Knowledge and Technology: AI, Knowledge, and Accountability

Lesson 3: Listening Task

Focus: *Will AI do more harm than good?*

Objectives	Analyze and evaluate the strength of arguments in debates about AI ethics. Evaluate the ethical implications of AI technologies from multiple stakeholder perspectives.

Activities	1. **Introduction (5 mins)**
	    ● Present a short debate or TED Talk clip about AI ethics (see resources section).
	    ● Highlight the central question for discussion: "*Will AI do more harm than good?*"
	2. **Listening**
	    ● Students watch the video and take notes on the speaker(s)' key arguments and counterarguments. In the interest of time, videos can be assigned as homework prior to the class discussion.
	    ● During note-taking, students should analyze the strength of each argument presented, relating this to their previous research.
	        ○ If necessary, students should seek additional sources to support their analysis.
	3. **Kialo Discussion (30 mins)**
	    ● In small groups, students create a **new** Kialo discussion around the central question.
	    ● Alternatively, if students require more structure, clone and share this ready-made discussion, based on the theses below.
	    ● Students should use their analysis to ensure they select only the strongest arguments from the listening task.
	    ● They should add these to the Kialo discussion as arguments, counterarguments, examples, and evaluations.
	    ● Encourage students to refer to different ethical frameworks in their arguments.
	
	Sample claims:
	Thesis 1: AI can deepen economic inequality.
	    ● **PRO**: AI disproportionately benefits powerful corporations and governments, centralizing wealth and power while displacing workers.
	    ● **Example:** For example, automation replaces jobs without creating sufficient new opportunities, leading to stagnant wages and increased economic disparity.
	    ● **CON**: AI can create new economic opportunities and expand access to markets, particularly in developing nations.
	    ● **Example:** For example, mobile and AI-driven tools can enhance productivity and empower individuals by providing access to global markets and information.
	
	Thesis 2: AI can pose a significant threat to democracy and privacy.
	    ● **PRO**: AI-driven algorithms fuel extremism, polarization, and misinformation by prioritizing engagement over reliable information.
	    ● **Example:** For example, the current business models of tech companies erode democratic discourse, amplify echo chambers, and undermine civic trust.
	    ● **CON**: Regulatory measures, such as stricter privacy laws can mitigate these risks.
	    ● **Example:** For example, EU regulations mean AI can improve transparency and promote access to accurate information.
	
	Thesis 3: AI can enhance safety and quality of life.

	PRO: AI-powered innovations can save lives and reduce human error in critical areas, such as healthcare and transportation. **Example:** Examples include autonomous vehicles, robotic surgeries, and disease detection algorithms. **CON**: The widespread adoption of AI in safety-critical domains may introduce new risks. **Example:** These could include reliance on flawed algorithms, data biases, and the potential for catastrophic failures due to hacking or system malfunctions. **Thesis 4: AI can enhance collaboration and creativity across industries.** **PRO:** AI tools can augment human creativity and facilitate collaboration by providing innovative solutions and insights. **Example:** For example, AI can assist artists in generating new forms of expression, help researchers analyze complex data faster, and enable teams to work more efficiently by automating routine tasks. **CON:** Over-reliance on AI may stifle human creativity, resulting in standardized outputs. **Example:** For example, if creators rely too heavily on AI-generated content, it might reduce the uniqueness and originality that come from human experience and intuition.
Reflection Questions	**Reflection (10 mins):** Discuss the following reflection questions in open discussion or exit ticket format, Inviting students to compare different ethical approaches (e.g., utilitarianism, deontology) and their implications: - What ethical frameworks influence our view of responsibility for AI decisions? - What ethical principles guide how we assign responsibility for AI decisions? - How do cultural or societal values shape these principles?
Resources	Lesson Slides Debate videos: 1. Munk Debate on Artificial Intelligence - YouTube / Artificial Intelligence Debate - Munk Debates - *1hr 45mins* 2. Will Artificial Intelligence Do More Harm Than Good? - Open to Debate - *51 mins* 3. Artificial Intelligence: The Risks Could Outweigh the Rewards - Open to Debate - *1hr 40mins* Supplemental videos: 1. Sasha Luccioni: AI is dangerous, but not for the reasons you think	TED Talk - *11 mins* 2. Ethics of AI: Challenges and Governance - YouTube - *7 mins* 3. How To Solve AI's Ethical Puzzles	Cansu Canca	TEDxCambridgeSalon - YouTube - *18 mins*
TOK Concepts	**Ethics:** What ethical principles guide how we assign responsibility for AI decisions? **Perspectives:** Why might speakers present AI ethics from different angles? **Values:** How do cultural or societal values shape ethical principles in the field of AI?
Critical Thinking Concepts	**Confronting Biases and Assumptions:** - Recognizing Rhetorical Techniques: Encourage students to note any emotional appeals, fear-based statements, or overstated claims in the debate. - Questioning Frames: Guide them to ask why speakers might present AI ethics from specific angles (economic, social, philosophical) and consider alternative viewpoints. **Exploring Contexts and Expert Opinions:**

- ○ Evaluating Expertise: Prompt them to compare different speakers (e.g., AI researchers, policymakers, ethicists) and judge the credibility, relevance, and potential biases of each perspective.
- **Responsiveness and Flexibility of Thought:**
  - ○ Revising Arguments: Urge students to adjust or refine their stance on AI responsibility as they encounter compelling counterarguments during the debate.
  - ○ Reflecting on Changing Views: Encourage them to note specific moments when new information or logical points significantly shift their understanding or reinforce an existing belief.
- **Extrapolation and Reapplication of Principles:**
  - ○ Transferring Insights: Challenge students to apply the same ethical reasoning to other tech scenarios (e.g., facial recognition software, autonomous drones).
  - ○ Identifying Wider Implications: Ask them to consider how the debate's conclusions might influence future policies, societal norms, or personal decision-making about emerging technologies.