Presentation by

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Date

Lessons learned in training 'safe users' of confidential data

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How to train users of confidential data

- Confidential data users
  - can't be trusted (all potential "intruders")
  - don't care about data protection
  - do want to know the law
  - aren't interested in the nuances of confidentiality

- Therefore we need to
  - teach them the legal framework
  - give clear unambiguous rules
  - ensure awareness of consequences

- This also protects the data holder
  - misuse only arises from deliberate flouting of rules
  - (as long as we have covered everything relevant…)

How to train users of confidential data

- In short, the ideal course
  - **frightens** the user with knowledge of consequences
  - **educates** the user in the rules of data use
  - **authorises** the user to use data, but on his/her own
  - **responsibility**

- Q: Are we missing anything?

- A: Everything important about
  - data access
  - pedagogy
  - human psychology

How to train users of confidential data

- Confidential data users
  - can't be trusted (all potential "intruders") **Nope**
  - don't care about data protection **Nope**
  - do want to know the law **Nope**
  - aren't interested in the nuances of confidentiality **Nope**

- Therefore we need to
  - teach them the legal framework **Nnn…**
  - give clear unambiguous rules **Nnnnn…**
  - ensure awareness of consequences **Nnnnnnno…**

  … ish. Sort of yes

- This also protects the data holder **No no no no no no no no no…**
  - misuse only arises from deliberate flouting of rules
  - (as long as we have covered everything relevant…)

What do we know about... researchers?

- Trustworthy

- Well-intentioned

- Predominately intrinsically motivated

- Human

What do we know about... psychology?

- The information we hear is affected by our
  - motivations
  - social environment
  - preconceptions

- Rationalisation preferred to rationality

What do we know about... teaching?

- Interaction better than lectures

- Self-discovery better than instruction

- Very low retention of facts

- Face-to-face better than passive medium

How to train users of ~~& data holders~~ confidential data **badly** ~~effectively~~

- Assume researchers are…
  - there because they have to be
  - expecting to learn facts
  - focused on themselves
  - focused on their research careers

- But they are also
  - sensible, intelligent and willing to engage
  - able to hold complex discussions on nuanced topics
  - annoyed by being seen as 'untrustworthy'
  - uninterested in and unlikely to retain detail
  - human

The new model: principles

- Simple, broad messages, not detailed facts

- Attitudes, not behaviour

- Community, not individual

- Positive not negative

- User-centred, not provider-centred

- Interaction, not instruction

Old versus new

- Old
  - **F**   ○ **frighten** them
  - **E**   ○ to **educate** them
  - **A**   ○ **authorise** them but shift
  - **R**   ○ **responsibility**

- New
  - **S**   ○ **simple**
  - **A**   ○ **attitudinal**
  - **C**   ○ **communitarian**
  - **P**   ○ **positive**
  - **U**   ○ **user-centred**
  - **I**   ○ **interactive**

Old versus new: evidence

- Directly (breach prevention): almost none

- Indirectly (positive behaviours): lots of anecdotal evidence

- Current project to gain evidence:
  - new course designed upon these guidelines
  - pre-/post-course attitudinal questionnaires
  - follow-up behavioural analysis

- Results by the next UNECE conference…

Questions?