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Using self-reported experiences to explore the issues of women in crisis situations

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ABSTRACT

Within Australia women are more likely to experience poverty than their male counterparts, where certain negative life events could potentially place women in a crisis situation. This paper describes the use of a self-reported probe kit in a marginalised community of women who are living in crisis situations. The kit contains a video camera, disposable camera and a set of task cards to prompt them to capture certain experiences. We applied this method with 13 participants from a community care centre and found the self-reported experiences to reveal both useful and insightful perspectives around the lives of women in crisis situations. Through this methodology the women shared different aspects of their lives, challenged stereotypes, and were empowered to share their stories and experiences. This methodology is useful in sensitive settings as it includes participants in the design process, and supports their privacy by enabling agency. It also allows for digital inclusion in terms of interacting with and using the camera technology.

Author Keywords

Women; crisis situations; self-reporting experiences; probes.

ACM Classification Keywords

H5.m. Information interfaces and presentation (e.g., HCI); Miscellaneous.

INTRODUCTION

Poverty is a growing issue in Australia with an estimated 13.9% of all people living below the internationally accepted poverty line (ACOSS, 2014). Women are overrepresented in key poverty indicators compared to their male counterparts (ERA, 2016) and are relatively more likely to experience poverty than men (14.7% for women compared to 13% for men) (ACOSS, 2014). This is largely due to economic factors that disproportionately affect women, such as the wage gap, and lower education and employment rates (ERA, 2016). Consequently,

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adverse life events have the potential to place women in crisis situations. ‘Women in crisis situations’ are women who struggle financially and have gone through any number of adverse life events, such as divorce, becoming a widow, domestic violence, homelessness, and suffering from a mental health issue or disability (AMA, 2014; WHO, 2016).

In order to study this kind of demography, it is important to deploy methods that allow researchers to not only explore the issues related to their experiences, but also involve them in the process of research and design. In this paper we discuss our use of self-reported probe kits in exploring the experiences and issues faced by women in crisis situations. As part of this method, each of our participants were given a kit containing a video camera, disposable camera and a set of task cards to prompt them to capture certain experiences. While this is not a new methodology, the use of video in these contexts remains relatively underutilised (Jewitt, 2012). Due to the sensitive nature of the research setting we used this method to encourage participants to share aspects of their lives that they may not have been comfortable disclosing in person to the research team.

The positive role of photography in researching marginalised groups is well documented (Clarke et al., 2013; Clarke et al., 2012; Fox et al., 2014; Noland, 2006). The kit’s use in facilitating self-reported experiences shares similarities with auto-photography, which asks participants to take photographs that represent themselves (Noland, 2006). We extended the elements of auto-photography to include the use of video cameras, as well as the disposable photo cameras. This allowed our participants two mediums through which to self-report their experiences. The video also gave more context to the static images in order to create a more accurate representation of the experiences they were sharing.

This enables the generation of more authentic data as it allows the researchers to see the participants’ world through their own eyes, both through photographs and video (Noland, 2006). Participants were in full control of the images and video they captured, providing participants an opportunity to self-report their own experiences in the videos through their own voice. This helps researchers to avoid relying on potentially culturally-biased research instruments (Noland, 2006).

In this paper, we highlight the self-reported experiences of 13 women who come from diverse backgrounds and represent different age groups and crisis situations. We found the probe kits to reveal both surprising and innovative perspectives around the lives of women in

crisis situations, which could be potentially useful as design material. Through this paper we advocate the use of self-reported probe kits in sensitive research settings, such as women in crisis situations, as they provided a rich insight into our participants lives while involving them in the process of design, and supporting their privacy by enabling agency. Through this methodology the women shared different aspects of their lives with the research team, challenged stereotypes, and were empowered to share their stories and experiences so that they could pass their knowledge onto other women going through a similar situation.

