanted to talk about stories, and the stories of their experiences with
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scams.
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And it was really interesting, because originally, you know, we started out with, yes, we're
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each going to share a story of how we were scammed, and that actually blossomed out into
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a bunch of different threads about, you know, redress issues with tech.
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And I guess to kind of start off this discussion, I just wanted to get everyone's thoughts on
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the recordings from the podcast and the workshops more generally.
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In my group, there was a lot of talk about, and discourse about censorship and politics
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and the concept that they're aware that they're being surveilled, and they're aware that their
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data and their information is being used against them in certain ways that are causing them
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to be, like, blacklisted or blocked from certain platforms.

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And also, around the concept of misinformation, just targeted ads in some sort of ways and

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like elements of a feeling of encroaching technological entrapment in some sort of ways,

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whether it's being forced to use the technology to enter into certain institutions or being

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forced to use and participate in whatever sort of platforms, structures and infrastructures

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to just navigate life and convenience of modern life.

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And so that was pretty prevalent and an undertone that I think came up in different ways and

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was expressed in different ways throughout the discussion in my group.

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I really loved your group, though, like listening back to the initial recording and then like

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in the podcast, putting it together, just because there was so many threads and it was

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like you kind of had the full, I don't want to say the full platter of data harms, but

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a good subset of them.

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You had like digital surveillance, you had, like you said, the targeted ads.

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And it was just, it was really interesting to listen to because the one thing I also

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noticed was, was I guess how much our conversations ended up overlapping, you know, listening
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back to the original recordings and I guess even grouping the conversational themes, like
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I just putting the podcast together and then listening back, I just, I'm really surprised
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just how similar like themes were or how, even though we started in scams in my group,
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a lot of what they were saying about digital literacy, for example, really spoke to what
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your participants, Janelle, were saying about, you know, targeted ads and having to draw
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boundaries.
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Like that was another one that I kind of saw and then going back to digital labor.
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So there was a lot of overlap and that just really surprised me because obviously I guess
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to me it kind of signals there's something there.
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There's a bunch of themes there that are worth, you know, kind of probing as we develop the
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series out more.
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If I can jump in here, I think one of the, one of the things that really stood out for
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me and I think it kind of connects what you two are saying is how data
conscious everyone
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is.
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But I mean, like everyone knows that data is being collected and that
it has some sort
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of effect on their lives, whether it's like, oh, I need to draw
boundaries because I can't
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control the amount of content I'll be watching or just when I cross
the border, I don't know
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what I'll reveal about myself by presenting my iPhone to the border
person, right?
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There's like, at some point someone said, you don't know what I reveal
about myself.
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I thought it was a very sort of interesting quote because, okay, we
don't know what we
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reveal about ourselves, but by saying that, you mentioned that you
know that you're revealing
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stuff about yourself, right?
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So you know that data is being collected and that it has a form of
agency, I guess, that
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affects us.
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So I think that level of data consciousness is really interesting and
it is very high.
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I think that was really surprising.

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That's an awesome point and to connect that, like, that's a perfect way of encapsulating

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it like data consciousness.

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And in connection to that, in a common thread of what was revealed in, I think, Megan and

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I are groups, in terms of the effects of having this underlying consciousness, whether to

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different extents, however it's perceived, there was conversation of affective emotions

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of fear and disenfranchisement and isolation and alienation to varying extents, whether

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it's in dealing with scams or dealing with just the broad spectrum of like targeted ads

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or surveillance censorship, and there's an implied level of, to an extent, of people

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understanding that they have to self-censor and there's almost this internalized mechanism

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going on where there's an understanding that in participating in the digital world, there

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is a level of understanding that people are being put in compromising situations potentially

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and so there's an understanding of having to navigate with, again, underlying kind of

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admissions of what's described as like fear or anxiety.

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And these anxieties have come out in conversation in our participants talking about who, many

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of them are older adults who are fearful of the world and fearful of the younger generations

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coming up having to navigate a world which is more heavily digitized than they have kind

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of experienced for most of their life, so they're understanding the shift that's going

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on and all these feelings of anxiety, it's kind of rooted potentially in that concept

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that you brought up data consciousness and understanding that there's levels of control

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and levels of digital structures and there's potential consequences and these things are

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a part of a complex interplay where there's potential consequences if you're not self-censoring

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and in certain ways, if that makes sense.

