

Faculty of Engineering, Computing, and the Environment

Module: CI4450

Setter: Islam Choudhury

Title of Assignment: CW1: Navigating Artificial Intelligence in the Workplace

Deadline: 2359 14th December 2023

Module weighting: 30%

Overview

In this assessment, you will be asked to

1. write a Technical Report (between 1500-2000 words)
2. develop PowerPoint slides (based on your report so that the presentation lasts 5-10 mins)
3. record a group discussion as a video (about 5-10 mins),

The subject of your coursework is on your projections that AI will have on your personal career journey and more widely the societal impact AI will have on the professional workplace in terms of the future skills that will be required by graduates. You can discuss how you can develop various Kingston University graduate attributes and skills. You will need to utilise the learning from the lectures during the course. This is a group assessment, and you should get into groups of 5 students.

During the workshop, you must ask the workshop helpers to add you to groups in Canvas.

Relationship of this Assessment to the Module

One of the key learning outcomes of this module is to enable students to *Communicate effectively within the work environment in terms of written, verbal, audio/visual and presentational skills, be able to search for, critically evaluate and reference appropriate information from a variety of sources*. The *Communications Skills Portfolio* element of assessment (which is worth 30% of the total module mark) will focus on writing skills, verbal skills, discussion skills and presentation skills, as well as research and referencing skills; more generally the ability to construct well-crafted and well-researched technical reports and the ability to effectively discuss this with team members and other interested parties.

This *Communications Skills Portfolio* element of assessment consists of three components:

1. A Technical Report. The research and referencing skills and the ability to develop and articulate reasoned arguments and present them in a technical report.
2. A PowerPoint presentation discussing your ideas and solutions to problems.

3. A video file evidencing a discussion with team members about the subject and development of the coursework.

Legal, Ethical and Societal Issues

In addition to the above learning outcome, the module also seeks to enable students to be able to *Critique new technologies or proposed technological solutions from a legal, ethical, and societal point of view from the viewpoint of different stakeholders*. The *Communications Skills Portfolio* element of the assessment will measure how well students have developed this critical ability by requiring that each of the *sections of the portfolio* address different aspects of this spectrum of professional knowledge.

Assessment Specification

Discuss your projections that AI will have on your personal career journey and more widely the societal impact AI will have on the professional workplace. Identify some aspect of this topic for your report which has the following characteristics:

- It is something that interests you.
- It explores the technology or technology-based business solution from some societal viewpoint e.g. commercial, technology development, impact on lives, or impact on the law
- It can generate a few interesting claims that you will need to justify.

Section 1:

Develop your narrative taking care to clearly explain and justify the key claim(s) i.e. provide reasons and evidence. You should present this as a technical report using an appropriate structure and written in a suitable format and style as outlined in the accompanying *Communication Skills* lectures. Your technical report section will have between 1500-2000 words. It can contain pictures, diagrams and tables if needed. The word count does not include the text in the references or appendices. You should use Kingston University's Harvard referencing style for your citations and references. Students are encouraged to use an appropriate Word-style file.

Section 2:

PowerPoint presentation that is visually creative and attractive with pictures, diagrams, tables and good use of colour and clearly discusses the content of your Technical Report appropriately.

Section 3:

A video of your team members discussing the various issues raised by this subject.

Submission Details

Upload your portfolio to the submission box within the Assignments page of the Canvas module by midnight of the day of the deadline. The allowed document types are Word or PDF,

PowerPoint and a video file. (Other formats will be considered on request.)

Only one team member from the group needs to upload the portfolio.

Deadline: 2359 14th December 2023

Aim to complete and upload the assignment well before the deadline even if it is an early draft. Missing the deadline by even a few minutes will result in a cap of 40%.

You should upload:

1. A Technical report as a Word document
2. A PowerPoint presentation
3. A group video file: for a video presentation, you can use your phone to record the video.