BACKGROUND

The field of HCI has seen a recent increase in the number of studies focusing on disadvantaged or marginalised communities (Vines et al., 2013; Vyas et al. 2015). Consequently, there is much research around the importance of technology use in these low socio-economic groups (Dillahunt, 2014; Roberson and Nardi, 2010; Woelfer et al., 2011; Woelfer et al., 2010). For example, studies around the use of technology within the homeless youth population found that technologies such as mobile phones were used for staying connected with others and managing identity amongst friends and case workers (Le Dantec et al., 2008). These digital tools were also used in finding employment, creating videos to portray their lives on the street via story-telling, and constructing online identities (Woelfer et al., 2011; Woelfer et al., 2010).

As HCI has moved towards these highly complex ‘real-world’ settings, researchers are recognising the inherent sensitivities involved in designing and evaluating technologies to address particular social challenges (Waycott et al. 2015). When researching within these sensitive settings there are some common challenges; including building rapport with participants who are experiencing complex emotional and social issues, maintaining boundaries around the research, and ensuring participants do not experience harm or stigma during the process of the research (Waycott et al. 2015).

A set of studies have addressed a range of reasons that lead to women in crisis situations (Darab at al., 2013; Davidson et al., 2011; De Vaus et al., 2014, Menih, 2013) and the suite of research tools that can be employed to best understand the issues they face (Arief et al., 2014; Clarke et al., 2013; Clarke et al., 2012; Dimond et al., 2011; Le Dantec et al., 2011; Moncur et al., 2016; Walker et al., 2015). For example, Clarke et al. (2013) explored the potential role of photography in the re-building of lives after domestic violence through the use of digital storytelling, digital portraits and photo-sharing with participants at a Black, Asian and Minority Ethnic centre. Clarke et al. (2013) found that these methods offer the time and space to build trusting relationships between participants and researchers, which are necessary to understand and respond to the complex experiences of groups of women in crisis situations, such as domestic violence. The mixed method approach worked together in building up perspectives on their participants’ lives (Clarke et al., 2013).

Noland (2006) explored the use of auto-photography as a form of research practice in the area of identity and self-esteem research. The studies involved adolescent Latina girls living in inner city Los Angeles, and a group of South Asian immigrant women living in a small town in the Midwest of the US. Participants found symbols of their identity in their environment and took photos of those representations. Noland (2006) found auto-photography to be an important tool for building bridges with these marginalised groups in the research process, while offering researchers a way to let participants speak for themselves. The space and time afforded to the participants enabled them to think about how they wanted to represent themselves (Noland, 2006). While the use of photography and cultural probes in sensitive settings is well documented (Crabtree et al., 2003; Graham et al., 2007), video is relatively underutilised in comparison when researching such settings (Jewitt, 2012).

METHODOLOGY

In order to recruit participants to study the issues relating to women in crisis situations, we visited the drop-in sessions organised by a community care centre twice a week. Our study flyers were attached to the centre’s noticeboards and announcements about our research activity were made at the beginning of drop-in sessions. Members of our research team were present during these announcements to informally discuss the scope of our research and the role participants may play.

Over the course of three months we deployed the self-reported probe kits with 13 women who relied on the centre for their weekly groceries. Table 1 shows the list of participants recruited from the community care centre. Our participants came from diverse backgrounds and represented different age ranges and levels of crisis situations. Most were unemployed and all struggled with severe financial hardship.

Age	Crisis Situation
20s	Zoe (Refugee)
30s	Kristen (Mental Health), Emily (Recovering Addict)
40s	Kerry (Divorcee, Mental Health), Wilma (Mental Health, Disability)
50s	Tracy (Homeless, Health Issues), Lauren (Mental Health, Divorcee), Nina (Unemployed), Anna (Recovering Addict, Domestic Violence), Jennifer (Unemployed, Caring for ill husband), Danielle (Mental Health, Unemployed)
60s	Sharon (Caring for ill husband, Mental Health), Joanne (Widower, Ex-Offender)

Table 1. Participants involved in the study. All names are pseudonyms.

