

Unbias Fairness Toolkit Handbook

Written, Edited & Designed by Giles Lane

Illustrations by Alice Angus

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Unbias: Empowering Users Against Algorithmic Biases for a Trusted Digital Economy (EP/N02785X/1)

unbias.wp.horizon.ac.uk

If your Trustscape is shared online, it may be responded to by people working in the technology industry, policymakers or others (see the next section on Stakeholder MetaMaps). The MetaMaps can also provide further opportunities for discussion and debate. Additionally, you might use the *Participant Value Perception* worksheet (p. 22) to evaluate any MetaMaps and the quality or value of their responses.

What Happens Next

Check out Unbias' website and social media for other Trustscapes and use them to discuss issues in class or group settings.

We will post it on Unbias' website and social media (Instagram & Twitter) with the hashtag: *#trustscape*

access	accountable	acknowledged	addiction	lawful	laws	location	locked up	legal	license
allowed	ambiguous	anxiety	attached	lles	loss	magnetic	manipulation	marginal	loopholes
attention	automated	aware	bad	being followed	meaningless	mistrust	moderate	monitored	obscure
belief	bias	buying	cage	change	open	owed	normal	personal	prevented
choice	claim	clear	closed	certify	positive	private	pressure	profit	protection
conformity	comfortable	common	compromise	connection	control	protest	rebellion	regulations	released
convenience	confusion	danger	deception	definitive	reality	recommend	reputation	restriction	rules
denial	depth	detached	distracted	dynamic	review	risky	secret	selling	standard
disbelief	disruption	enabled	exploitation	fact	shared	static	status quo	stereotyped	strange
echo chamber	empowered	escape	fake news	filter	filter bubble	following	friend	gossip	hidden
formal	free	freedom	hacked	hollow	illness	knowledge	uncommon	unnecessary	verifiable
fiction	filter	filter bubble	hacked	hollow	illness	knowledge	uncommon	unnecessary	verifiable
fair	fake news	filter	filter bubble	hollow	illness	knowledge	uncommon	unnecessary	verifiable
enemy	escape	exploitation	fact	shared	static	status quo	stereotyped	strange	standard
genuine	good	gossip	hidden	hollow	illness	knowledge	uncommon	unnecessary	verifiable
handicrafts	ignorance	intervention	justice	legal	illness	knowledge	uncommon	unnecessary	verifiable
informal	intervention	justice	legal	illness	knowledge	uncommon	unnecessary	verifiable	well-being

Keywords

FAIRNESS TOOLKIT HANDBOOK



Sketches



FAIRNESS TOOLKIT HANDBOOK

The toolkit consists of three main parts:

- *Awareness Cards* – to help people to explore and think critically about the issues in an engaging way;
- *TrustScapes* – to help people express their perceptions and feelings about the issues in a shareable format;
- *MetaMaps* – to help stakeholders (industry, researchers, policy and decision-makers) respond to the issues raised in the TrustScapes and contribute to an evolving public civic debate.

The Fairness Toolkit is one of our project outputs aiming to promote awareness and stimulate a *public civic dialogue* about how algorithms shape online experiences and to reflect on possible changes that can address issues of online unfairness. The tools are not just for critical thinking, but for *civic thinking and doing* – supporting a more collective approach to imagining the future, in contrast to the individual atomising effect that such technologies often cause.

Increasingly, our everyday interactions in the modern world are mediated and filtered through algorithms: analysing our behaviours, inferring our preferences and channeling the choices we are offered. These algorithms are embedded both within the personal computers and devices we use, as well as within the larger infrastructures that manage and facilitate everyday life. The UnBias project explores the user experience of algorithm driven internet sites and the processes of algorithm design. We are particularly interested in circumstances in which algorithmic processes might (intentionally or unintentionally) produce biased or unfair outcomes – for instance in the form of helping fake content to spread on social media, producing search results that reinforce prejudiced attitudes, or the excessive personalisation of content and collection of personal data.