If you are ill or have problems which prevent you from meeting the deadline you may be able to negotiate an extension in advance. The University Mitigating Circumstances policy may apply. You will need to use the online Extensions and Mitigation Circumstances system.

Remember if you submit a piece of work or attend an examination, you have judged yourself fit to undertake the assessment and cannot claim mitigating circumstances retrospectively.

Assessment Marking

Deliverables and Marking Scheme – Coursework

| COURSEWORK 1 – Navigating Artificial Intelligence in the Workplace | | Maximum Points 100 |
|--|--|-----------------------|
| Technical Report 20% | | |
| Professional Formatting | Language of a professional quality i.e. style, grammar, and spelling. Professional and polished document and presentation | 4 |
| Content, Critical and Technical Reflections, Conclusions | Relevance to legal, ethical, societal, and economic issues (PESTLE, Stakeholder Analysis). Discussion capable of providing a critical standpoint. Arguments structured and supported by evidence. Draws insightful conclusions from reflective process. (Currency, Relevance, Authority, Accuracy, Purpose) Include relevant discussions of Kingston Graduate attributes and how it applies to the future workplace. | 12 |
| Referencing | Referencing using Harvard referencing style, accurately presented in-text citations and a reference section with a list of references. | 4 |
| | | 20 |

| PowerPoint Slides 20% | | |
|---|--|-----------|
| Content and Relevance Clarity and Conciseness and impact | The main message is clear. There is relevant, appropriate, and sufficient information containing appropriate examples, data and sources. Use of concise text and bullet points to convey information. Visuals and diagrams are used clearly to explain complex concepts that are easy to understand and creates impact. | 10 |
| Organization and Structure, Visual Design and Layout, Technical Skills | Clear and engaging introduction outlining the topic. Logical smooth transitions between slides and sections. Headings, subheadings, and visual cues clearly presented. Clear and meaningful conclusion that summarizes key points. Demonstrated competency and technical skills in using PowerPoint features, animations, and transitions. | 10 |
| | | 20 |

| Group Video Discussion (60%) | | |
|---|--|-----------|
| Video Content, Presentation, Relevance Clarity, and Impact | The main message is clear. There is relevant, appropriate, and sufficient information containing appropriate examples, data and sources. Discussion was a good summary of the Technical Report and PowerPoint slides. There was a good discussion of the content and how AI will affect the future workplace. Discussed in relation to legal, ethical, societal, and technical issues. | 20 |
| Video Presentation, Questioning, Impact and Technical Skills | Engaged the audience through interesting questioning which allowed for a stimulating discussion. Each team member spoke with enthusiasm and impact by making it interesting for the audience. There was good appropriate eye contact. The voice of each speaker was clear, audible, and at the right pace. There was confident body language. Demonstrated good video technical skills and effective use of visual aids. | 20 |
| Reflection on the impact of AI on the future workplace and your personal career and how this relates to the Kingston Graduate Attributes | Reflection through a discussion on how AI will affect the future workplace and your career and how this relates to the each of the Kingston Graduate Attributes. | 20 |
| | | 60 |

Detailed Criteria Follow

| Assessment Criteria | Ratings | | | | Marks | | |
|---|---|---|--|---|--|--------------|--|
| <p>Technical Report</p> <p>Professional Formatting</p> <p>Language and structure of a professional quality i.e. style, grammar, and spelling, Professional and polished document, and presentation structure e.g. title, authors, introduction, main sections and subsections, conclusion, references and possibly appendices?</p> | <table border="1"> <tr> <td data-bbox="460 535 699 763">4 marks Professional, polished document and presentation. Includes all the assessment criteria.</td><td data-bbox="699 535 937 763">3 marks Well formatted and presented with minor issues. Includes most the assessment criteria.</td><td data-bbox="937 535 1176 763">2 marks Basic formatting, some improvements needed. Includes some of the assessment criteria.</td><td data-bbox="1176 535 1501 763">1 mark Unprofessional and poor formatting and presentation. Most of the assessment criteria missing.</td></tr> </table> | 4 marks Professional, polished document and presentation. Includes all the assessment criteria. | 3 marks Well formatted and presented with minor issues. Includes most the assessment criteria. | 2 marks Basic formatting, some improvements needed. Includes some of the assessment criteria. | 1 mark Unprofessional and poor formatting and presentation. Most of the assessment criteria missing. | 4 pts | |
| 4 marks Professional, polished document and presentation. Includes all the assessment criteria. | 3 marks Well formatted and presented with minor issues. Includes most the assessment criteria. | 2 marks Basic formatting, some improvements needed. Includes some of the assessment criteria. | 1 mark Unprofessional and poor formatting and presentation. Most of the assessment criteria missing. | | | | |

