

Surveying Science and Society

Interdisciplinary and Inquiry-based Learning Team Reports

HSI2005 Our Science Stories and You

Volume 3, 2025



Compiled and edited by:

Dillen Singh Selvam, Eason Pek, Kimberly Rui Xuan Tng, and Siew Hong Lam

This E-book *Surveying Science and Society* is dedicated to:

All HSI2005 students in Semester 2 of AY2024-2025 who dared to imagine, who were bold enough to try, and who were willing to learn and share collectively, despite the challenges they faced.



Perspective taking and making are interdisciplinary thinking skills honed in HSI2005

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A Note to the Reader

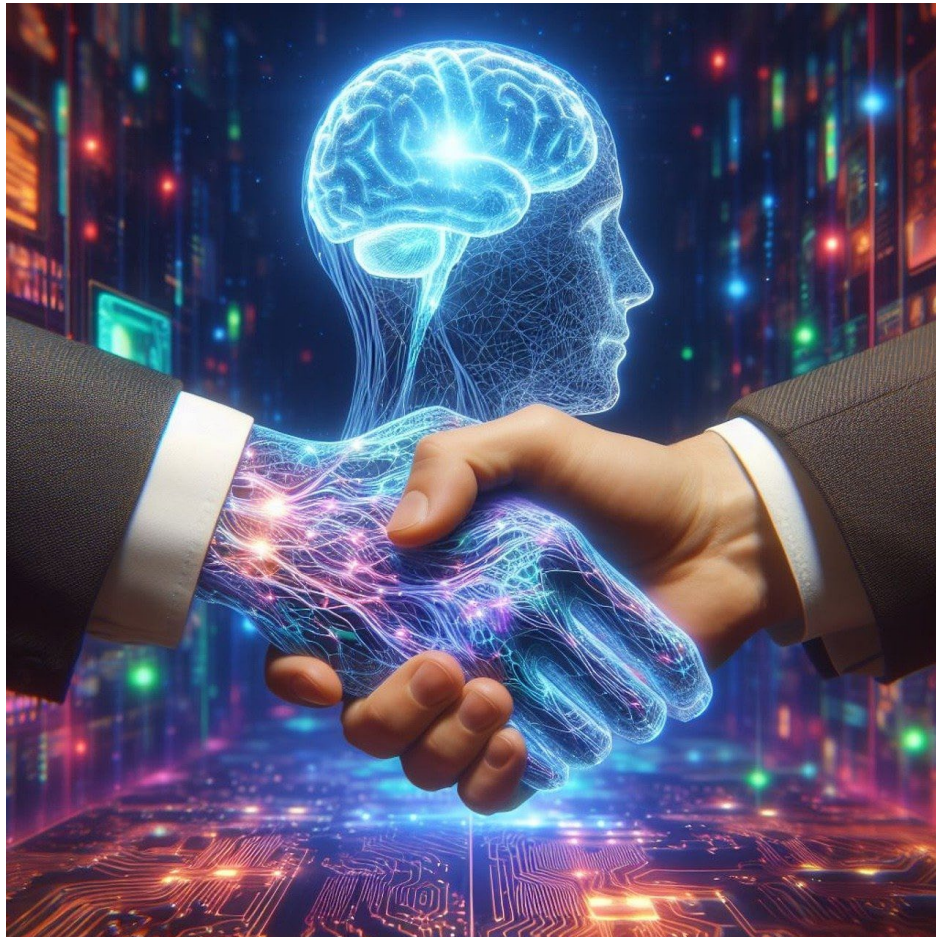
This E-book *Surveying Science and Society* is a product of the inquiry-based learning exercises of students in a humanities and sciences interdisciplinary (HSI) course entitled *Our Science Stories and You* (Course Code HSI2005). This course is offered to undergraduates under the College of Humanities and Sciences curriculum at the National University of Singapore (please refer to end page 204 for information about HSI2005). The reports presented in this E-book are findings obtained from the team projects following the themes *Pseudoscience*, *Science with Ethical, Legal and Social Implications (ELSI)*, *Science of the Human Mind and Body*, and *Future Science*. While the generalizability of the findings is limited, the findings are likely true within the class, although they are not without mistakes. We learn from our mistakes and we improve from them. Importantly, students experienced interdisciplinary learning as they applied disciplinary thinking, took in various perspectives, found common grounds to integrate ideas, and subsequently synthesized new perspectives through an inquiry process.