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It does and it is interesting that you brought up two points because the one thing that I

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kind of felt and I don't want to say it as didn't do well or giving a negative connotation

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when I say this, but you had mentioned talking to your group about effective harms and I

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know that's something we're constantly trying to figure out is like

the emotional impact
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of falling victim to a scam or having to give your information away,
like there is an emotional
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impact and we're really trying to articulate that, but there was the
effective and then
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there was talking about the younger generation.
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Now for me, I kept finding in my group I had to keep probing, like I
had to be going, well,
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how does that make you feel?
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I had to be like, I kind of felt like a bit like a psychologist
because throughout the
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recordings you can hear me going, yeah, but can you tell me how you
made, how that made
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you feel or how did that impact you and it was almost like you had to
kind of pull that
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or at least in my group, I felt I really had to pull to kind of get
them to make that connection
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and it was really interesting because very often when I would ask
that, they would default
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almost to talking about, well, I really worry about the next
generation, whether that's
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in respect to labor or how AI is going to take jobs, that was both
interesting and sometimes
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it was a bit frustrating because I was, I kept thinking like, oh,

that's great, you're
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talking about the younger generation, but I really want to hear about
your experiences.
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So I don't know if anyone has any thoughts about that or anything.
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Francis does.
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Francis, I know.
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Listening to your group at some point, it felt like everyone was
worried for you more
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than for themselves, right?
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And like you're the researcher, you're supposed to be like the person
in like the position
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of power in that situation, but like everyone's like, oh, I'm so sorry
for you.
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I think that's wonderful actually.
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But also like everyone is like offloading this to the next person,
right?
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I think that connected, that is clearly connected to what Janelle was
saying, that it feels
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like everyone feels like the solution has to come from themselves.
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It's very like individualized.
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And so if you don't really know what you should be doing for yourself
and you just, you know,

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you fear for the next one, you disengage from technology instead of trying, right?

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And if everyone's afraid of trying, then you just like, oh, like, I won't even give it

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a try, but like this person will have to, because if they want a job, they'll have to

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learn how technology works.

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And like, I'm afraid for them.

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I think there's a lot of that.

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It almost seemed like they were kind of removed, right?

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Like, because I know you had a lot of thoughts about this, Francis, and we were talking about

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it kind of off the recording, but yeah, did you want to dive into that a little more?

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At some point, someone says it feels like everyone who is very like digitally literate

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or is comfortable with technology, they're just not afraid to try, right?

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They're willing to tinker and like make mistakes and fail.

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So there's definitely this level of comfort with technology that is required.

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And I think that is very true, right?

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Like anyone who considers themselves digitally literate doesn't necessarily know everything.

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Like I would say I have a pretty high level of digital literacy, but I don't really understand

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anything that's going on.

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I'm just not afraid to type stuff into Google and try to figure it out, right?

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Or ask a question to someone.

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I think I would frame digital literacy as, you know, not being afraid to try and just

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not being afraid to make a mistake.

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I think the problem here is that there is a pretty significant opaqueness or like lack

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of clarity about what are the actual risks of engaging with technology.

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And I think that really comes out of the conversation, like people really are afraid to mess with

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or mess up, but they don't really know what will happen.

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But they feel like it will be really, really upsetting.

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It will be a really huge issue if I make a mistake, I might lose all of my money, right?

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But in actuality, like if you do not engage with another human being

for the most part,
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like that probably will not happen.
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If you're just on Google, on YouTube, on Facebook, like the chances of
losing all of your life
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savings are pretty slim.
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But to build that confidence and to know when you might or might not
lose all of your life
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savings is really important.
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And I think it's definitely like a discourse thing.
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People are afraid of something, but they don't really know what
they're afraid of.
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And this creates a sort of paralysis.
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And I remember when we were initially talking about this, I kept
thinking, well, I actually
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never framed digital literacy in that way.
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But it is interesting that you do, because that makes a lot of sense
looking back on
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how people in my group talked about their experiences with technology.
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Because I was thinking there was one individual who said I get the
sense, and I think it was
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the same one you actually mentioned, but I get the sense that
everybody, or younger people,

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learn how to use the internet by experimenting.