| Assessment Criteria | Ratings | | | | Marks | | | | |
|--|--|---|---|--|---|---|---|---|---------------|
| <p><u>Technical Report</u></p> <p>Critical/ Technical Reflections</p> <p>Relevance to legal, ethical, societal, and economic issue (PESTLE and Stakeholder Analysis).</p> <p>Discussion capable of providing a critical standpoint. Arguments structured and supported by evidence. Draws insightful conclusions from reflective process. (Currency, Relevance, Authority, Accuracy, Purpose)</p> <p>Include relevant discussions of Kingston Graduate attributes and how it applies to the future workplace.</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; padding: 5px;"> 12 to >9 Pts Demonstrates deep reflection on own learning; insightful analysis of AI's impact. Includes all the assessment criteria. </td> <td style="width: 25%; padding: 5px;"> 9 to >7 Pts Clear evidence of reflection on learning; logical analysis of AI. Includes most the assessment criteria. </td> <td style="width: 25%; padding: 5px;"> 7 to >5 Pts Basic reflection evident; satisfactory discussion of AI. Includes some of the assessment criteria. </td> <td style="width: 25%; padding: 5px;"> 5 to 0 Pts Minimal reflection or analysis. Most of the assessment criteria missing. </td> </tr> </table> | | | | 12 to >9 Pts Demonstrates deep reflection on own learning; insightful analysis of AI's impact. Includes all the assessment criteria. | 9 to >7 Pts Clear evidence of reflection on learning; logical analysis of AI. Includes most the assessment criteria. | 7 to >5 Pts Basic reflection evident; satisfactory discussion of AI. Includes some of the assessment criteria. | 5 to 0 Pts Minimal reflection or analysis. Most of the assessment criteria missing. | 12 pts |
| 12 to >9 Pts Demonstrates deep reflection on own learning; insightful analysis of AI's impact. Includes all the assessment criteria. | 9 to >7 Pts Clear evidence of reflection on learning; logical analysis of AI. Includes most the assessment criteria. | 7 to >5 Pts Basic reflection evident; satisfactory discussion of AI. Includes some of the assessment criteria. | 5 to 0 Pts Minimal reflection or analysis. Most of the assessment criteria missing. | | | | | | |

| Assessment Criteria | Ratings | | | | Marks |
|---|--|---|--|--|-----------------------|
| <p><u>Technical Report</u></p> <p>Referencing using Harvard referencing style, accurately presented in-text citations and a reference section with a list of references.</p> | <p>4 marks Good, accurate referencing practice using Harvard style referencing. Appropriately incorporated in-text citations and a list of references at the end of the document.</p> | <p>3 marks Occasional minor referencing issues. Some inaccuracies in using the Harvard style referencing. Occasional minor errors in-text citations and accuracy of the list of references at the end of the document.</p> | <p>2 marks Some referencing problems evident. Includes some of the assessment criteria.</p> | <p>1 to 0 marks Lacks referencing or has major issues</p> | <p>4 Marks</p> |

PowerPoint Slides

Content, Relevance, Clarity, Conciseness, and Impact

The main message is clear. There is relevant, appropriate, and sufficient information containing appropriate examples, data and sources. Use of concise text and bullet points to convey information. Visuals and diagrams are used clearly to explain complex concepts that are easy to understand and creates impact.

