

# In-Class Activity

Download the jar file from this week's lecture materials page and drag it into any open IntelliJ project.

Right-click and Run the program. Try entering your name and student number to see what happens.



Try other names and values to see what happens to identify problems with the program.

Who would be affected by the problems you identify?

```
url(../img/phonelco.png) no-repend
```

Like themselves



Like themselves

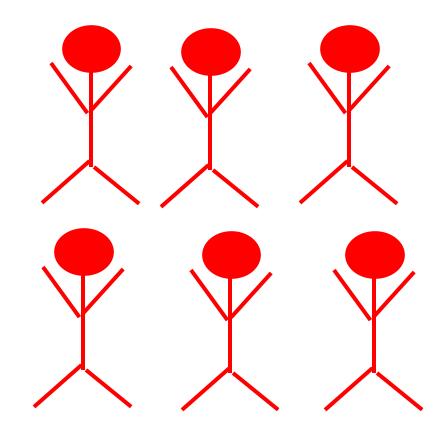
Or



Like themselves

Or

A member of the majority



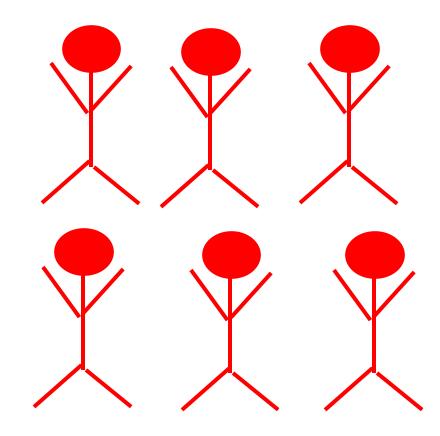


Like themselves

Or

A member of the majority

And this leads them to design products that don't work as well for the minority.







Group A: Apple Users



Group B: Android Users



Group A: Apple Users



Group B: Android Users

Guess: What percentage of Canadians are in each category?



Group A: 60% Apple Users



Group B: Android Users

40%



Suppose you are designing an application for Apple users.

What are some reasons that you might port the code to Android, even though Android users are in the minority?

What are some reasons that you wouldn't port the code to Android?



Group A: Young and Middle- 80% aged Users



Group B: Elderly Users

20%



What are some difficulties that elderly users might face in accessing an app designed for younger users?



Group A: Young and Middle- 80% aged Users



Group B: Elderly Users

20%



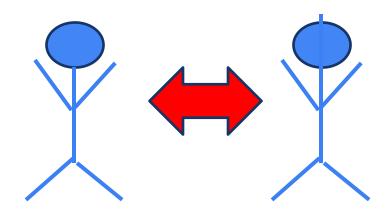
Remember the reasons you pointed out to make a port for Android users.

Are there any additional reasons to make the app accessible for elderly users?

Elderly users are often more vulnerable than younger users.

They may suffer more tangible harm than others without access to an app – loss of happiness, health, freedom, opportunities, etc.





Philosopher Elizabeth Anderson talks about the idea of relational equality or democratic equality: being able to relate to someone as an equal

Not about tangible things, but status.





What can make someone feel less than equal to others?

When you design an app that works for Apple users, but not Android users....

..... you usually don't communicate that Android users are less than equal to Apple users.



When you design an app that works for young and middle-aged users, but not elderly users....

.... you usually communicate that elderly users are less than equal to other users.







It's not just age!

Many other characteristics are connected to relational harm...

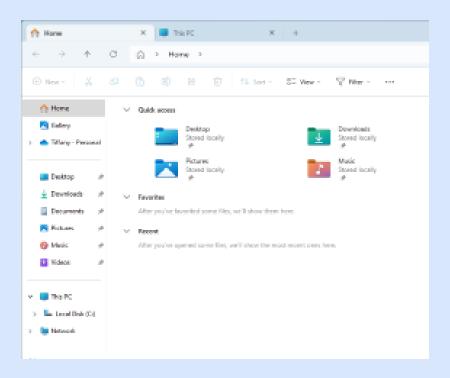
e.g. gender, race, sexuality, class

So it is important to design in a way that is inclusive of these characteristics.

## Compare the following interfaces to a file system:

```
'dev/sda3
mars@marsmain /usr/portage/app—shells/bash $ date
mars@marsmain /usr/portage/app-shells/bash $ lsmod
Module
                      Size Used by
rndis wlan
rndis_host
                      8696 1 rndis_wlan
cdc ether
                      5672 1 rndis_host
                           3 rndis_wlan,rndis_host,cdc
usbnet
parport_pc
                     38424
                           0
fglrx
                           1 parport_pc
parport
mars@marsmain/usr/portage/app-shells/bash 🖇 📙
```

BASH: a text interface to a file system



Windows File Explorer: a graphical interface to a file system

Who are some users who would have difficulty with both systems (without further assistance)?

Who are some users that may have more difficulty with BASH than File Explorer?

Who are some users that may have more difficulty with File Explorer than BASH?

Which of these users might be caused relational harm if you designed without keeping them in mind?



The main lesson of this module is that it is important to imagine a diverse range of users when designing an application: by failing to do this, you can cause tangible and relational harm.

An especially important way in which users differ from one another is disability.

In module 2, we will talk about disability and how to design with disability in mind.

## Acknowledgements

This module was created as part of the Embedded Ethics Education Initiative (E3I), a joint project between the Department of Computer Science<sup>1</sup> and the Schwartz Reisman Institute for Technology and Society<sup>2</sup>, in association with the Department of Philosophy<sup>3</sup>, University of Toronto.

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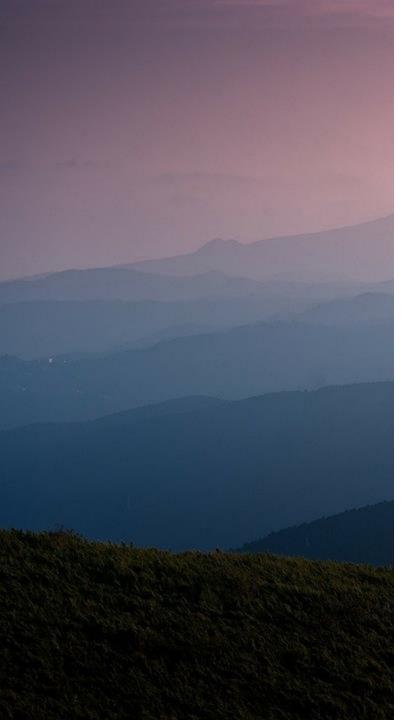
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## References

• Anderson, Elizabeth. 1999. "What is the Point of Equality?" *Ethics* 109(2): 287-337