Each chapter in this E-book is a product of a team effort of several students of diverse academic backgrounds who worked together within limited time and resources. While instructional support, structure, and feedback were provided, the students had to work interdependently to propose, vote, decide, design and execute a survey for their team project. Designing a survey requires information research skills, analytical thinking and questioning skills. A short presentation is required to provide background of the survey and engage the class to participate which demands not just communication skills but also creative thinking. Data analysis and presentation require higher order thinking skills to analyse and evaluate the data, and apply the findings to create a narrative for the Team report and presentation. To make things challenging, the differences in thinking and abilities of the team members would require collaboration, and team-working skills to complete the writing and presentation coherently within the tight timeline. Each Team Report was followed by a creative team presentation and a question and answer session that added a story-telling narrative and further insights to the findings.

The end products forged under such challenging circumstances are amazing and they always make me feel hopeful of what they can achieve as a team. The presentations were creative, impressive, thought-provoking, interesting, insightful, and occasionally quirky, or even funny! They truly enriched the learning experience of the class and I am grateful for the privilege of having them as my students. I hope that much of the transferable skills experienced in this team project will continue into their future academic pursuit as they move on to develop themselves professionally. While the journey may not be easy, the challenges and positive memories they experienced while contributing to this E-book, will hopefully inspire hard work, teamwork, and the possibility of bringing into reality the good that we imagine together!

A/P Siew Hong Lam
Course Coordinator for HSI2005
April 2025

THEME 4: FUTURE SCIENCE



The science of today is the technology of tomorrow
- Edward Keller

This section on *Future Science*,
consists of Reports from Team 7 and Team 8,
is edited by Kimberly Rui Xuan Tng and Siew.Hong Lam

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Artificial Intelligence in the Daily Lives of Undergraduates

By Team Number 7

Hannah Ng Xiao Han¹, Ng Li Hing¹, Tan Jie Min², Sherman Goh Zhao Lun³,
Dhanalakshmi Karthigaiselvan⁴, Chia Jia Ying Nerice⁵, Heng Ruo Cheng⁶

¹Department of Statistics and Data Science, Faculty of Science, College of Humanities and Sciences, NUS

²Department of English, Linguistics and Theatre Studies, ³Department of Political Science,
⁴Department of Psychology, ⁵Department of Sociology and Anthropology, ⁶Department of Economics, Faculty of Arts and Social Science, College of Humanities and Sciences, NUS

Keywords: Artificial Intelligence, Companionship, Efficiency, Concerns



Ng Li Heng, Heng Ruo Cheng, Sherman Goh Zhao Lun, Chia Jia Ying Nerice, Dhanalakshmi Karthigaiselvan, Hannah Ng Xiao Han, Tan Jie Min

1. Background and Purpose

Artificial Intelligence (AI) is increasingly being integrated into our daily lives, shaping areas such as convenience, productivity and emotional well-being. From digital assistants streamlining tasks to chatbots offering emotional support, these technologies are transforming the way individuals interact with them. As AI-driven tools become more prevalent, understanding public sentiment is essential in determining its societal acceptance and identifying factors that influence its integration into everyday life (Moravec et al., 2024). Public perception plays a key role in shaping the future of AI-driven lifestyle tools.

Given similarly ubiquitous assimilation of AI in daily-living in Singapore; driven by state-led advocacy and emphasis on technological growth (Elliot, 2019), our study aims to assess Singaporeans' level of awareness and understanding towards the notion of AI in lifestyle. Along the same vein, we hope to evaluate public perception towards AI's ability to enhance lifestyle in practical and emotional areas. Our study then tries to unpack these public opinions by identifying concerns, ethical considerations, and risks Singaporeans associate with AI in lifestyle. Having considered all the above factors, this paper lastly explores public willingness to accept AI-driven instruments, specifically tools like companionship chatbots and digital assistants relating to users' emotional needs.