INTRODUCTION



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Send us feedback

We welcome comments or feedback:

- has it been helpful in raising your awareness of how algorithms can be biased, trustworthy or unfair?
- has it inspired you to change your use of online systems and how much personal data you share?
- has it helped you form your own opinion about what you would like to see happen to make algorithms and the online systems that depend on them fair, trustworthy and unbiased?
- has it helped you articulate and express your ideas?
- do you feel your ideas have been listened to?
- has it helped you understand more about the experiences of young people, or users in general?

Email us at : unbias@cs.ox.ac.uk

Sources

Content for the cards was sourced from many different research studies, sites and media organisations, including:

- Citizens Advice – www.citizensadvice.org.uk
- Equality & Human Rights Commission – www.equalityhumanrights.com
- UK Information Commissioner – www.ico.org.uk
- National Health Service – www.nhs.uk
- Health & Safety Executive – www.hse.gov.uk
- The Guardian – www.theguardian.com
- Gizmodo – www.gizmodo.com
- Arstechnica – arstechnica.com
- ProPublica – www.propublica.com
- Bloomberg – www.bloomberg.com
- IEEE Use Cases for P7003 Standard – sites.ieee.org/sagroups-7003
- BBC Bitesize – www.bbc.com/education

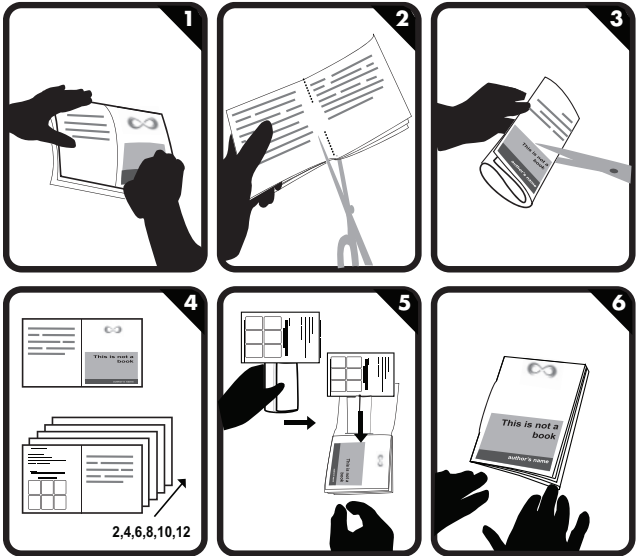
FAIRNESS TOOLKIT HANDBOOK



UnBias Fairness Toolkit Handbook

Giles Lane
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<http://bkltr.it/2laV46E>

Exercise – 8 dynamic group activities for exploring how bias, trust, prejudice, unfairness and discrimination operate.

the consequences of its decisions?

Process – 8 “Be the Algorithm” cards: what are the inputs, steps and other factors which influence and effect an algorithm and

Example – 12 real life examples of algorithmic bias, unfairness and untrustworthiness.

The deck has eight different suits, or types, of cards:

The Deck

any way that suits you or your group best.

There are no right or wrong ways to use this deck, use them in

- How do we know when, where, how and why bias, unfairness or untrustworthy decisions and outcomes are taking place?
- What are the relationships between data, rights, values and other factors in algorithmic systems?
- What are the relationships between data, rights, values and but as communities and societies too.

we do in everyday life. They affect us not just as individuals, interview, who gets a bank loan, and many other things that dictating our news feeds, internet searches, who gets a job Algorithms are everywhere, affecting our lives and privacy, racial and gender profiling and misinformation often hidden in algorithmic decisions.

exploring how decisions are made by algorithms and the impact that they have on our lives. Use the cards to start conversations and activities to inspire new ideas which can tackle the bias, The deck of Awareness Cards is a *civic thinking and doing* tool for

Purpose

AWARENESS CARDS



FAIRNESS TOOLKIT HANDBOOK

It also includes additional materials:

- *Value Perception Worksheets* – for assessing and evaluating the value of using the toolkit;
- *Sketch Sheets* – illustrations by artist, Alice Angus, which are derived from our co-design workshops with young people visualising many of their concerns and feelings about the internet, data and algorithms;
- *Keyword Sheets* – keywords also derived from our co-design workshops with young people.