Each participant was given a self-reported probe kit that contained a disposable camera and video camera for one to two weeks to capture specific experiences of their lives (Figure 1). The participants were asked to use the video camera to record a short 10-15 minute film about how they live well on a low income.



Figure 1. The video camera, disposable camera and task cards that were part of the camera pack.

They were encouraged to share their stories and experiences, give advice to other women, and show some of their favourite places to visit. They were also free to include any other type of information they wanted to include. The disposable camera included cards designed to prompt the participant to take certain photographs, for example: “these are three of my favourite technologies”, and “this makes me smile”. These were used as a means to encourage them to record their everyday experiences and things that were important to them. All of the participants completed the activity with the disposable camera and 11 of the 13 women utilised the video cameras; 2 women stated lack of time for not creating the video. At the conclusion of the study, each participant was provided a \$20 gift voucher for their participation.

While the probe kit itself resembles a cultural probe (Gaver et al., 1999), adaptations of which have been previously reported to work well within other settings (Crabtree et al., 2003; Vyas et al. 2008), we refrain from calling it a cultural or design probe due to its more structured nature, with a set of task cards guiding the interaction between participants and the probe. The participants also play a more active role in the design through our probe kit. From an ethical point of view, we carefully considered our recruitment, interaction and data collection with such a sensitive group. We worked closely with the community care centre to mediate contact between ourselves and the women who were relying on their services. Our research processes and activities were informed by our institute’s ethics guidelines.

FINDINGS

Although the follow up to the camera packs was a semi-structured contextual interview, the depth of the findings from the women’s self-reported experiences extended beyond what would have been possible from interviews alone. The space and time afforded to the participants enabled them to think about and reflect on what they wanted to share, some of which we may have never been exposed to. The self-reported experiences also informed the types of questions that were asked at the interview.

Sharing their lives

Self-reporting their experiences through both the photos and the videos allowed the participants to share aspects of their lives that we may not have been privy to otherwise. These included favourite possessions, their housing situation, problems they were facing and coping mechanisms they had in place. Joanne, 60, was falsely accused and spent some time in prison. By the time she was released, she had lost her home and many of her possessions. Based on her experience, Joanne talked about the community services she had relied on and recommended other women interact with these different services. These included places to get meals, free medical care, and discounted medications. Kerry, 48, was unemployed and a full-time student. She took photos of her volunteering at an animal shelter, and spoke in her video of the importance of her pet cat in keeping her company. In showing us where she lived, Kerry mentioned in her video that she did not feel safe where she was currently residing, so she would often house sit for her friends in order to remove herself from her living situation. Lauren, 56, shared one of her favourite ways to relax, which was drinking tea in the park (Figure 2A). She emphasised the importance of making sure women in these situations leave the house and take time out for themselves.

Defying Stereotypes

As mentioned by Knecht et al. (2009) and Woods et al. (2005), there are stereotypes surrounding those who are from a low socio-economic background. However, we found in many cases our participants used the video technology to defy those stereotypes. We detail two scenarios that stood out. Tracy, 50, was homeless and struggling to find a secure place to live. She recounted numerous occasions where she was bullied while living on the streets, often called names such as ‘bag lady’ and ‘pigeon woman’. Despite the strong stigma attached to her situation, she participated in our study and we found out she had a desire to be a comedian. During our research she provided us with video clips of her



Figure 2. A: Lauren showing a park she frequently visits, B: Tracy performing a stand-up routine to the camera, C: A photo from Lauren showing a knitting workshop she attends at a community centre.

performing stand-up routines and telling jokes about her situation (Figure 2B), despite the nature of her situation. A common misconception of those in low socio-economic populations is that they are 'lazy' (Woods et al., 2005). Through the videos and photos however, we were shown that many of our participants volunteered and actively engaged with activities within the community. Lauren, 56, suffered from bipolar disorder and was one of the older participants of the group. However, she actively engaged with both of the video camera and disposable camera. She created a detailed video of a week in her life where we could see she was very active. She participated in many of the activities offered by the community centre, including a knitting group (Figure 2C). She also showed us her garden project and did a cooking segment where she used the items she had picked up from the community centre to demonstrate that eating healthy is important to her.