2. Methodology

2.1. Survey Design

This survey aims to explore public opinions on artificial intelligence (AI) and its integration into daily life, with a focus on university students from the College of Humanities and Science. Conducted via the online platform Qualtrics, a widely used tool for academic research due to its robust data collection and analysis capabilities, the survey is designed to take approximately five minutes to complete. By using Likert scale questions, multiple-choice responses, and ranking-based questions, it provides a detailed insight into respondents' perspectives on AI. The survey can be found in **Appendix B**. The survey explores respondents' perspectives on AI by examining demographic influences, awareness, perceived benefits, and ethical concerns. It assesses familiarity with AI technologies, opinions on their role in daily life, and key issues such as data privacy and job displacement.

2.2. Participants

The participants of this study were the Professor, teaching assistants and students taking the NUS course, HSI2005, in Semester 2 of AY2024/25. There was an open invitation for survey participation, which was anonymous. Our response rate was 89.4% with 51 respondents out of 57. The majority (60.8%) were from the Faculty of Arts and Social Sciences and the remainder (39.2%) by the Faculty of Science, as shown in **Table 1**. There was a greater proportion of female participants (60.8%) than male participants (37.3%). It is important to note that the Qualtrics platform submits incomplete responses after one week of inactivity,

which has resulted in some differences in our sample size for certain questions. Nonetheless, no survey responses were excluded from analysis.

Table 1

Demographic of Participants with respect to the Gender, Faculty and Average Household Monthly Income per Person

Demographic Factors	Sample (n =51)	
	n (%)	Percentage
Gender		
Male	19	37.3%
Female	31	60.8%
Prefer Not to Say	1	1.9%
Faculty		
Faculty of Arts and Social Sciences	31	60.8%
Faculty of Science	20	39.2%
Average Household Monthly Income per Person		
<\$1000	4	7.8%
\$1000 to less than \$2000	3	5.9%
\$2000 to less than \$3000	16	31.4%
\$3000 to less than \$4000	3	5.9%
\$4000 to less than \$5000	6	11.8%
\$5000 and more	19	37.3%

2.3. Data Analysis

The collected survey data were systematically processed and analysed to address the research objectives. The analysis involved both descriptive and inferential statistical methods, ensuring consistency between the findings and the research aims. All survey responses were first cleaned to remove incomplete or inconsistent entries. The data were then categorized based on the question types. Our responses from the Multiple-Choice Questions (MCQs) were converted into percentages to summarize the proportion of participants selecting each option. For Likert-scale questions, Mean and standard deviation were calculated to measure the central tendency and variability of participants' perceptions. In the Ranking Questions, the average rank scores were computed to determine the relative importance of each item. Finally, for the Multiple-Response Questions (MRQs), the response frequencies for each question were tabulated, and proportions were calculated for each selected option.

3. Results

3.1. AI Awareness in Daily Life

To assess the level of AI awareness and usage among participants, survey data from 51 participants was analysed across various categories of AI-driven devices and software. The findings, summarized in **Table 2**, reveal that 94% and 92% are aware of AI technologies in ‘Personal Devices & Productivity’ and ‘Transportation & Mobility’, respectively, whereas only 65% are aware of AI Robots and Physical Interactions.

Table 2.

Awareness and Usage of AI-Driven Devices and Software Among Participants

Category	Examples	Awareness* Percentage# (Count)	Usage** Percentage## (Count)	Gap*** Percentage###
Smart Home & Assistants	Smart Lighting, Siri, Google Assistant	90% (46)	24% (12)	74%
Entertainment & Media	Netflix, Spotify, Instagram, TikTok	88% (45)	84% (42)	7%
Personal Devices & Productivity	Grammarly, Otter.ai	94% (48)	68% (35)	27%
Health & Fitness	Apple Watch, Ada, Fitbod	75% (38)	27% (14)	63%
Shopping & E-commerce	Google Lens, Sephora Virtual Assistant	76% (39)	24% (12)	69%
Transportation & Mobility	Google Maps, Tesla Autopilot	92% (47)	70% (35)	26%
AI Robots & Physical Interactions	Sony Aibo, Lovot	65% (33)	2% (1)	97%

*Awareness: Q4. What are some of these devices or software that you heard of that are driven by AI?

**Usage: Q5. Which of these AI-driven devices or software do you personally use on a day-to-day basis?

***Gap: The calculated proportion of people who do not use the AI-driven device or software despite being aware of such.

#Percentage: Number of participants indicate that they have heard of such AI-driven devices or software/Total number of participants (n = 51)

##Percentage: Number of participants indicate that they use such AI-driven devices or software on a day-to-day basis/Total number of participants (n = 51)

###Percentage: The proportion of participants who do not use such AI-driven devices or software despite being aware of them/Number of participants who are aware of that category of AI-driven device or software.