Co-Design Workshop Findings

The toolkit has been co-created with young people and stakeholders whose input has greatly informed the design process. We conducted a series of workshops with young people aged twelve to seventeen in two schools and with a group of sixteen to twenty-two year olds in a community centre to understand more about how aware they are of the issues, how relevant to their own lives they perceive them to be and, what they thought should be done.

Our observations revealed a consistent fatalism and lack of a sense of agency linked to the highly personalised nature of young people’s interactions with the technologies. This fostered a sense of isolation and inability to effect change, coupled with a very limited sense of their rights and how the law already protects them in their interactions with service providers and big companies. They often feel that their voice is neither heard nor listened to, even when they are the targets of some of the most aggressive marketing techniques.

Many of the participants were surprised both at the scale of algorithmic systems and how much their data and behaviours are already tracked across the internet by government and industry. What might start with a degree of apathy and lack of concern always ended with intense debate and with a sense that their generation will be the next to shape and determine the future. This toolkit should help focus and amplify such debates.

RESOURCES

Download

The Toolkit is available to download as individual files or in a compressed Zip archive here:

<https://unbias.wp.horizon.ac.uk/fairness-toolkit>

Open Educational Resource

Our colleagues at the Horizon Digital Economy Institute, University of Nottingham have created an open educational resource to accompany their Youth Jury programme:

<https://nyj.wp.horizon.ac.uk>

UnBias Animation

A short animation by Scriberia introduces the UnBias project and the issues at its heart:

UnBias Youtube Channel

Post your own videos inspired by the animation, or your responses to the Toolkit on our moderated channel :

<https://tinyurl.com/our-future-internet>

ACKNOWLEDGEMENTS

Toolkit Concept & Design : Giles Lane
Illustrations : Alice Angus
proboscis.org.uk

Designing the toolkit was a participatory process involving the following people, to whom many thanks are offered:

UnBias Team
Horizon Digital Economy Institute, University of Nottingham
Professor Derek McAuley, Dr Elvira Perez Vallejos, Dr Ansgar Koene, Dr Liz Dowthwaite, Dr Virginia Portillo, Monica Cano Gomez & Dr Helen Creswick.

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Professor Marina Jirotko, Dr Helena Webb, Dr Menisha Patel, Paula Fiddi & Ross Gales.

School of Informatics, University of Edinburgh
Dr Michael Rovatsos, Dr Sofia Ceppi & Dr Alan Davoust.

Co-Design Participants:
Staff & Students at **Sir John Lawes School**, Harpenden
Staff & Students at **Elizabeth Garret Anderson School**, Islington
Mel Jewell, Community EET Worker at **Oxfordshire County Council** and members of the **go_girl:code and create** group

Special thanks to theatremaker and improv expert Alex Murdoch for devising the Awareness Cards Exercises.

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What are algorithms? Put simply, an algorithm is a process or list of rules to follow in order to complete a task: such as solving a problem, doing a calculation or making a decision. The cards are designed to help people develop key critical skills in analysing and interpreting how and why decision making takes place, as well as the impacts

Use the cards to help people develop critical thinking skills. They help analyse *how* and *why* decisions are made: what role algorithms and data sources play in automated systems; where and how bias, unfairness and untrustworthy occur; and what their effects might be.

Critical Thinking Skills

The *Process* and *Exercise* cards suggest a range of activities for participants to explore the issues in different ways: from the analytical to the experiential, the logical to the discursive, the solitary to the social. Participants can draw upon their own experiences, or on stories and reports they have encountered in the media. The Exercises provide opportunities for role play, improvisation, collaboration and shared experiences of bias, fairness and trust.