10 to >6 Marks

The Content, Relevance, Clarity, Conciseness, and Impact of the Slides were presented to an excellent professional standard. Includes all the assessment criteria.

6 to >4 Marks

The Content, Relevance, Clarity, Conciseness, and Impact of the Slides were presented to a good standard. Includes most of the assessment criteria.

4 to >3 Marks

The Content, Relevance, Clarity, Conciseness, and Impact of the Slides were presented to a basic standard. Includes some of the assessment criteria.

3 to 0 Marks

The Content, Relevance, Clarity, Conciseness and Impact of the Slides were presented to a poor standard. Most of the assessment criteria missing.

10 Marks

| Assessment Criteria | Ratings | | | | Marks |
|---|--|---|--|---|------------------------|
| <p><u>PowerPoint Slides</u></p> <p>Organization, Structure, Visual Design, Layout, and Technical Skills.</p> <p>Clear and engaging introduction outlining the topic. Logical smooth transitions between slides and sections. Headings, subheadings, and visual cues clearly presented. Clear and meaningful conclusion that summarizes key points. Demonstrated competency and technical skills in using PowerPoint features, animations, and transitions.</p> | <p>10 to >6 Marks A very professional set of slides very well Organised with an excellent Structure. Excellent Visual Design, and Layout. Demonstrated excellent Technical Skills. Includes all the assessment criteria.</p> | <p>6 to >4 Marks A well formatted set of slides well organised with a good Structure. Good Visual Design, and Layout. Demonstrated good Technical Skills. Includes most of the assessment criteria.</p> | <p>4 to >3 Marks The formatting, organisation, structure, Visual Design, and Layout. of the slides were presented to a basic standard. Demonstrated a basic set of Technical Skills. Includes some of the assessment criteria.</p> | <p>3 to >0 Marks The formatting, organisation, structure, Visual Design, and Layout. of the slides were presented to a poor standard. Demonstrated a poor set of Technical Skills. Most of the assessment criteria missing.</p> | <p>10 Marks</p> |

| Assessment Criteria | Ratings | | | | Marks | | | | |
|---|--|--|---|--|--|---|--|---|----------|
| <p><u>Video Discussion</u></p> <p>Video Content, Presentation, Relevance Clarity and Impact.</p> <p>The main message is clear. There is relevant, appropriate, and sufficient information containing appropriate examples, data and sources.</p> <p>Discussion was a good summary of the Technical Report and PowerPoint slides. There was a good discussion of the content and how AI will affect the future workplace.</p> <p>Discussed in relation to legal, ethical, societal, and technical issues.</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; padding: 5px;">20 to >12 Marks Provides insightful and thoughtful discussion of the key topics; demonstrates strong self-awareness and interpersonal skills. Demonstrated the meeting of the Assessment criteria to an excellent standard.</td> <td style="width: 25%; padding: 5px;">12 to > 9 Marks Provides mostly relevant discussion; shows adequate self-awareness and teamwork. Demonstrated the meeting of the Assessment criteria to a good standard.</td> <td style="width: 25%; padding: 5px;">9 to > 7 Marks Basic discussion of topics; limited self-awareness or teamwork shown. Demonstrated the meeting of the Assessment criteria to a basic standard.</td> <td style="width: 25%; padding: 5px;">7 to 0 Marks Discussion lacking relevance; poor self-awareness or teamwork. Demonstrated the meeting of the Assessment criteria to a poor standard.</td> </tr> </table> | | | | 20 to >12 Marks Provides insightful and thoughtful discussion of the key topics; demonstrates strong self-awareness and interpersonal skills. Demonstrated the meeting of the Assessment criteria to an excellent standard. | 12 to > 9 Marks Provides mostly relevant discussion; shows adequate self-awareness and teamwork. Demonstrated the meeting of the Assessment criteria to a good standard. | 9 to > 7 Marks Basic discussion of topics; limited self-awareness or teamwork shown. Demonstrated the meeting of the Assessment criteria to a basic standard. | 7 to 0 Marks Discussion lacking relevance; poor self-awareness or teamwork. Demonstrated the meeting of the Assessment criteria to a poor standard. | 20 Marks |
| 20 to >12 Marks Provides insightful and thoughtful discussion of the key topics; demonstrates strong self-awareness and interpersonal skills. Demonstrated the meeting of the Assessment criteria to an excellent standard. | 12 to > 9 Marks Provides mostly relevant discussion; shows adequate self-awareness and teamwork. Demonstrated the meeting of the Assessment criteria to a good standard. | 9 to > 7 Marks Basic discussion of topics; limited self-awareness or teamwork shown. Demonstrated the meeting of the Assessment criteria to a basic standard. | 7 to 0 Marks Discussion lacking relevance; poor self-awareness or teamwork. Demonstrated the meeting of the Assessment criteria to a poor standard. | | | | | | |