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And a lot of the times, and a lot of the stories I was being told, maybe not the banking one,

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because I kind of agree with them to an extent, because banking is a little more serious,

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and I'm a little on their side there.

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But things like Word documents, or losing access to documents, I work with documents

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quite frequently.

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And when I was being told these stories, I was like, well, we can back up documents.

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There's ways to back up documents, so if you want to try something, and you want to experiment,

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and you do lose it, you have a copy, it's saved.

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But I do get that fear that they're talking about, because I also live with, let's put

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quotes on it, but older adults who have told me the same thing.

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I'm going like, mom, you can try to do this thing on your iPhone that you've seen me doing.

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I don't want to tell you how to do it right away.

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I want you to try it, play with it, see what you learn.

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And the response I was getting is, I'm afraid of making a mistake.
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So it's really interesting, because when I kept saying that
commonality of I don't want
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to make a mistake, or I'm afraid I'm going to delete something.
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And I think your way of framing digital literacy is maybe how we have
to approach digital literacy,
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is how do we get rid of that fear of we're going to make a mistake?
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What are the safeguards we can put in place to protect our data, to
protect whatever we're
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afraid of losing, or making a mistake of, so that we are confident we
can go forward?
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In Concordia, the coordinator of Engage Center for Research at
Concordia, Eric Craven, holds
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a lot of interesting workshops with groups of older adults in our
offices at Concordia.
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He calls them media jams.
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And for the last year, I've been participating in those workshops.
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And he told me, when I started, the one rule I have with these
workshops is that no one
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is allowed to disqualify themselves before trying something.
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And I thought that was a really powerful idea.
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And obviously, it's in a controlled environment.

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We're in a group, we're trying stuff, and we're doing really cool things like making

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memes, making games, making short videos.

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It's not like banking, obviously, but it's in this more playful environment, like playing

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with technology, that you sort of build that confidence to not mess up, essentially, or

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actually, no, you're just willing to mess up, right, willing to make a mistake.

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And I think that's important, but it needs to be built up in an environment where you

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feel safe, obviously, and not while you're dealing with your online banking.

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No, no, but I like that, though, it brings up the quote, there's a quote by Julia Child

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and I'm not going to say it right, but it's something like, you can't cook unless you're

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okay with failing.

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And I butchered that quote, but how much it applies to the digital literacy and a lot

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of what I think is being said by the people we spoke to in these groups.

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I also think that relates quite a lot to, you know, there was a lot of

deflection to
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the younger people and them needing to learn it and kind of, I don't need to learn this
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or this isn't really my problem, I don't know if anyone else kind of felt the same or saw
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those relationships, would love to hear any thoughts on that.
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The environment that the it stood out to me when you mentioned the environment that was
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created to go about these workshops, and I agree with the powerful statement that was
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almost self assuring to everybody there and could enable them to engage and like go about
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the process of play in a way where they're not like doubting themselves and shutting
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down.
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And it brings me back to, interestingly, kind of an offside connection, perhaps, but Donald
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Winnicott, the psychoanalyst, who has done a lot of work on attachment theory has this
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concept of the holding environment, which describes like a physical and emotional safety
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that would allow a child or an adult in therapy to explore and grow without fear.
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And so these concepts are interesting, I think, because at the core of

engaging various people

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engaging with technology, or things that are new and unfamiliar.

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Even Megan, as you described with your mother, there's and with so many sentiments that we've

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seen, there's a lot of people who don't know, like me, perhaps their attachment with technology

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is like, unfamiliar, a little bit scared a little bit, they're not sure about themselves

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and how they're engaging.

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And so the attachment with it and the uncertainty around how they are perceiving technology,

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if it's fearful, it could cause them to, again, perhaps even like avoid the process fully

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and avoid and disengage with it out of overwhelm, versus somebody who is kind of helping somebody

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come to a positive sort of growth mindset of just like exploring and playing without

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being overcome with fear, that would indicate an environment where they're able to have

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an attachment with technology that isn't fully based in, like fear and disengaging and avoiding,

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and offloading perhaps on to somebody else.