3.2. Public Perception of AI's Potential in Daily Life

To assess public perception of AI's role in daily life, in terms of fulfilling practical and emotional needs, we refer to our findings from survey question 6. Participants were asked to rank various AI devices performing the functions on a Likert scale based on their perceived effectiveness in assisting daily functions and the findings is summarised in **Table 3**.

Table 3.

Public Perception Of AI in Daily Lives.

Application of AI in daily life [^]	Mean *	1 = Strongly Disagree Percentage [#] (Count)	2 = Disagree Percentage [#] (Count)	3 = Agree Percentage [#] (Count)	4 = Strongly Agree Percentage [#] (Count)
1. AI-powered smart home devices (e.g., robot vacuum) significantly improve household efficiency.	3.21	0%	8% (4)	63% (32)	29% (15)
2. Wearable AI health devices (e.g., fitness trackers, sleep monitors) allow individuals to maintain a healthier lifestyle.	3.2	0%	4% (2)	72% (37)	24% (12)
3. AI-powered mental health tools (e.g., mood trackers, therapy chatbots, virtual companions) are valuable for emotional well-being	2.79	4% (2)	27% (14)	55% (28)	14% (7)
4. AI-integrated devices have the potential to assist in practical aspects of individuals' everyday lives	3.23	0%	2% (1)	73% (37)	25% (13)
5. AI-integrated devices have the potential to assist in emotional aspects of individuals' lives	2.75	2% (1)	31% (16)	57% (29)	10% (5)

[^] Q6. Indicate your level of agreement or disagreement to the following statements? Possible scores range from 1 to 4 (1=Strongly Disagree, 4=Strongly Agree)

* Represents overall mean ranking of perception towards applicability of respective AI-integrated devices in daily life. A lower numerical value would imply participants' lower perceived applicability of AI to the scenario posed in each respective row.

[#]Percentage represents the proportion of participants that strongly disagree, disagree, agree and strongly agree with the applicability of AI to the scenario posed in each respective row.

The majority of our participants believed that AI is able to benefit the practical aspects of our lives, with 92%, 96% and 98% of respondents agreeing with AI applications in (1) smart home devices, (2) health and fitness devices, and (4) practical devices, respectively. However, for applications as (3) mental health tools, and (5) devices to fulfil emotional needs, only 69% and 67% of respondents agreed with them, respectively. This shows that while the majority still believe that AI can benefit our emotional well-being, more people are doubtful about its potential to aid our emotional wellbeing compared to the practical aspects of our lives.

Thus, public trust in AI's ability to fulfil emotional needs requires more consideration and convincing. However, overall, regardless of AI's physical or emotional capabilities, the public perceive AI as beneficial to society.

3.3. Key Ethical Concerns

To understand their perception towards key ethical issues regarding AI, we studied participants' level of concern towards unethical usage of their private data and overall appraisal of AI after weighing its benefits and risks. From **Figure 1**, although most (82%) fell within the middle of the spectrum by indicating that they were either "slightly" or "quite concerned" about data misuse by AI companies, 68% of the participants agree and 12% strongly agree that the benefits AI brings outweigh ethical impacts. This suggests that participants are willing to embrace AI use in their daily lives, but with caution.