The *Data, Rights, Values* and *Factors* cards can be used as specific discussion topics that encompass wider themes and issues affecting society. They can also be used with the *Process* and *Exercise* cards to add depth to the discussion and to provide further stimulus and inspiration.

There are no specific rules to use the cards: you can use the whole deck or pick individual suits or cards and use them in different combinations.

Getting Started



FAIRNESS TOOLKIT HANDBOOK

RIGHTS

HUMAN RIGHTS

some of your basic rights are:

- right to life
- right to respect for private and family life
- right to personal liberty
- right to freedom of expression
- right to freedom of belief and religion
- right to education
- right to non-discrimination
- right to a fair trial
- right not to be tortured or treated inhumanely
- right to protection of property

find out about UK human rights legislation:
www.citizensadvice.org.uk
www.equalityhumanrights.com

VALUES

RECOGNITION

- accomplishment & mastery
- being visible
- high achievement & success
- public credit & respect
- social status
- fame
- competency & proficiency
- self-respect & pride
- self-esteem
- seniority
- prestige

GLOSSARY

WHAT IS AN ALGORITHM?

An algorithm is a process or list of rules to follow in order to complete a task, like: solving a problem, making a decision or, doing a calculation. When an algorithm is written, the order of its instructions is critical: it determines the result of the process.

Algorithms are essential to the way computers process data. Their design is often influenced by other factors such as laws and values deemed important to society.

Algorithms are ubiquitous in everyday life. They are embedded in the software of our personal computers and devices as well as in the wider infrastructures facilitating and controlling modern day life.

FACTORS

DISCRIMINATION

Discrimination means treating a person unfairly because of who they are, or because they possess certain characteristics. If you have been treated differently from other people only because of who you are or because you possess certain characteristics, you may have been discriminated against.

Discrimination can occur in different forms:

- direct discrimination
- indirect discrimination
- discrimination by association
- discrimination by perception
- harassment
- victimisation

learn more about UK equal opportunities:
www.equalityhumanrights.com

DATA

PERSONAL INFORMATION

- home address
- telephone number
- mobile phone number
- email addresses
- social media identities
- places of education
- places of work
- previous addresses
- sexual orientation
- ethnic identity
- family background (e.g. natural family, adopted, fostered, in social care)

EXAMPLE

PERSONALISATION

Personalisation helps users and also provides a way for platforms to boost their advertising revenue. However, personalisation could lead to online filter bubbles in which users only see content that is similar to what they have already liked, thereby reinforcing narrow or inaccurate viewpoints. Personalisation can also produce annoyingly inaccurate recommendations (for shopping items, relevant job advertisements etc.) or even potentially discriminatory ones. Personalisation algorithms collate and act on information collected about online users. Some people regard this as a breach of privacy, leading to an emergence of options to opt out of personalisation advertisements and not to be tracked as you browse online.

PROCESS

BE THE ALGORITHM : HIRING STAFF

Imagine you are an algorithm that selects interview candidates for a job:

- what **data** would you like to know about the candidates?
- what **data** shouldn't you know?
- how would you use the data to **select** who to interview or not?
- what **values** would guide your decision?
- what **rights** and **laws** would you need to respect and comply with?
- what **factors** might affect the outcome?
- how would you **communicate** your decision to the candidates?
- what could the **consequences** be?

EXERCISE

POSITIVE DISCRIMINATION

What positive qualities do other people see in you?

Set up the room 'speed dating' style, with chairs facing one another:

- elect someone to keep time;
- when they give the signal, you have 30 seconds each to notice and share 3 positive qualities about your opposite partner, and vice-versa.
- note down the qualities you are given by each partner;
- when the timekeeper gives the signal, move onto the next person.

Did you know that other people thought about you like this? How does it feel to have your qualities recognised or ignored? Does it feel like their observations were positively biased in your favour?

Data – 12 cards describing types of personal data we commonly share across numerous platforms and services.

Values – 10 cards with over one hundred values that typically motivate people in everyday life.