| Assessment Criteria | Ratings | Marks | | | | |
|--|--|--|--|--|--|----------|
| <p><u>Video Discussion</u></p> <p>Video Presentation, Questioning, Impact and Technical Skills.</p> <p>Engaged the audience through interesting questioning which allowed for a stimulating discussion. Each team member spoke with enthusiasm and impact by making it interesting for the audience. There was good appropriate eye contact. The voice of each speaker was clear, audible, and at the right pace. There was confident body language. Demonstrated good video technical skills and effective use of visual aids.</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; padding: 5px;"> 20 to >12 Marks Highly engaging and presented professionally; uses knowledge effectively. Asks thoughtful questions that further the discussion. Demonstrated the meeting of the Assessment criteria to an excellent standard. </td> <td style="width: 25%; padding: 5px;"> 12 to > 9 Marks Clear and logical; technically sound, presented with adequate professionalism. Asks relevant questions but could keep conversation flowing better. Demonstrated the meeting of the Assessment criteria to a good standard. </td> <td style="width: 25%; padding: 5px;"> 9 to > 7 Marks Satisfactory, could improve professionalism. Limited or poor questions that stall discussions or lack relevance. Demonstrated the meeting of the Assessment criteria to a basic standard. </td> <td style="width: 25%; padding: 5px;"> 7 to 0 Marks Unclear or disorganised; lack of professional approach evident. Minimal or no questioning. Demonstrated the meeting of the Assessment criteria to a poor standard. </td> </tr> </table> | 20 to >12 Marks Highly engaging and presented professionally; uses knowledge effectively. Asks thoughtful questions that further the discussion. Demonstrated the meeting of the Assessment criteria to an excellent standard. | 12 to > 9 Marks Clear and logical; technically sound, presented with adequate professionalism. Asks relevant questions but could keep conversation flowing better. Demonstrated the meeting of the Assessment criteria to a good standard. | 9 to > 7 Marks Satisfactory, could improve professionalism. Limited or poor questions that stall discussions or lack relevance. Demonstrated the meeting of the Assessment criteria to a basic standard. | 7 to 0 Marks Unclear or disorganised; lack of professional approach evident. Minimal or no questioning. Demonstrated the meeting of the Assessment criteria to a poor standard. | 20 marks |
| 20 to >12 Marks Highly engaging and presented professionally; uses knowledge effectively. Asks thoughtful questions that further the discussion. Demonstrated the meeting of the Assessment criteria to an excellent standard. | 12 to > 9 Marks Clear and logical; technically sound, presented with adequate professionalism. Asks relevant questions but could keep conversation flowing better. Demonstrated the meeting of the Assessment criteria to a good standard. | 9 to > 7 Marks Satisfactory, could improve professionalism. Limited or poor questions that stall discussions or lack relevance. Demonstrated the meeting of the Assessment criteria to a basic standard. | 7 to 0 Marks Unclear or disorganised; lack of professional approach evident. Minimal or no questioning. Demonstrated the meeting of the Assessment criteria to a poor standard. | | | |