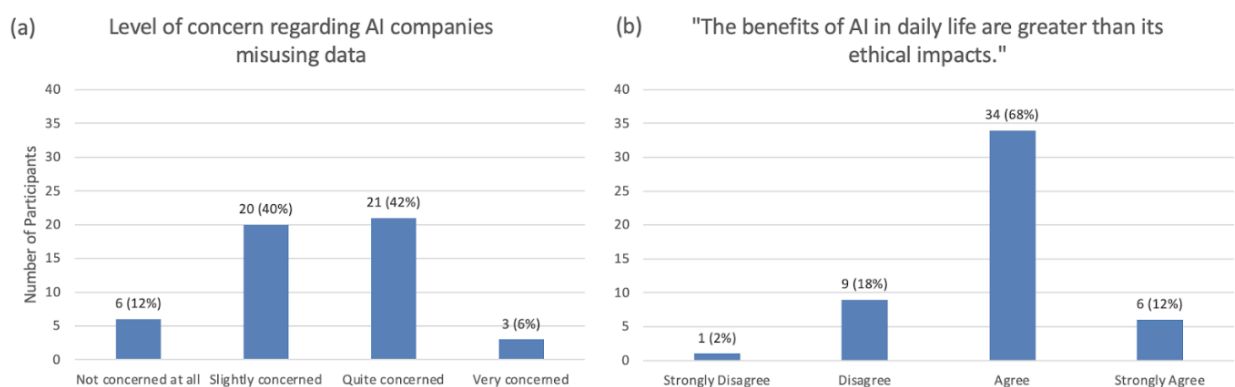


Figure 1. Participants' level of concern regarding AI companies misusing their personal data, and their perception regarding the relative weight of benefits and ethical impacts of using AI. Sample size for both questions were n=50. (a) The graph represents the proportion of participants according to their degree of concern of AI companies misusing their personal data, only 12% were not concerned at all, while the large majority of 88% had concerns. (b) The graph represents the proportion of participants according to the extent to which they agree/disagree with the statement "The benefits of AI in daily life are greater than its ethical impacts."

To flag out the primary ethical concerns participants had using AI-driven services, we asked participants to rank common issues associated with AI use. As shown in **Table 4**, privacy

concerns and insufficient regulation were the most significant concerns with a mean rank of 2.23 and 2.48 respectively. In general, all five commonly identified ethical concerns ranked differed in mean scores of at most 1.44, which implies that there is no single concern that is overwhelmingly significant.

Therefore, there is a pattern of participants feeling that the most significant ethical concern associated with AI use being personal privacy and data protection. Both insufficient regulation, and data misuse by AI companies, lead to the outcome of data privacy concerns.

Table 4

Ranking of Undergraduates' AI-Related Concerns

Concerns [^]	Mean Rank*	Count of Rank 1 (Most Significant)	Count of Rank 2	Count of Rank 3	Count of Rank 4	Count of Rank 5 (Least Significant)
Infringement of human intellectual property to train generative AI	3.67	6	7	5	9	21
Human bias and stereotypes embedded in AI systems	3.48	5	6	9	17	11
Privacy concerns	2.23	15	15	13	2	3
Human Job Loss	3.15	11	5	10	10	12
Insufficient regulation	2.48	11	15	11	10	1

[^] Rank the listed AI-related concerns in the order in which they are most significant to you. Possible scores range from 1 to 5 (1 = Most Significant, 5 = Least Significant). Sample size n=48.

* Represents overall mean ranking of significance of ethical issues. A lower numerical value would imply a greater level of concern to participants. Calculated by summing the scores of each concern and dividing that number by total sample size. Score of each concern is calculated by multiplying the value of each rank by the count of that rank. Sample size n=48.

3.4. Level of Willingness to Incorporate AI

To support the aim of exploring public willingness and acceptance of AI-driven lifestyle tools, highlighting a general openness but with caution, **Figure 2** shows that the majority (70%) are receptive to using AI tools but with some concerns, while a smaller group (26%) are fully prepared to incorporate AI into their daily lives. Only the remaining 4% of participants are completely unwilling to adopt AI tools.