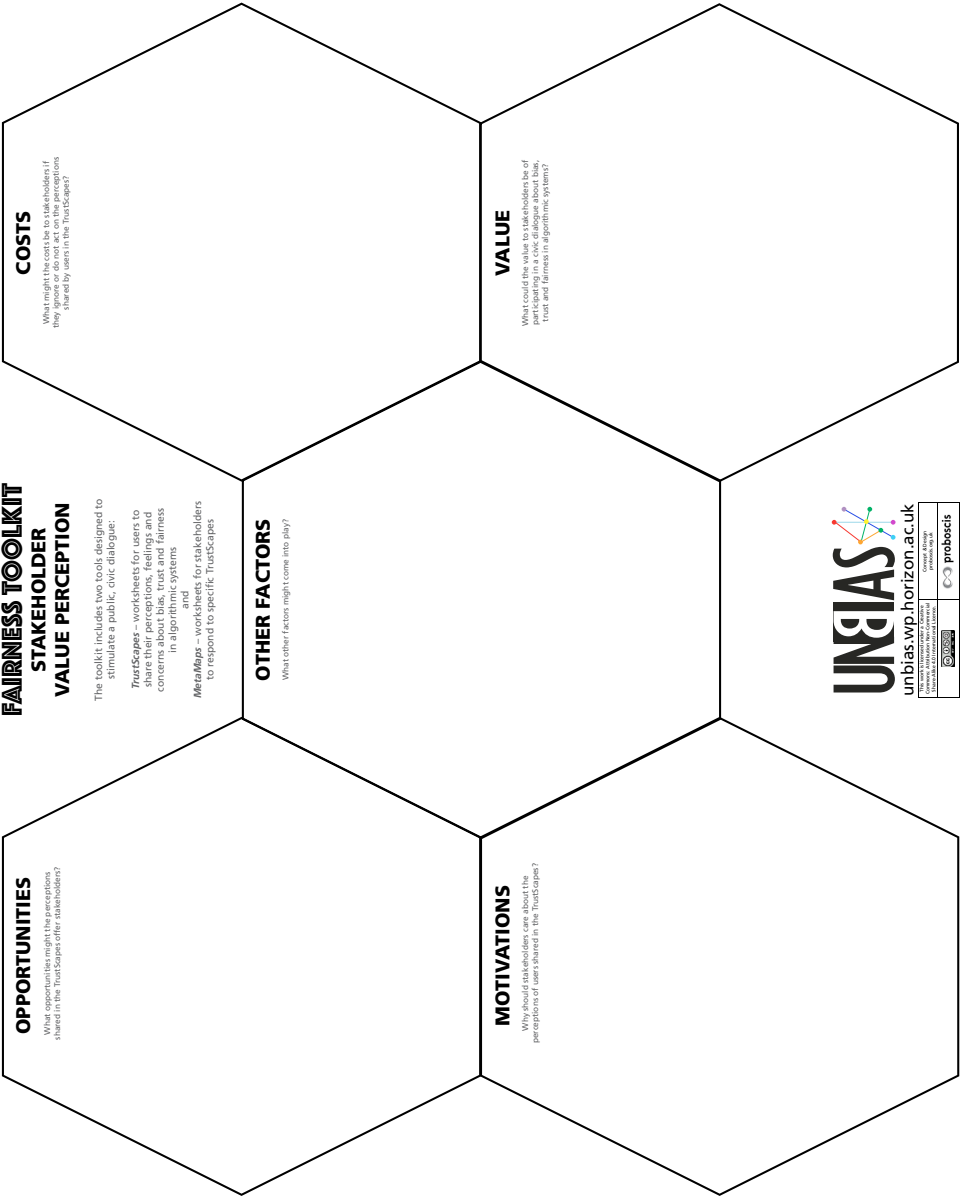
Rights – 8 cards summarising key rights upheld by United Kingdom law: *human rights, disability rights, equality rights, consumer rights, employment rights, data protection rights, health and safety and patient rights.*

Factors – 4 cards describing common factors which affect decision-making – whether human or machine-automated – *bias & prejudice, discrimination, trust and fairness.*

Glossary – a simple explanation of an algorithm is. An additional card describes Artificial Intelligence and Machine Learning.