| Assessment Criteria | Ratings | | | | Marks |
|--|---|--|---|--|----------|
| <p><u>Video Discussion</u> Reflection on the impact of AI on the future workplace and your personal career and how this relates to the Kingston Graduate Attributes.</p> | <p>20 to >12 Marks Demonstrates strong reflection and analysis of challenges that AI presents and how it relates to Kingston Graduate Attributes</p> | <p>12 to > 9 Marks An adequate reflection on AI challenges and how it relates to Kingston Graduate Attributes</p> | <p>9 to > 7 Marks Basic reflection on AI challenges and how it relates to Kingston Graduate Attributes</p> | <p>7 to 0 Marks Minimal or no reflection on AI challenges and how it relates to Kingston Graduate Attributes</p> | 20 marks |

Academic Misconduct

Plagiarism is presenting somebody else's work as your own. It is an offence to copy materials (even if it is a phrase or a sentence) from the Internet or other work and publications. You must write everything in your own words. *Collusion* is also an offence i.e. allowing another student to use your work even if it is just as a template! There is a heavy penalty for plagiarism and collusion which could see you receiving a ZERO mark and your subsequent academic record may be affected. Further details about plagiarism and referencing can be found at:

<https://www.kingston.ac.uk/aboutkingstonuniversity/howtheuniversityworks/policiesandregulations/academic-integrity/>

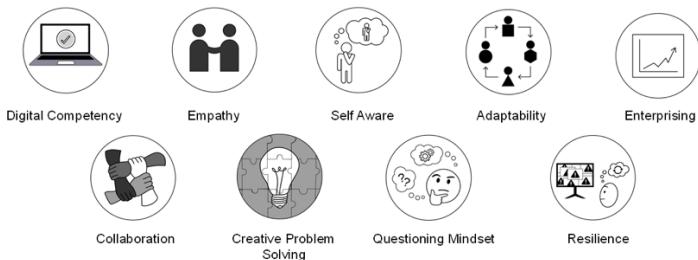
Appendices

Future Skills Canvas site: <https://canvas.kingston.ac.uk/courses/25673>

Future Skills Handbook : <https://d68b3152cf5d08c2f050-97c828cc9502c69ac5af7576c62d48d6.ssl.cf3.rackcdn.com/documents/user-upload/kingston-university-3bfff097ef8-kingston-university-d2606ad3a3d.pdf>

List of Future Skills: Problem-solving, Critical thinking, Communication, Digital, Analytical, Adaptability, Creativity, Resilience

What are the Kingston Graduate Attributes?



List of News Stories 2019-22

Guardian (2022f) [Undeclared pools in France uncovered by AI technology \(Links to an external site.\)](#). Available at: [https://www.bbc.co.uk/news/world-europe-62717599 \(Links to an external site.\)](https://www.bbc.co.uk/news/world-europe-62717599) (Accessed: 4 September 2022)

BBC (2022e) [Start-up denies using tech to turn call centre accents 'white'. \(Links to an external site.\)](#) Available at: [https://www.bbc.co.uk/news/technology-62633188 \(Links to an external site.\)](https://www.bbc.co.uk/news/technology-62633188) (Accessed: 26 August 2022)

Guardian (2022e) [Meta's new AI chatbot can't stop bashing Facebook \(Links to an external site.\)](#). Available at: [https://www.theguardian.com/technology/2022/aug/09/blenderbot-meta-chatbot-facebook \(Accessed: 9 August 2022\)](https://www.theguardian.com/technology/2022/aug/09/blenderbot-meta-chatbot-facebook)

Guardian (2022d) ['People get bored quickly': how UK teens turned to social media for their news](https://www.theguardian.com/society/2022/jul/24/people-get-bored-quickly-how-uk-teens-turned-to-social-media-for-their-news) (Links to an external site.). Available at:
<https://www.theguardian.com/society/2022/jul/24/people-get-bored-quickly-how-uk-teens-turned-to-social-media-for-their-news> (Links to an external site.) (Accessed: 9 August 2022)

