

Overview

Module Description

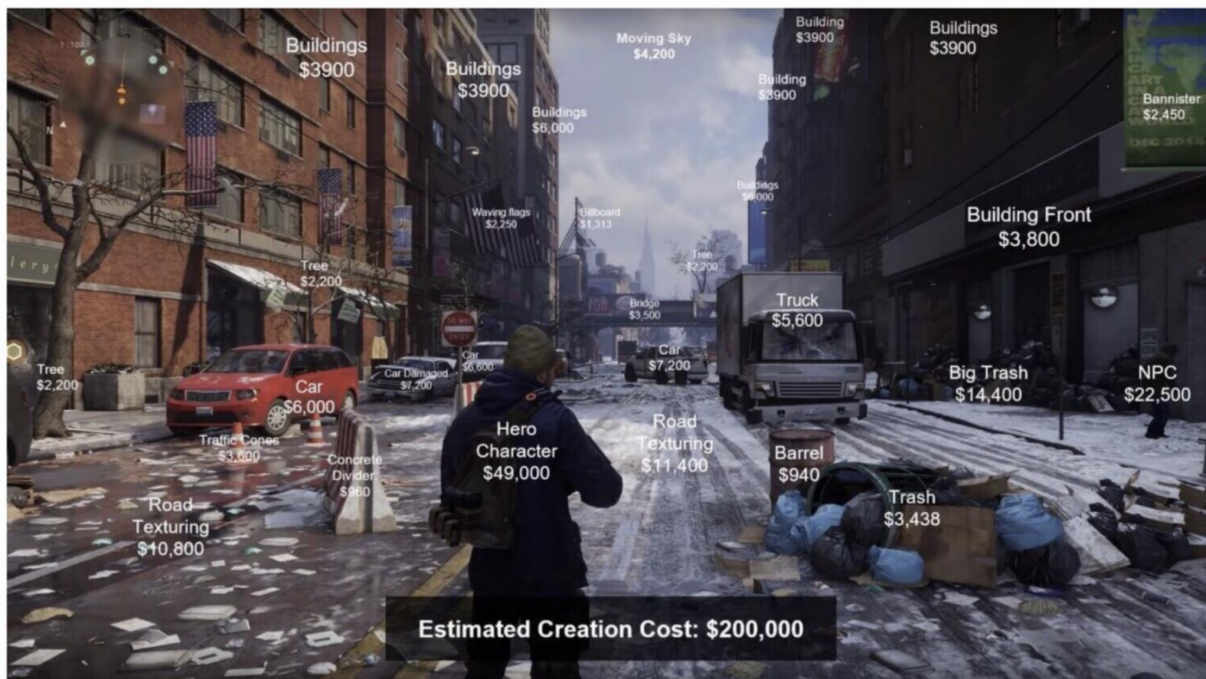
In this module, students will be presented various approaches to learn the ethical uses of AI in image generation. This will help them become aware of the issue, prepare their ethical positions, present their views in rich context and finally to produce artwork without fear or harm using AI ethically.

Producing art entirely through AI and capitalizing on it without notifying or rewarding the original artists in any way is unethical. In time, there's no doubt that it will become illegal. That's why understanding how to use AI art as ethically as possible is important. It'll stop students from getting into trouble now and when legal measures come into play as professionals.

At a glance

Below is a real-life example of the expense in creating art products- in this case a video game.

The image below shows how a single scene in a video game can run an estimated cost of \$200,000 purely from the objects you can see.



Surely you can understand that if there is a way to create art for less expense, a developer or company might be tempted to try that. Artificial Intelligence (AI) art work can bypass much of the process to provide cheaper artworks at a click of a button. Some say that AI is unethical because in the process of learning how to make art, AI "scrapes" the digital world and this sometimes includes other artists work. It scrapes their work without permission, without payment and without credit.

So, these are the major ethical problems and potentially legal issues:

1. AI Generators Learn From Images Without Artists' Permission
2. Copyright Laws Against AI Generators Are Improving But Still Flawed
3. AI Generators Don't Compensate or Give Credit to Artists
4. Artists Lose Revenue Because People Turn to AI Generators

Learn the Ethical Uses of AI in Image Generation

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Learning Outcomes

1. Students will learn about the Montreal Declaration for Responsible AI guidelines and then apply the guidelines to recognize and describe ethical issues in AI-based systems.
2. Students will discuss and reason, both alone and in collaboration with others, about the violation of the guidelines in an AI-enabled case-study and potential solutions of these violations.
3. Students will gain enhanced awareness of approaches to minimize ethical problems that can arise in the development and implementation of AI-based systems.
4. Students will make relevant, valuable original contributions to discussions in class that identify and address ethical issues associated with specific AI-based systems.

Module Organization and Timeline

1. Introduction Discussion & Assignment on Understanding the importance of responsible use of AI and advocating for a fair AI art system (20%)

- Students will DISCUSS the general ethics involved in AI in the visual arts (aware) 10%
- Students will READ about AI and specific UNESCO and Montreal Ethical positions on AI (prepare) 10%

2. Role Play (20%)

- Students will ROLE PLAY a hypothetical professional scenario (present)

3. Art Projects (60%)

- Students will CREATE using AI in 3 different ethically appropriate approaches (produce)

Assessment Rubric

We will measure this goal with the following AACU (aacu.org) rubric dimensions (you may not assess all of them).

- 1. Ethical Self-Awareness:** Can the student analyze the fundamental principles that consciously or unconsciously influence one's ethical conduct and ethical thinking? This could be assessed by asking student a question regarding a typical moral/ethical situation that may not concern AI.
- 2. Understanding different AI Ethical principles/concepts:** Can the student understand at least one ethical framework (Unesco, Montreal) and name/explain several principles? This could be assessed by asking students multiple choice, true/false question.
- 3. AI Ethical Issue Recognition:** Can the student recognize ethical issues when presented in a form of case study/situation/roleplay and recognize cross relationships among the issues? This could be assessed via written report, discussion thread, debate, presentation, hands-on that many of you are planning to implement. A typical question to assess this could be "Presented with a particular case study/situation/roleplay/hands-on, do you recognize one or many ethical problems and why?"
- 4. Application of AI Ethical Perspectives/Concepts:** Can the student independently apply ethical perspectives/concepts to an ethical question? This could be assessed via written report, discussion thread, debate, presentation, hands-on that many of you are planning to implement. A typical question to assess this could be "How do the ethical perspectives that you learned (step 2) relate to the ethical problems that you identified (step 3)?"
- 5. Evaluation of different AI ethical perspectives/concepts:** Can the student state a position regarding to an ethical problem and reasonably defend her position? This could be assessed via written report, discussion thread, debate, presentation, hands-on that many of you are planning to implement. A typical question to assess this could be "What position do you take and why (try to justify your position based on ethical perspectives/theories)?"

For convenience, the AACU Value Rubric is also provided below:

ETHICAL REASONING VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives/Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/Concepts	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example).
Evaluation of Different Ethical Perspectives/Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.