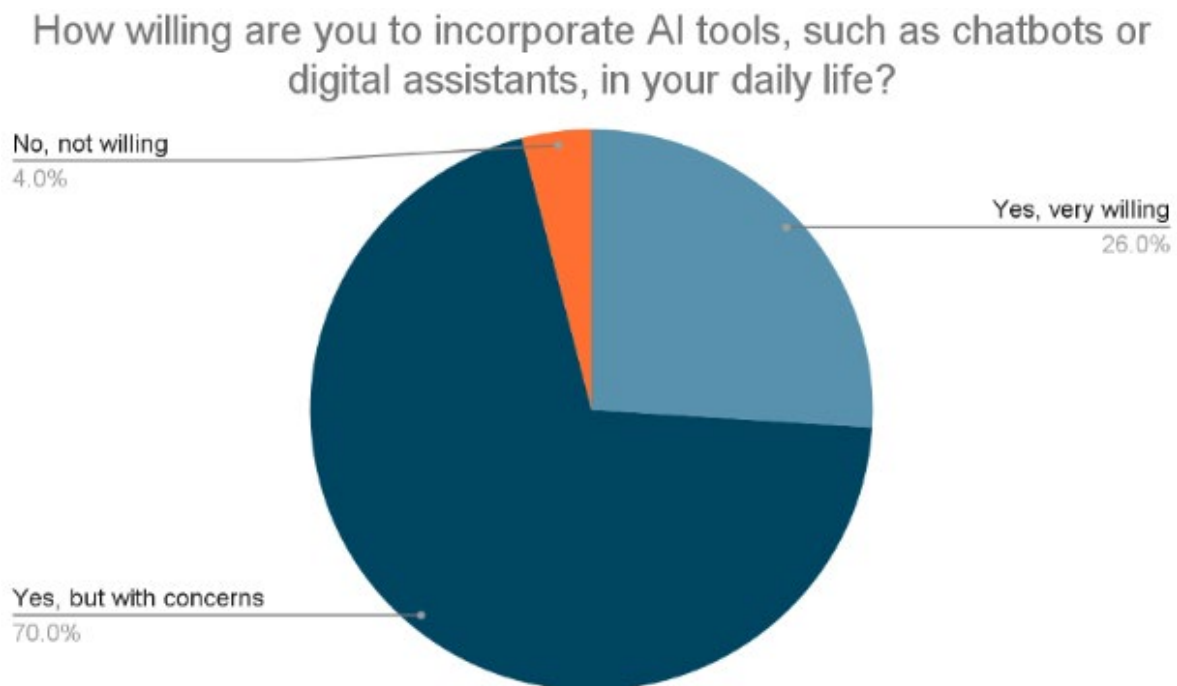


Figure 2. Percentage of Participants' willingness to incorporate AI tools, such as chatbots or digital assistants in daily life. Subsequent questions will be presented based on the students' selected responses. The sample size $n=50$

To determine the key motivations behind participants' willingness to use AI-driven lifestyle tools, we analysed their reasons, as shown in **Figure 3a**. This figure shows that AI is primarily used for convenience (100%) and cost-effectiveness (76.9%), followed by leisure (53.8%) and curiosity (46.2%). Companionship is the least cited reason (15.4%). This suggests AI is valued for its practical benefits, emphasizing task efficiency over emotional fulfilment.

To identify key concerns affecting AI adoption, we examined participants' specific worries, as shown in **Figure 3b**. Data privacy (20%) and the accuracy and reliability of AI (20%) emerged as the most significant concerns. Ethical considerations (16%) also stand out, followed by fear of dependency (15%) and preference for human interaction (15%). Unfamiliarity with AI technology is a minor issue (2%). These results suggest that privacy, reliability, and ethical concerns are major barriers, highlighting the need to address these issues to enhance public confidence and encourage broader acceptance of AI-driven tools.

a)

b)

Figure 3. Figure 3. Percentage and Count of Participants' Reasons and Concern for Using AI Tools. **(a) Participants' Reasons.** The count includes students ($n=13$) who expressed being "Yes, very willing" and were allowed to select more than one option. **(b) Participants' Concerns.** The count includes students ($n=37$) who expressed being "Yes, but with some concerns" or "No, not willing" and were allowed to select more than one option.

3.5. Conclusion

In conclusion, participants are very receptive to using AI in their daily lives. They exhibit a high level of awareness and usage of AI in common applications. However, significant gaps in emerging categories like smart home assistants and AI robots need to be bridged before they are willing to integrate AI into their daily lives. They recognise that AI can pose significant ethical complications, especially with regards to how personal data is used but still believe that these ethical impacts do not outweigh the benefits of AI. Finally, participants feel that AI benefits society practically but not as much emotionally.

4. References

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- Moravec, V., Hynek, N., Gavurova, B., & Kubak, M. (2024). Everyday artificial intelligence unveiled: Societal awareness of technological transformation. *Oeconomia Copernicana*, 15(2), 367–406. <https://doi.org/10.24136/oc.2961>

