Piloting Diversity and Inclusion in Artificial Intelligence and Robotics for Children

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***Abstract*—This document is a model and instructions for LaTeX. This and the IEEEtran.cls file define the components of your paper [title, text, heads, etc.]. *CRITICAL: Do Not Use Symbols, Special Characters, Footnotes, or Math in Paper Title or Abstract. Nam dui ligula, fringilla a, euismod sodales, sollicitudin vel, wisi. Morbi auctor lorem non justo. Nam lacus libero, pretium at, lobortis vitae, ultricies et, tellus. Donec aliquet, tortor sed accumsan bibendum, erat ligula aliquet magna, vitae ornare odio metus a mi. Morbi ac orci et nisl hendrerit mollis. Suspendisse ut massa. Cras nec ante. Pellentesque a nulla. Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus. Aliquam tincidunt urna. Nulla ullamcorper vestibulum turpis. Pellentesque cursus luctus mauris.**

***Index Terms*—component, formatting, style, styling, insert**

I. Introduction

Guarantey security, accessibitly and human dignity can be considered the pilar for inclusivity. However, the disparity of advances in education and technology is not creating enviroments to construct a faier society. Recently, Astobiza et al. reported the need of collaborations between industry and a multidisiplanry gropu of reserachers to address concernts on the paradigm of inclusivity in robotics [1]. Simiarly, Astobiza et al. suggested that inclusive robotics should be based on: "1) they should be easy to use and 2) they must contribute to making accessibility easier in distinct environments" [1]. Peixoto et al. in 2018 reported the use of robots as tool to promote diverity which lead to improve competences in communication, teamwork, leadhership, problem solving, resilence and entrreprenurship [2], [3]. Pannier et al. pointed out the challenges of increasing the participation of women and underrepresented minorities in the areas of Mechatronics and Robotics Engineering as well as the creation of community of educators to promote diversity and inclussion [4]. Pannier et al. mentioned that the prevalence of free and open-source software and hardware made mechatronics more accesible to a diverse group of population [4]. Also, Pannier et al touched on the evidence and importance of offering workshops to different ragne of underpresentend students that lead to inpires other programs to creat outreach activities for studnets, trainings, workshops,

This short paper presents our findinds on the first pilot workshop to promote diversity and inlcusion in Artificial Intelligence and Robotics.

II. Diversity and Inclusivity of AIR4children with Non-tradional Education

A. Non-tradional education and schools

Non-tradional education such as Montesory, etc.

B. Montesory education

Elkin et al. in 2014 explored the how robots can be used in the Montessori curriculum [5]. Authors conclude that the confidence and experience in robotics is crucial to deliver and communicate the right experince to encourgage students [5]. Similry Elkin et al. posed the question on the revision of new curriculums of technology that do not deviate from the purpose of the Montesory classrom [5]. Drigas and Gkeka in 2016 reviewed the application of information and communication technologes in the Montesory Method [6]. Drigas and Gkeka mentioned the Manipulatives, as objects to develop motor skills or understan mathematical abstractions, are based on cultural areas, language, mathemaics and sensorial but little to none on technolgoical areas. Drigas and Gkeka reviewed Montesory materials of the 21st century where interactive systems with sounds and lights, touch application to enhace visual literacy or the development of compuitational thinking and contrictuons of the physical world [6] These indicate that the incorporation of such manipulatives with the use of robotics might led to reach scneraios to explore motor skill develipment, visualisation and computational thikning.

Recenlty, Scippo and Ardolino reported a longitudinal study of the use of computationla thinking in five years participants of primary shcool in a Montessori school [7] Scippo and Ardolino pointed out the importance of aligment of the Montessori material with the computationla thinking acitivites.

C. Other alternative education styles

Synthesis is new education program which aim is to cultivate student voice, strategic thinking and collaborative problem solving [8].

III. Diversity and Inclusion with Open-Source AIR

Some Common Mistakes

- The word "data" is plural, not singular.

- In your paper title, if the words “that uses” can accurately replace the word “using”, capitalize the “u”; if not, keep using lower-cased.
- Be aware of the different meanings of the homophones “affect” and “effect”, “complement” and “compliment”, “discreet” and “discrete”, “principal” and “principle”.
- Do not confuse “imply” and “infer”.
- The prefix “non” is not a word; it should be joined to the word it modifies, usually without a hyphen.
- There is no period after the “et” in the Latin abbreviation “et al.”.
- The abbreviation “i.e.” means “that is”, and the abbreviation “e.g.” means “for example”.

Figures and Tables

a) Positioning Figures and Tables: Place figures and tables at the top and bottom of columns. Avoid placing them in the middle of columns. Large figures and tables may span across both columns. Figure captions should be below the figures; table heads should appear above the tables. Insert figures and tables after they are cited in the text. Use the abbreviation “Fig. 1”, even at the beginning of a sentence.

TABLE I
TABLE TYPE STYLES

Table Head	**Table Column Head**		
	Table column subhead	***Subhead***	***Subhead***
copy	More table copy[a]		

[a]Sample of a Table footnote.

Fig. 1. Example of a figure caption.

Figure Labels: Use 8 point Times New Roman for Figure labels. Use words rather than symbols or abbreviations when writing Figure axis labels to avoid confusing the reader. As an example, write the quantity “Magnetization”, or “Magnetization, M”, not just “M”. If including units in the label, present them within parentheses. Do not label axes only with units. In the example, write “Magnetization (A/m)” or “Magnetization {A[m(1)]}”, not just “A/m”. Do not label axes with a ratio of quantities and units. For example, write “Temperature (K)”, not “Temperature/K”.

IV. DESIGNING INCLUSIVE WORKSHOPS

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V. PILOTING INCLUSIVE WORKSHOPS

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VI. CONCLUSIONS AND FUTURE WORK

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ACKNOWLEDGMENT

The preferred spelling of the word “acknowledgment” in America is without an “e” after the “g”. Avoid the stilted expression “one of us (R. B. G.) thanks ...”. Instead, try “R. B. G. thanks...”. Put sponsor acknowledgments in the unnumbered footnote on the first page.

REFERENCES

Please number citations consecutively within brackets [9]. The sentence punctuation follows the bracket [10]. Refer simply to the reference number, as in [11]—do not use “Ref.

[12]" or "reference [12]" except at the beginning of a sentence: "Reference [12] was the first ..."

Number footnotes separately in superscripts. Place the actual footnote at the bottom of the column in which it was cited. Do not put footnotes in the abstract or reference list. Use letters for table footnotes.

Unless there are six authors or more give all authors' names; do not use "et al.". Papers that have not been published, even if they have been submitted for publication, should be cited as "unpublished" [13]. Papers that have been accepted for publication should be cited as "in press" [13]. Capitalize only the first word in a paper title, except for proper nouns and element symbols.

For papers published in translation journals, please give the English citation first, followed by the original foreign-language citation [14].

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