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So it's interesting, I just bring that up because I think in dissecting affective harms,

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and like, ultimately at the core, humans relationships and attachments to technology and how they're

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interacting with it based on their feelings that are underlying.

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It's interesting how that sort of like core relationship with technology can determine

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how people operate with, around or however they so choose with technology, and it comes

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down to like a very human, like a core baseline human sort of emotional attachment that and

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like emotions that we're all kind of feeling.

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And again, like a common thread as humans, like there's these affective dimensions, fear

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and uncertainty, it's underlying so much of what we're kind of talking about.

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So I think that's an interesting, yeah, a little ramble about how I'm kind of connecting

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these things.

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But yeah.

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Maybe to connect what you were saying to an example from the podcast, we were talking

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about building confidence in a playful environment, but there's also like sometimes you have to

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build that confidence in a situation where you do not have the choice to.

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I mean, there was a great story, I think it's from Megan, who had to like call so many people

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to finally get a solution.

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And to me, I was listening to that story and like that is digital literacy.

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Obviously, you have to pick up the phone and call human beings.

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It's not literally on the computer, but so much of digital literacy is just dealing with

0:22:57 – 0:23:02

bureaucracy.

0:23:02 – 0:23:03

If you know, I had a data leak at my bank and someone stole my identity, that is a clear

0:23:03 – 0:23:10

example of data harm, right?

0:23:10 – 0:23:12

Well, what do I had to do is just call the bank five or six times to get the fraudulent

0:23:12 – 0:23:17

card canceled.

0:23:17 – 0:23:19

And I didn't realize it in the moment, but then I was like, oh, wow, that was digital

0:23:19 – 0:23:23

literacy.

0:23:23 – 0:23:24

It's like picking up the phone and calling the bank.

0:23:24 – 0:23:26

And it's exactly what was doing.

0:23:26 – 0:23:29

And I think in that situation, I don't know if he saw it as digital literacy, but I hope

0:23:29 – 0:23:33

he did, or maybe he's listening right now, I hope now he does.

0:23:33 – 0:23:37

But that's a perfect example of not being afraid to mess up.

0:23:37 – 0:23:41

And that happens in a situation where he doesn't have the choice to, right?

0:23:41 – 0:23:44

There's a situation, there's a problem that needs to be solved and, you know, have to

0:23:44 – 0:23:49

pick up the phone and try.

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So there's these two things, either you're forced to learn, or you can just try to do

0:23:50 – 0:23:55

it in an environment where you already feel comfortable.

0:23:55 – 0:24:00

And I just want to add in there, because, you know, I really loved actually chatting

0:24:00 – 0:24:04

with him because he had a lot to say about the scam story.

0:24:04 – 0:24:07

And it was his idea, really, to begin our podcast recording by sharing stories.

0:24:07 – 0:24:13

He really wanted to do that.

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That was a large reason.

0:24:14 – 0:24:15

And I hope he doesn't mind me saying that on why he wanted to do the podcast co-production

0:24:15 – 0:24:20

option in the first place.

0:24:20 – 0:24:22

But what you bring up, Francis, is really interesting because I don't think he viewed

0:24:22 – 0:24:26

the whole experience at all as an example of digital literacy.

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And to me, it really brings attention to this idea that I think there's two different perceptions

0:24:31 – 0:24:37

of digital literacy going on.

0:24:37 – 0:24:39

I think there's this perception, which I do agree with you, it's the method of learning.

0:24:39 – 0:24:42

What do I do when this problem happens to me online or when similar problems happen

0:24:42 – 0:24:47

to me online?

0:24:47 – 0:24:49

And I'm not negating the fact that you will feel scared, you will feel uncertain, especially

0:24:49 – 0:24:54

the more problems you run into, especially identity fraud, because in your case, I would

0:24:54 – 0:24:57

just about panic.

0:24:57 – 0:24:58

I don't know what I would have done.

0:24:58 – 0:25:01

But it's the process of learning a methodology of this is who I can reach out to.

0:25:01 – 0:25:06

Whereas in my recording, I heard a lot of, you know, there's no manual for me to figure

0:25:06 – 0:25:11

out how to deal with this precise issue.