BBC (2022d) [UK set to have world's biggest automated drone superhighway](https://www.bbc.co.uk/news/technology-62177614) (Links to an external site.). Available at: <https://www.bbc.co.uk/news/technology-62177614> (Links to an external site.) (Accessed: 28 July 2022)

Guardian (2022c) [The ugly truth about beauty filters](https://www.theguardian.com/australia-news/audio/2022/jun/28/the-ugly-truth-about-beauty-filters) (Links to an external site.). Available at:
<https://www.theguardian.com/australia-news/audio/2022/jun/28/the-ugly-truth-about-beauty-filters> (Links to an external site.) (Accessed: 1 August 2022)

Guardian (2022b) [Taser abandons plans to build stun gun-equipped drones for schools](https://www.theguardian.com/world/2022/jun/06/school-taser-drone-programme-paused-after-ethics-board-exodus) (Links to an external site.). Available at: <https://www.theguardian.com/world/2022/jun/06/school-taser-drone-programme-paused-after-ethics-board-exodus> (Accessed: 7 June 2022)

Guardian (2022a) [Finding it hard to get a new job? Robot recruiters might be to blame](https://www.theguardian.com/us-news/2022/may/11/artificial-intelligence-job-applications-screen-robot-recruiters) (Links to an external site.). Available at: <https://www.theguardian.com/us-news/2022/may/11/artificial-intelligence-job-applications-screen-robot-recruiters> (Accessed: 12 May 2022)

BBC (2022c) [Brownies to learn coding to get more girls into science](https://www.bbc.co.uk/news/uk-61258336) (Links to an external site.). Available at: <https://www.bbc.co.uk/news/uk-61258336> (Accessed: 28 April 2022)

BBC (2022b) [Pet cloning is getting more popular despite the cost](https://www.bbc.co.uk/news/business-60924936) (Links to an external site.). Available at: <https://www.bbc.co.uk/news/business-60924936> (Accessed: 4 April 2022)

BBC (2022a) [Drones could be banned at North Tyneside beaches and parks](https://www.bbc.co.uk/news/uk-england-tyne-60494155) (Links to an external site.). Available at: <https://www.bbc.co.uk/news/uk-england-tyne-60494155> (Accessed: 23 February 2022)

Guardian (2021c) [Ex-Uber driver takes legal action over 'racist' face-recognition software](https://www.theguardian.com/technology/2021/oct/05/ex-uber-driver-takes-legal-action-over-racist-face-recognition-software) (Links to an external site.). Available at: <https://www.theguardian.com/technology/2021/oct/05/ex-uber-driver-takes-legal-action-over-racist-face-recognition-software> (Accessed: 5 October 2021)

Guardian (2021b) [Congress grills Facebook exec on Instagram's harmful effect on children](https://www.theguardian.com/technology/2021/sep/30/facebook-hearing-testimony-instagram-impact) (Links to an external site.). Available at: <https://www.theguardian.com/technology/2021/sep/30/facebook-hearing-testimony-instagram-impact> (Accessed: 24 September 2021)

BBC (2021) [AI cannot be the inventor of a patent, appeals court rules](https://www.bbc.co.uk/news/technology-58668534) (Links to an external site.). Available at: <https://www.bbc.co.uk/news/technology-58668534> (Accessed: 24 September 2021)

Guardian (2021a) [Facebook announces launch of Ray-Ban Stories smart glasses](https://www.theguardian.com/technology/2021/sep/09/facebook-stories-social-media-firm-launches-ray-ban-smart-glasses) (Links to an external site.). Available at: <https://www.theguardian.com/technology/2021/sep/09/facebook-stories-social-media-firm-launches-ray-ban-smart-glasses> (Links to an external site.) (Accessed: 20 September 2021)