FAIRNESS TOOLKIT HANDBOOK



- What decides the stories in our news feeds?
 - Why do we trust the media?
 - How can we detect bias in historical sources?
 - Recognising how bias affects your daily life.
- Teachers and educators can use the cards for debates and activities in classes or workshops in different subjects and across the curriculum:

Topics of Investigation

Openness	Focus	Understanding
Inquisitiveness	Reflection	Concentration
Peacefulness	Enthusiasm	Passion
Diversity	Inspiration	Belief
Engagement	Education	Curiosity
Playfulness	Wisdom	Resourcefulness
Courage	Support	Challenge
Vulnerability	Strength	Optimism
Life Experience	Skills	Integrity
Presence	Creativity	Drive
Expertise	Confidence	Beauty
Listening	Youth	Talent
Approachability	Hope	Awareness
Empathy	Thoughtfulness	Belief
Kindness	Spark	Sensitivity
Fun	Faith	Honesty
Nerve	Vitality	Insight
Humour	Grace	Wit
Cheek	Determination	Tenacity
Vision	Intuition	Patience
Thoughtfulness	Attentiveness	Commitment

Personal qualities
People are complex and often have contradictory beliefs and values. Below are some qualities to consider when you are using the cards; combine them to discuss the ways they might influence people or systems make decisions:



and consequences it can have.

Why is this important?
Decisions about our lives are made by systems that are increasingly being automated. The cards can help build awareness of where and how such decisions occur. They also help to develop critical thinking capacities about whether or not the decisions may be biased, and what factors might motivate any discriminatory or unfair outcomes.

Risk and trust
Risk and trust are inseparable and intertwined. The more we are at risk of vulnerability, the more important trust becomes. Many of the Exercises rely on and explore trust between participants. They also offer a space of self-reflection about how we trust ourselves, and how we perceive our world-view: as safe or unsafe, hostile or friendly, happy or sad, open or closed etc.

How to Share

Photograph your completed MetaMap and email it to: unbias@cs.ox.ac.uk
We will post it on UnBias' website and social media (Instagram & Twitter) with the hashtags: *#metamap* & *#trustscape*
Check out UnBias' website and social media for other MetaMaps to see how peers are also contributing to the dialogue.
Further Reflections
Complete as many MetaMaps as you wish: we aim for the public civic dialogue to evolve and expand over time.
The *Stakeholder Value Perception* worksheet (p. 23) can also be used as an evaluation tool to assess what value you think participation in the process has brought you.

Further Reflections



VALUE PERCEPTION

Purpose

- The value perception worksheets have two purposes:
- 1 as a prospective tool both participants and stakeholders to imagine the potential value of participating in the UnBias public civic dialogue.
 - 2 as an evaluation tool for reflecting on what participation has actually resulted in, for instance for participants to evaluate any responses to the TrustScapes in Stakeholders' MetaMaps.

Both worksheets use a matrix of hexagons to map out motivations, opportunities, costs, values and other factors in using the TrustScapes and MetaMaps.

How to Use

Print out a copy at the size most useful for your purposes, e.g.:
for individuals – A3 size
for a small group – A2 size
for larger groups – A1 poster size.
Bigger sizes can be printed cheaply at local copy shops.

The Value Perception sheets are intended as personal or group reflection tools, not as contributions to the public civic dialogue.

However, if you do wish to share a completed – and anonymous – worksheet, please email it to us: unbias@cs.ox.ac.uk
We will post it on UnBias' website and social media (Instagram & Twitter).

Completed Trustscapes form the focus of the MetaMap tool (p. 17) which allows other people, such as stakeholders in the ICT industry, policymakers, regulators and researchers to respond to these concerns and contribute to the public civic dialogue. If you are using the Trustscapes in a class or group setting, you might like to use the *Participant Value Perception* worksheet (p. 22) to assess what you hope to get out of completing a Trustscape and participating in the UNbias public civic dialogue. This can be a useful exercise in helping to decide what topics and themes you are most concerned about and wish to articulate on a Trustscape.