0:25:11 – 0:25:16

There was a couple of people who went to courses at their local library and said they learned

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a lot, but there was still stuff they didn't know.

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And one of those things being is who do I reach out to?

0:25:23 – 0:25:26

Who knows how to fix this problem?

0:25:26 – 0:25:28

And who can tell me how to fix this problem for next time?

0:25:28 – 0:25:32

And I just, again, it's that concept of digital literacy that's just really elusive to me.

0:25:32 – 0:25:37

And the more we talk about it, the more I'm just really fascinated to like untangle it.

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Just because we talk a lot about digital literacy, I think in Canada, when it comes to young

0:25:41 – 0:25:46

people, older adults, what have you.

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But that actual definition of what is digital literacy, I think is maybe not as determined

0:25:49 – 0:25:56

or as we would like it to be.

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And I think it does vary across age and how you grew up too, because manuals and courses

0:25:58 – 0:26:04

are things that belong to let's say the technologies of 20 years ago and maybe not now.

0:26:04 – 0:26:12

I did want to make a last note to Jeanelle about overwhelming too,
because feelings of
0:26:12 – 0:26:19

being overwhelmed when using technologies, that was a, like I said,
that was a big thing
0:26:19 – 0:26:23

I think we both found in our recordings.
0:26:23 – 0:26:26

But that was almost always coupled with, you know what, how is the
youth going to handle
0:26:26 – 0:26:32

this?
0:26:32 – 0:26:33

We got to talk about that.
0:26:33 – 0:26:34

It almost came hand in hand.
0:26:34 – 0:26:37

And there was something, and I really like, I haven't heard of that
theorist, but the
0:26:37 – 0:26:40

idea of play and being overwhelmed and this idea of digital literacy,
it almost makes
0:26:40 – 0:26:46

me feel that we have to have like a good form of redress here, isn't a
course or telling
0:26:46 – 0:26:55

them to go play, it's almost setting up both in the digital context
and the real context,
0:26:55 – 0:27:00

like a sandbox, to put someone in and be like, here are your
parameters and here's how far
0:27:00 – 0:27:05

you can play and go wild.
0:27:05 – 0:27:07

And I find that interesting, because immediately when you were talking
about it and Francis
0:27:07 – 0:27:11

was talking about it, I was thinking, it's a sandbox, like a developer's sandbox where
0:27:11 – 0:27:16

I can go make games, like Francis was talking about, and it's just, it's very interesting.
0:27:16 – 0:27:22

But yeah, this cognitive offloading was also very, very interesting too.
0:27:22 – 0:27:28

And the funny thing is, I remember when we were initially having the conversation about
0:27:28 – 0:27:32

how we want to do the podcast, it was Francis who brought that up, because I just remember
0:27:32 – 0:27:36

sitting there going, oh, I don't know what themes to pull out of my group yet, I've been
0:27:36 – 0:27:42

listening to the recordings over and over, I'm not sure what I can pull out.
0:27:42 – 0:27:45

And I remember, like Francis, you got the cognitive offloading almost immediately.
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And yeah, I just, maybe if you wanted to talk about that a little more, but I know that
0:27:50 – 0:27:57

we, we, the one big thing was how it related to the very thing we all do research on, which
0:27:57 – 0:28:02

is digital ageism.
0:28:02 – 0:28:03

Oh, okay, yeah.
0:28:03 – 0:28:06

This will be very short, but I think it's just on a very basic level.
0:28:06 – 0:28:11

Earlier we were talking about how a lot of the participants were sort of deferring the
0:28:11 – 0:28:17

harm to the next generation or like younger adults.
0:28:17 – 0:28:21

And I think this, just this sort of discourse or the fact that this is sort of an immediate
0:28:21 – 0:28:29

way of thinking just shows that the world we live in is sort of digitally ageist, right?
0:28:29 – 0:28:35

Like the fact that every one who sees themselves as like an older adult has sort of the impetus
0:28:35 – 0:28:41

to sort of deflect the potential risks of the digital world onto younger adults or being
0:28:41 – 0:28:49

afraid for younger adults instead of being afraid for them is very symptomatic of this
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idea that the digital world is not for them, right?
0:28:54 – 0:28:58

