START

Welcome and Housekeeping - (00:00 – 00-10)

<mark>Speaker 1 (S1)</mark>: Good morning everyone! Thank you for joining us today. We are [names of facilitators], and we'll be guiding you through this workshop.

The focus of this activity is exploring and reflecting on the concept of Responsible AI generally, and particularly in the context of Natural Language Processing. Before we dive further into this activity, we want to explain our research aims and the potential outputs.

Today's session is designed to help us approach three key questions:

1. **How do CDT students define "responsible" in the context of Responsible AI/NLP**? (*How different is Responsible AI to Responsible NLP for you? In their perceptions, how can responsible AI practices impact the field of NLP? Who is responsible, what roles do different actors play in this construction*)
2. **What sources of knowledge or people influence and shape CDT students' opinions on Responsible AI/NLP**?
3. **What are CDT students' experiences with Responsible AI**? In what situations or contexts do they engage with the term and/or practice? How do they think that experience shapes their understanding of Responsible AI/NLP?

Our goal is to reflect more deeply on these questions and, by doing so, develop a better understanding of how responsibility manifests in our work, both individually, from your experience and knowledge, but also collectively and how those ideas emerge and evolve in a group setting.

We hope that this workshop will also support a broader purpose and that the insights we gather today may help inform how researchers and practitioners approach Responsible AI in different contexts.

Your participation today contributes to a shared effort to shape ethical and reflective practices in our field. **We want to emphasize that there are no right or wrong answers to this activity — your unique experiences, insights, and reflections are what matters most.**

First - Do you have any questions about the objectives or how the activity aligns with them before we proceed?

Speaker 2 (S2): House Keeping:

Before we begin, we'd like to acknowledge again the importance of your participation. Please help yourself to some refreshments, and, if you haven't already, please review and sign the consent form provided. As we proceed with the interview, a reminder that for our audio transcription purposes, do not talk over each other, please as the audio transcription cannot correctly transcribe the speech in that case.

As mentioned on the consent form, we are recording this discussion in order to obtain a transcript. This will support our work in data analysis. The recording will be then totally erased, and the transcript will be anonymized and reviewed for accuracy by at least two student researchers independently, before we extract key themes and insights. If there's anything you would like to contribute during the discussion but do not feel comfortable doing so in a group setting or on a recording, we will be available after the workshop for you to share these reflections if you wish in a more private setting, and we will also send out an anonymous feedback form after the workshop too.

We will never use any quotes in our research that could identify you – for example, we will not quote you talking about your supervisor or research interests or any other specific information. Please also respect each other's privacy with regard of the Chatham House Rules; this implies that you can talk about what was discussed in the workshop but you cannot identify what any individual said or attribute any specific statement to a particular person, outside of this room.

Before we begin, please tell us if you have any questions or concerns about any of this?

Activity 1: Icebreaker (00:10 – 00:20)

S1: Now that we're ready, let's begin with a short activity to warm up and start thinking about our topic!

In front of you, you'll find slips of paper with keywords related to the term 'responsible' in Responsible AI and NLP. We'd like you to work together to rank these in order of how important you think they are for understanding "responsibility" in AI and NLP research and practice.

Feel free to add any concepts you think are missing using the blank slips. As you work, please share your thoughts and reasons out loud with the group. You'll have 5 minutes for this.

[take a picture of the ranking activity – ranking key words]

[After 5 minutes]

Thank you! Now let's turn the slips over. On the other side, you'll see definitions for each keyword. Take a moment to read them and decide if the ranking should change based on these definitions. Again, discuss your thoughts openly. We'll give you another 5 minutes.

[take a picture of the ranking activity – ranking with definitions]

Activity 2: Semi-structured, reflective focus group discussion (00:20-00:45)

S2: We will now move onto a reflective discussion, which will last approximately 30 minutes. We'll present three questions. Before we discuss each question together, you will have 2 minutes to think about each of them. We invite you to note your thoughts down on paper, for example, ither as bullet points or a stream of consciousness. This will help ensure everyone has a chance to reflect individually before building on each other's ideas. Again, **we want to reiterate that there are no right or wrong answers, and we are interested in your perspective and experience.**

[display questions on separate slides, one question per screen]

Let's start:

Question 1: How would you define responsible AI/NLP?
You may consider: Has your definition changed over time due to a particular experience or situation? How did it change? Are there aspects of Responsible AI that you feel are especially important in NLP (e.g., language bias, cultural sensitivity)? If so, why?

Question 2: What sources most influence your understanding, approach and/or opinion of Responsible AI/NLP?

You may consider: e.g. academic industry guidelines, personal research, groups, individuals. Are there any specific organisations, or frameworks that have influenced your view on Responsible AI/NLP? How does your field or workplace influence your approach to Responsible AI/NLP?

Question 3: Can you describe any specific experiences you've had working with Responsible AI? How have these shaped your approach to AI and NLP?

You may consider: What <u>challenges</u> have you encountered in implementing Responsible AI practices? How have these experiences impacted your perspective?

In your experience/opinion, what considerations does Responsible AI bring to NLP? Do practices or ethical guidelines differ for responsible AI in NLP versus other AI applications?

[Allow 2 minutes for reflection, then open the discussion for 8 minutes. Try to ensure that everyone has the chance to contribute for each question.]

Feel free to share your thoughts now.

[stop participants after the total of 10 minutes for each question has lapsed]

[Repeat the process for the other two questions]

[Conclude:]

Thank you for all your efforts so far! Let's move on to our next, and final task.