Forbes (2020) [Tracking The Trackers: Coronavirus Surveillance Around The World.](https://www.forbes.com/sites/emmawoollacott/2020/03/25/tracking-the-trackers-coronavirus-surveillance-around-the-world/) (Links to an external site.) Available at: <https://www.forbes.com/sites/emmawoollacott/2020/03/25/tracking-the-trackers-coronavirus-surveillance-around-the-world/> (Links to an external site.) (Accessed: 26 September 2020)

BBC (2020b) [When can I ride an e-scooter legally? \(Links to an external site.\)](#) Available at: <https://www.bbc.co.uk/news/uk-48106617> (Accessed: 26 September 2020)

BBC (2020a) [What are deepfakes – and how can you spot them? \(Links to an external site.\)](#) [https://www.theguardian.com/technology/2020/jan/13/what-are-deepfakes-and-how-can-you-spot-them \(Links to an external site.\)](https://www.theguardian.com/technology/2020/jan/13/what-are-deepfakes-and-how-can-you-spot-them) (Accessed: 26 September 2020)

MIT (2020b) [How close is AI to decoding our emotions? \(Links to an external site.\)](#) Available at: <https://www.technologyreview.com/2020/09/24/1008876/how-close-is-ai-to-decoding-our-emotions/> (Accessed: 3 September 2020)

MIT (2020a) [Satellite mega-constellations risk ruining astronomy forever \(Links to an external site.\)](#) <https://www.technologyreview.com/2020/09/02/1007938/satellite-mega-constellations-risk-ruining-astronomy-forever/> (Accessed: 26 September 2020)

BBC (2019d) [Why are so few women inventors named on patents? \(Links to an external site.\)](#) Available at: <https://www.bbc.co.uk/news/technology-49843990> (Accessed: 1 December 2021)

BBC (2019c) [Passport facial recognition checks fail to work with dark skin \(Links to an external site.\)](#) Available at: <https://www.bbc.co.uk/news/technology-49993647> (Accessed: 9 October 2019)

Guardian (2019b) [Children 'interested in' gambling and alcohol, according to Facebook \(Links to an external site.\)](#) Available at: <https://www.theguardian.com/technology/2019/oct/09/children-interested-in-gambling-and-alcohol-facebook> (Accessed: 9 October 2019)

Guardian (2019a) [Will advances in quantum computing affect internet security? \(Links to an external site.\)](#) Available at: <https://www.theguardian.com/commentisfree/2019/sep/28/google-quantum-computer-internet-security-threat> (Accessed: 6 October 2019)

BBC (2019b) [Facebook encryption: Should governments be given keys to access our messages? \(Links to an external site.\)](#) Available at: <https://www.bbc.co.uk/news/technology-49933483> (Accessed: 6 October 2019)

BBC (2019a) [How Hong Kong protesters avoid police surveillance \(Links to an external site.\)](#) Available at: <https://www.bbc.co.uk/news/av/technology-49637773/how-hong-kong-protesters-avoid-police-surveillance> (Accessed: 25 September 2019)

Issues (2019) [Selling AI: The Case of Fully Autonomous Vehicles \(Links to an external site.\)](#) Available at: Selling AI: The Case of Fully Autonomous Vehicles (Accessed: 12 October 2021)

IET (2019) [Ethics in Autonomous Vehicles \(Links to an external site.\)](#). (Videos of talks) Available at: <https://tv.theiet.org/?event=4761> (Accessed: 10 November 2019)

Guardian (2018) [Children's lack of sleep is "hidden health crisis" \(Links to an external site.\)](#) Available at: <https://www.theguardian.com/lifeandstyle/2018/sep/30/childrens-lack-of-sleep-is-hidden-health-crisis-experts-say> (Accessed: 01 Oct 2018)

BBC (2018) [Fake Obama video creator defends invention \(Links to an external site.\)](#). Available at: <https://www.bbc.co.uk/news/technology-43639704> (Accessed: 9 October 2019)