And I think that is like, we see that a lot and it connects well also with the idea that
0:28:58 – 0:29:04

sort of you have to be comfortable with technology and be willing to try to sort of feel safe
0:29:04 – 0:29:12

with technology.
0:29:12 – 0:29:14

And so, yeah, I think this is on a very basic level.
0:29:14 – 0:29:17

It's just the digital world is, has not been designed for older adults.
0:29:17 – 0:29:21

So obviously, for most people do not feel sort of comfortable in this world because

0:29:21 – 0:29:26

it was, they were not included from the get-go and hopefully it's changing right now, right?

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But that's what we're trying to do.

0:29:32 – 0:29:36

Well, look, it's interesting because Janelle, you had, I don't know the names actually of

0:29:36 – 0:29:43

them.

0:29:43 – 0:29:44

I'm trying to think.

0:29:44 – 0:29:45

But you had a couple of people who were talking about that in your group.

0:29:45 – 0:29:49

You had one lady and I remember from the recordings, she said, like, it's not because I can't,

0:29:49 – 0:29:55

I don't want to, in some cases, engage with technology and not because I'm not interested,

0:29:55 – 0:30:02

but also because I want the choice to have analog options versus digital options.

0:30:02 – 0:30:08

And I think if I remember right, it was in the context of concerts and concert tickets

0:30:08 – 0:30:14

and to some extent I do agree with that actually.

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You know, being in a venue and you could easily give paper tickets to another member of your

0:30:19 – 0:30:25

party who's with you so they could show it if they needed to.

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But with digital technologies, it's a little more difficult now,

right?

0:30:28 – 0:30:34

You're right.

0:30:34 – 0:30:35

Yeah.

0:30:35 – 0:30:36

And that, I guess the, yeah, the grievance with having those options taken away were

0:30:36 – 0:30:41

for sure expressed and, and yeah, it just feels, I guess, upon their sentiments that

0:30:41 – 0:30:48

sort of more narrow kind of way that they're being forced to participate in the things

0:30:48 – 0:30:55

that they enjoy, I guess that's from the perspective that again, you brought up, definitely a concern.

0:30:55 – 0:31:04

And I guess maybe the one thing I'll just add, this is the last bit for me.

0:31:04 – 0:31:09

So I'd be interested in hearing if there's any other threads people want to, want to,

0:31:09 – 0:31:13

you know, tie up here before we kind of end this.

0:31:13 – 0:31:18

But it was also interesting too, because for all of the, I don't want to say complaints

0:31:18 – 0:31:22

because they weren't complaints, but all of the concerns people brought up in our groups,

0:31:22 – 0:31:27

there were a lot of equally very positive people who talked a lot about, you know, redress

0:31:27 – 0:31:34

and very grassroots, I think, solutions to technological concerns that they had, you

0:31:34 – 0:31:41

know, going around door to door, how do you feel about, you know, in person delivery services

0:31:41 – 0:31:46

being taken away?

0:31:46 – 0:31:47

And while it's not a directly technological issue, I think it's a very interesting one

0:31:47 – 0:31:52

that is being mediated by technology.

0:31:52 – 0:31:56

But it was just really great to hear like as much as they had concerns, like they were

0:31:56 – 0:31:59

also thinking about how can we do what works for us to kind of make it better.

0:31:59 – 0:32:07

And I think we need more of those positive people involved in this conversation about

0:32:07 – 0:32:13

ageism and technology.

0:32:13 – 0:32:15

Yeah, that's a great point.