Trustscapes form the first element in a *public civic dialogue* (especially young people) and engage with stakeholders in industry, research, policy and regulation. They are designed to capture, in a dynamic and visual way, how people feel about the current situation *and* their dreams and ideals for what the internet could or should be.

The Trustscape is a worksheet for people, especially young people, to visualise their perceptions and feelings about algorithmic bias, data protection and online safety and what they would like to see done to make the online world fair and trustworthy. Building on the Awareness Cards, the Trustscapes offer people a civic thinking tool to articulate and share their concerns and visions for trust and fairness.

Purpose

TRUSTSCAPE



- Acknowledging your own biases.
- Investigating the consequences of your own bias.
- How do you know if you have acted fairly?
- What makes us trust social media?
- How are algorithms created and used in computer science?
- Addressing bias when writing computer programmes.
- Are search engines trustworthy?
- How can we discern facts from opinions?
- How can you collect, analyse and represent data to prevent bias?
- Can you prevent bias in statistics?
- How do you identify information sources that are reliable and trustworthy?
- How does bias affect the use of data and graphs in different subjects?

Games & Play

Adapt games you already know as a way of familiarising yourself and others with the issues. For instance:

HAPPY FAMILIES: Shuffle the deck and deal them out amongst the players. Players then take turns to pick a card from the player next to them. When a player has 4 cards from any of the same suits they can lay them down. The aim is to have as many suits of 4 as possible.

TRUMPS: Pick an Example Card place it face up. Select the Data, Rights, Factors and Values Cards, shuffle them and deal them out among the players. Players then take turns to add their cards on top explaining why they are relevant to the Example. The winner will have put down the most relevant cards per example.

GUESS WHO?: Use the Data, Rights, Factors, Example and Values cards. Shuffle them and deal each player a card. Players then take turns in asking each other one question to try to work out which card each player has. The correct guess wins the card, the aim being to win as many cards as possible.

When complete, photo this sheet and email it to: unbias@cs.ox.ac.uk. To promote a public civic dialogue it will be shared on Unbias' website and social media (Twitter & Instagram) using the hashtags: *#unbias*, *#truscope* & *#metamap*.

unbias.wp.horizon.ac.uk

**DO YOU RECOGNISE HOW THE ISSUES ARE DESCRIBED?
WHAT INSIGHTS DOES IT OFFER YOU?**

WHAT MOTIVATES YOU TO ENGAGE WITH PEOPLE AND IDEAS LIKE THIS?

WHAT OPPORTUNITIES DOES THIS SUGGEST? DOES IT INDICATE ANY POTENTIAL SOLUTIONS OR NEW DIRECTIONS

PRINT OUT AND PASTE A
COMPLETED #TRUSTSCAPE HERE

<p>This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.</p> 	<p>Concept & Design proboiscis.org.uk</p> 
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COULD YOU IMPLEMENT ANY INSIGHTS FROM THIS

WHAT COULD BE THE COST OF IGNORING THESE VIEWS?
WHAT BENEFITS COULD BE MISSED OUT ON?

WHAT IS THE GAP BETWEEN YOUR UNDERSTANDING OF THE ISSUES AND HOW THEY ARE DESCRIBED? WHAT CAN BE LEARNT FROM THIS?



How to Use

MetaMaps can be completed by an individual or by a group.
Print out a copy at the size most useful for your purposes, e.g.:

for individuals – A3 size
for a small group – A2 size
for larger groups – A1 poster size.

Bigger sizes can be printed cheaply at local copy shops.