Activity 3: Scenario-Based Project Development (00:45 - 01:30)

Instructions 00:45 – 00:50

S1: The final portion of the workshop, which will take up the remaining time left, is a scenario-based interactive exercise. We would like you to imagine that you are part of a

group of CDT students which have been assigned to work on a responsible AI project with academics and an external CDT partner. In this exercise, we want you to work together to plan how you would approach this project, how you would allocate resources, what you would prioritise and when. You will have 20 minutes to create this plan, and then we would like you to present your approach as if you were presenting your initial plan to your supervisory team.

[S2] will now describe to you what the goals of this hypothetical project are.

[show slide]

S2: In this scenario, your group has been selected to carry out a project to develop some assistive technology for undergraduate deaf students. This work has been proposed by Jisc, which is a digital, data and technology agency focused on tertiary education, research and innovation. It is a CDT partner and a not-for-profit organisation. The project brief is as follows, and also displayed on the screen. The project asks you to:

- **Develop a personalised quiz-question generation tool which is specialised for the needs of deaf students.** This will accompany the video-based learning resources (which are captioned), currently used by deaf undergraduate students.
- Work with your supervisors and collaborators throughout the project, who specialise in Deaf studies and assistive technology
- Deliver the software within the timeline of 12 months
- Keep resource costs to within £10,000 (funding provided by Jisc)

As you are planning your project, you can use any technologies or methods that you see fit, provided you can justify their use and expense. **It may be useful for you to know that other researchers have already explored how to use LLMs to generate questions to go with video-based learning resources already, but no-one has explored how to adapt these tools specifically for deaf students.** You can ask us questions if you get stuck, but remember that this is a hypothetical project and we are mainly interested in how you would approach it even with limited information, so do not worry if you need to make some assumptions along the way – just try to note where this happens and where you would want to get clarity from the supervisors.

S1: To help structure your discussion, we have provided a project development timeline that you can use to discuss what you would do at each stage.
- **There are also some prompting questions that you can use if you get stuck** – for example, during delivery you might want to think about your objectives, Unique Selling Point, methods, data collection, training and deployment, whereas for

testing and evaluation you might want to collectively define what "success" looks like, what problems you foresee, and what the guardrails might be.

- You can also think and discuss throughout **how other people might contribute to your thinking**, including your supervisors, Jisc, the CDT Management Staff, or staff and students from across the university. You can also think about how long you would want to allocate to each stage, and write in the number of months in the timeline sections below each stage (although, of course, it might not be entirely linear).

- As you make decisions, we'd like for you to please **use the coloured post-it notes** to note down your plans – please use blue post-its for practical steps, methods, resources and other decisions. If you identify any particular risks or potential harms at any stage, please note those down on a yellow post-it note. And finally, please use the green post-it notes to reflect any "Responsible AI" measures that you choose to implement.

- As we said before, **you will have 20 minutes to create a plan and then we would like you to present it**. The presentation does not have to be ~~planned or~~ formal, we just want you to talk us through your thinking at each stage. **Before we start the task, do you have any questions?**

Group work 00:50 – 1:10
[S2] Your 20 minutes starts now!

[Throughout the discussion, respond to any questions that the participants raise as necessary. If they are neglecting any of the prompts, goals, or not using all of the coloured post-it notes, you may wish to gently remind them of the relevant bit of the task description – but try not to be too prescriptive. Provide time reminders with 10, 5 and 2 minutes remaining.]

Rug-pull 1:10-1:23

S2: Okay, your twenty minutes is up. **[Take picture of board].** However, we've just been notified that the original constraints of the project have **had to be radically altered due to unforeseen funding and time constraints from Jisc.**

- Unfortunately, you now have **only 3 months to complete the project, and instead of £10,000 you only have £2,000**!

- You now have 10 minutes left to discuss how you would adapt your existing project plan to fit these new constraints – **what will you remove? What will you keep? What do you need to adapt?**
- We'd like you to now use red pen (not black pen) for your decisions under these new constraints – you can use more post-it notes, or annotate the ones you already have, whatever you prefer.
- At the end of the ten minutes, we will ask you a few questions about the decisions you made. **Do you have any questions?**

<mark>[Switch black pens for red pens and set new timer for 10 minutes]</mark>

Group Presentations and Reflection on task (01:23 - 01:30)

<mark>S1:</mark> Time's up! We have a few minutes now where we'd like you to talk us through your findings.

1. **What was your strategy**?
2. **What compromises did you make** after the funding and timing was cut, to ensure you can still deliver the project? **What were the responsible AI measures you retained, or compromised?**
3. **How have you adapted to the new constraints**, **what success metrics did you prioritize**, and why?

Can you share more about **how you found the process of adapting your approach**? What is the role of different actors **in creating Responsible AI solutions**?

<mark>[Take second picture of board].</mark>

Closing and Debrief (01:30 - 01:35)

<mark>S2:</mark> That brings us to the end of the workshop! Thank you all so much for your participation today! If you'd like to provide additional reflections or comments that you either didn't want to share in the group or don't want to be audio recorded, we'd be happy to schedule a short follow-up interview, and you can do that either with one of us now or at a separate time. We will also send round an anonymous feedback form which you can also use to provide further input if you like.

If you have any questions or concerns after today, also please don't hesitate to reach out. Thank you again for your time and insights. Have a great day! **END**