0:32:15 – 0:32:17

And going off of that, one thing that he kept reiterating, which was really, like I admire

0:32:17 – 0:32:23

was just his sense of childlike, how do I say, like his sense of like childlike openness

0:32:23 – 0:32:35

to play and to want to be a part of what he kind of framed as like the good guys who always

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win in the end and wanting to be a part of a, again, grassroots community oriented sort

0:32:45 – 0:32:55

of movement that is centered around connectivity and being for just
like maintaining humanity
0:32:55 – 0:33:04

and like his, it's interesting in talking about like literacy and the
sandbox, that
0:33:04 – 0:33:11

sort of sandbox concept and talking about play, he's somebody who is
totally rooted
0:33:11 – 0:33:16

towards playing and like trying to get people together and I guess
playing in the sandbox
0:33:16 – 0:33:23

in order to find solutions.
0:33:23 – 0:33:25

And so I think that was an interesting point amidst and it was
refreshing to amidst like,
0:33:25 – 0:33:30

you know, there's very real, again, expressions of harm and fear and
so much more that have
0:33:30 – 0:33:41

come out, but he definitely has fidelity to a lighthearted, like
grassroots community
0:33:41 – 0:33:49

oriented way of sort of in a way delivering redress through community
engagement across
0:33:49 – 0:33:57

ages. And so he has his own sort of like leadership, I guess, method
in what he plans to do, again,
0:33:57 – 0:34:06

with what he presented as something he's a part of called Eye Warrior
as well. So it
0:34:06 – 0:34:13

was a nice one to offset, I guess, a lot of the more deeper
existential sort of disenfranchising
0:34:13 – 0:34:25

sort of thoughts that were and experiences that were being shared. And
it also connects,
0:34:25 – 0:34:34

I guess, to the concept of that Francis brought up, like data
consciousness and amidst many
0:34:34 – 0:34:44

people and their admissions about their understanding that if they are
engaging in a certain way
0:34:44 – 0:34:52

in their data, datafied environments, then they could be faced with
certain consequences
0:34:52 – 0:34:57

and restrictions and whatnot. Those are very real. And I think I'm
trying to remember what
0:34:57 – 0:35:07

Francis brought up our last meeting, but it was a really powerful
question that was about,
0:35:07 – 0:35:14

I mean, if in listening to what people are expressing, like what I
think was a question
0:35:14 – 0:35:23

around like, are we in an authoritarian state if people are expressing
or I'm trying to
0:35:23 – 0:35:32

really I think I Yeah, like, yeah, sorry, I don't want to take it from
you. But it was
0:35:32 – 0:35:38

a really powerful like question that you posed. So what I was saying
is in relation to people
0:35:38 – 0:35:49

being aware that their data has agency and that other human beings can
take advantage
0:35:49 – 0:35:55

of them by using their data. And a lot of those conversations were
related to sort of
0:35:55 – 0:36:01

the government and fear of what the government could do with your
data. But I was as I was
0:36:01 – 0:36:08

saying, I don't think I want to have that in the podcast, because it's

a bit too invites
0:36:08 – 0:36:12

conspiracy a bit too much. I think you're right. Yeah. It's fine to
sort of talk about
0:36:12 – 0:36:21

that in a more academic way, but in a more like, casual chat. But
you're right, we don't
0:36:21 – 0:36:28

have to. Like, I think we've covered like different bases that were
pretty well represented
0:36:28 – 0:36:34

in the podcast, too. So it is a good place to end on, I think. Because
they are questions,
0:36:34 – 0:36:42

even though we don't want to go into them today, but they are
questions I think, maybe
0:36:42 – 0:36:47

are worth exploring in future workshops and future academic research.
Yeah. But I think
0:36:47 – 0:36:55

overall, you're like you positing the concept of like, data
consciousness and how that still
0:36:55 – 0:37:02

kind of has shown itself and like people in it's come out in the
podcast and in sentiments.
0:37:02 – 0:37:11

And generally the fact that exploring that concept more through the
project could be
0:37:11 – 0:37:17

very prevalent in terms of how people are engaged with understanding
data around them
0:37:17 – 0:37:24

and like what what the implications are, and in like different
capacities. So yeah, I like
0:37:24 – 0:37:31

that word data consciousness. Data consciousness, and maybe that's a
good word to end on. And
0:37:31 – 0:37:37

we can, we can focus on that for our next workshops, which will be
which will be happening
0:37:37 – 0:37:42

in September, not to shameless plug to whoever's listening. But if you
are interested and around
0:37:42 – 0:37:48

the London, Ontario region around that time, you should stay tuned and
sign up. We'd love
0:37:48 – 0:37:55

to have you.
0:37:55 – 0:38:02