

## Data Ethics

As it said in the introduction, student test scores were considered, along with the reviews from the principal and the students' parents. At some point I think the students' thoughts of the teacher were accounted for, despite the somewhat abstract answers that may be given. Whether or not they were considered, the topics covered during the year as well as what context they are considered, and what emotions are prevalent in the class are better representations to count in an IMPACT score. I highly doubt it is possible to fully code a teacher's impact on student learning due to the extremely dynamic nature of human learning. Lastly, a feedback loop for the IMPACT WMD may be a principal's consistently positive review of the same teacher in the hope of keeping the teacher staffed, discounting other attributes of the IMPACT score.

The first automated data-based system I can think of relates to the world of insurance. More specifically, my car insurance fee as a high school student. The traditional thinking in the insurance industry is that younger drivers make more mistakes and result in more accidents while driving. Thus, it costs more for younger drivers to be insured. However, my insurance service offered discounts if the high school student had a higher GPA. This is an example of an automated data system determining the result for a broad range of people, in this case the student. While my GPA-based discount resulted in a fair insurance fee, those who were good drivers still paid more if they could not keep their GPA high enough. Therefore, these students serve as the outliers heavily impacted by WMDs as mentioned in the introduction. Finally, nothing else of major importance struck me while reading the introduction.