DISCUSSION

In this paper we have investigated the use of self-reported probe kits to explore the experiences and issues faced by women in different crisis situations. Due to the sensitive nature of the research area and participant group, we found it to be an appropriate means of engaging participants and encouraging them to share aspects of their lives they may not have been comfortable disclosing had the research team been there.

Self-Reporting in a 'Sensitive Setting'

Researching women in crisis situations is a sensitive research setting both due to the nature of the situations the participants were in, and that they were from a low socio-economic background. The use of video in these settings remains relatively underutilised (Jewitt, 2012), and the video aspect of the probe kits in particular might be considered intrusive in a situation where participants have had emotionally challenging experiences. However, we found this methodology encouraged participants to share parts of their lives that they may not have been comfortable to disclose otherwise. They were in full control of what was captured and shared, providing them a means to self-report their own experiences through their own eyes in their voice. This builds upon the work of Graham et al. (2007) who used a probe pack containing a journal, Polaroid camera and disposable camera to learn their participant's experiences, sensitivities and opinions from their participant's point of view.

Digital Inclusion

Women in crisis situations also often find themselves digitally excluded (Huyer, 2005). Digital exclusion refers to those who do not have universal access to communication and information technologies, such as phones and computers, nor the skills or resources to learn how to use them (Walton et al. 2013). This is a growing issue as digital technologies continue to permeate most aspects of modern Australian society, where digital inclusion is becoming vital for employment, education, social and civic inclusion, and health and wellbeing. As technology changes there is a growing risk of a participation gap in terms of these women's ability to engage with technology. The camera pack allowed a typically digitally excluded group to be digitally included

in terms of interacting with and using the camera technology, helping them to pick up new skills. It had a level of "charisma" that generated enthusiasm in such a demography (Ames, 2015).

Empowerment

Extending on the point above, the use of this methodology meant that the women were not passive participants in the research, allowing them to be included in the digital narrative through interactions with the camera technology. Encouraging the participants to self-report their experiences can be an empowering exercise as it strengthens the participants' position within the design process (Ertner et al., 2010). Through the camera pack the power sat with our participants as they were in full control of what they captured and shared with the research team. Through this methodology they shared their stories and experiences with us, as well as tips and advice they had for other women who may be in a similar position. The latter part of the video task was particularly well received with many of the participants eager to pass along their knowledge of living well on a low income. The nature of this element meant that the research team was not the intended audience, but rather other women in crisis. This puts the women in the role of expert as they were teaching others (Pattanaik, 2005). Danielle, 56, used the video to interview a friend on how they lived well on a low income, putting herself in the role of the researcher. This allows the power of representation to sit more with the participants themselves rather than the researcher.

Limitations

Working within a digitally excluded group did not come without challenges. There were a few instances, where some participants struggled to use the video camera and would require additional assistance in learning how to use it. This required one of the researchers to work with them, and in some cases we became involved in parts of the video creation. In these circumstances, we found it best to work with them in learning how to use the cameras, and then allow them to continue using the camera without our interference. While this was not the intention of the probe kit, it did allow us to build more rapport with the participants that required additional help.

CONCLUSIONS AND FUTURE WORK

This paper has focused on the use of a self-reported probe kit in exploring the issues and experiences of women in crisis situations. The depth of the findings from these self-reported experiences extended beyond what we may have discovered had we used traditional interview method alone. The probe kits provided rich insight into the lives of our participants, while also involving them in the research and design process. Through this methodology the women shared different aspects of their lives with the research team, challenged stereotypes, and were empowered to share their stories and experiences. We conclude by advocating the use of camera packs including both disposable and video cameras to facilitate self-reported experiences as a useful means for researchers in encouraging participation from women in crisis situations; in communicating the issues they face with a stronger agency; and in inspiring the design of technologies to both support and empower them.

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