Select a TrustScale from those shared online via the UnBias social media (Instagram, Twitter & Facebook). Print it out and stick it onto the MetaMap in the box provided:

- for A3 MetaMaps – print TrustScape at A5 size
- for A2 MetaMaps – print TrustScape at A4 size
- for A1 MetaMaps – print TrustScape at A3 size

Responding to a TrustScape

Bear in mind that, although anonymous, each TrustScale is the work of a person or group who are sharing their perceptions and feelings about crucial issues affecting our society. Try to respond in both an informative way and an aspirational way.

Please remember to be respectful about the young people's perceptions and feelings – your response will be a contribution to a public civic dialogue which they will be part of.

Sketches & Keywords

The toolkit also includes sketches and keywords you may wish to use in your own response. Print them out on label sheets and stick them in the boxes or use them as inspiration for your own words and drawings.

Keep Your MetaMap Anonymous

MetaMaps are designed to be shared online so please **do not** add any personal details or information that could identify you. But don't worry if you do – we'll anonymise any we spot that need it.



FAIRNESS TOOLKIT HANDBOOK



STAKEHOLDER METAMAP

Purpose

The MetaMap is a worksheet for stakeholders in the ICT industry, policymaking, regulation, public sector and research to respond to the TrustScapes. By selecting and incorporating a TrustScape from those shared online, stakeholders can respond to the participants’ perceptions.

MetaMaps will also be captured and shared online via UnBias social media to enhance the public civic dialogue, demonstrating the value of participation to young people in having their voice listened and replied to.

MetaMaps offer an anonymous means for stakeholders to participate in a public civic dialogue about issues that are of fundamental importance to our society. They provide a civic thinking tool that adds value to the voices and concerns of users represented in the TrustScapes and which validates their participation in a responsible, civic process.



FAIRNESS TOOLKIT HANDBOOK

How to Use

TrustScapes can be completed by an individual or by a group. Print out a copy at the size most useful for your purposes, e.g.: for individuals – A3 size for a small group – A2 size for larger groups – A1 poster size. Bigger sizes can be printed cheaply at local copy shops.

Themes, Sketches & Keywords

The toolkit includes lots of sketches and keywords to inspire you. Print them out on label sheets and stick them in the boxes or use them as inspiration for your own words and drawings.

These sketches and keywords emerged from our co-design workshops with young people, as well as wider research by the UnBias team. They illustrate and describe many of the contemporary themes about our digital, networked world that affect young people today.

But they are not definitive: there will be many others which affect specific groups of people and reflect different kinds of bias than we have identified here. TrustScapes are an opportunity to articulate and share these issues, and seek responses from stakeholders about what can be done about them.

Keep Your TrustScape Anonymous

TrustScapes are designed to be shared online so please **do not** add any personal details or information that could identify you. But don't worry if you do – we'll anonymise any we spot that need it.

Photograph your completed TrustScape and email it to: unbias@cs.ox.ac.uk

How to Share

<div>UNBIAS #TRUSTSCAPE</div> <div>unbias.wp.horizon.ac.uk</div> <div>When complete, take a photo of this sheet & email it to: unbias@cs.ox.ac.uk To help stimulate a public civic dialogue it will be shared on UnBias' website and social media (Twitter & Instagram) using the hashtags: #UnBias & #TrustScape Use this worksheet to articulate and illustrate your experiences and concerns about Fairness, Trust & Bias in using online systems. Use the word and image stickers (or draw your own pictures) and write in descriptions in the boxes below.</div>	<div>UNBIAS</div> <div>Concept & Design: proboscis</div> <div>Illustration: UnBias, Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International license</div>
<div>DESCRIBE AN EXPERIENCE OF ONLINE BIAS, UNFAIRNESS OR UNTRUSTWORTHINESS YOU HAVE HAD OR ARE CONCERNED ABOUT</div>	<div>HOW DO YOU THINK THESE ISSUES ARE BEING ADDRESSED BY COMPANIES AND AUTHORITIES?</div>
<div>ILLUSTRATE WHAT IS IMPORTANT TO YOU ABOUT THIS EXPERIENCE</div>	<div>IDEALLY, WHAT WOULD YOU LIKE TO SEE DONE?</div>