5. Appendices

Appendix A: Contributions by Authors

- 1. Background and Purpose:** Tan Jie Min, Sherman Goh Zhao Lun
- 2.1. Methodology:** Heng Ruo Cheng
- 2.2. Methodology:** Chia Jia Ying Nerice, Dhanalakshmi Karthigaiselvan
- 2.3. Methodology:** Hannah Ng Xiao Han, Ng Li Hing
- 3.1. Results:** Hannah Ng Xiao Han
- 3.2. Results:** Sherman Goh Zhao Lun, Ng Li Hing
- 3.3. Results:** Chia Jia Ying Nerice, Dhanalakshmi Karthigaiselvan
- 3.4. Results:** Tan Jie Min, Heng Ruo Cheng
- 3.5. Conclusion:** Chia Jia Ying Nerice, Dhanalakshmi Karthigaiselvan
- 4. References:** Sherman Goh Zhao Lun, Ng Li Hing
- 5. Appendices:** Hannah Ng Xiao Han, Heng Ruo Cheng, Tan Jie Min

Appendix B:

Introduction

Hello Prof/TAs/friends from HSI2005! We invite you to participate in our survey on the AI forces in one's lifestyle and would greatly appreciate your time. It is undeniable that artificial intelligence (AI) technologies are constantly evolving and becoming increasingly embedded in various fields. As such, this survey aims to assess the awareness, opinions, concerns, and acceptance levels regarding the integration of AI with respect to individuals' lifestyles – better to understand public sentiment towards the impact of these advancements. Specifically, we hope to explore how AI is perceived in terms of practical benefits – in enhancing convenience and productivity in everyday tasks and providing emotional support. Your responses will assist in painting a clearer picture of AI's current impact on everyday life in Singapore and how it is perceived.

By proceeding to click on the response of this item, you will be agreeing to provide your informed consent to participate in this survey. Your responses will be treated with confidentiality, and all data collected will be used for research purposes only. The survey will take around 5 minutes to complete.

Thank you for taking the time to engage with our study. We appreciate it. By clicking agree, I have given my informed consent to participate in this survey.

- ☐ I agree to have given my informed consent.

Section 1

Q1. Gender

- ☐ Male
- ☐ Female
- ☐ Prefer not to say

Q2. Faculty

- ☐ Faculty of Science
- ☐ Faculty of Arts and Social Sciences
- ☐ Others _____

Q3. Average Household Monthly Income Per Person

- ☐ Less than \$1000
- ☐ \$1000 to less than \$2000
- ☐ \$2000 to less than \$3000
- ☐ \$3000 to less than \$4000
- ☐ \$4000 to less than \$5000
- ☐ \$5000 and more

Section 2

Q4. What are some of these devices or software that you heard of that are driven by AI?

- ☐ Smart Home & Assistants (e.g. Smart Lighting, Siri, Google Assistant)
- ☐ Entertainment & Media (e.g. Netflix, Spotify, Instagram, TikTok)
- ☐ Personal Devices & Productivity (e.g. Grammarly, Otter.ai)
- ☐ Health & Fitness (e.g. Apple Watch, Ada, Fitbod)
- ☐ Shopping & E-commerce (e.g. Google Lens, Sephora Virtual Assistant)
- ☐ Transportation & Mobility (e.g. Google Maps, Tesla Autopilot)
- ☐ AI Robots & Physical Interactions (e.g. Sony Aibo, Lovot)
- ☐ Others _____

Q5. Which of these AI-driven devices or software do you personally use on a day-to-day basis?

- ☐ Smart Home & Assistants (e.g. Smart Lighting, Siri, Google Assistant)
- ☐ Entertainment & Media (e.g. Netflix, Spotify, Instagram, TikTok)
- ☐ Personal Devices & Productivity (e.g. Grammarly, Otter.ai)
- ☐ Health & Fitness (e.g. Apple Watch, Ada, Fitbod)
- ☐ Shopping & E-commerce (e.g. Google Lens, Sephora Virtual Assistant)
- ☐ Transportation & Mobility (e.g. Google Maps, Tesla Autopilot)
- ☐ AI Robots & Physical Interactions (e.g. Sony Aibo, Lovot)
- ☐ Others _____

Section 3

Q6. Indicate your level of agreement or disagreement to the following statements?

	1=Strongly Disagree	2=Disagree	3=Agree	4=Strongly Agree
AI-powered smart home devices (e.g., robot vacuum) significantly improve household efficiency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wearable AI health devices (e.g., fitness trackers, sleep monitors) allow individuals to maintain a healthier lifestyle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AI-powered mental health tools (e.g., mood trackers, therapy chatbots, virtual companions) are valuable for emotional well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AI-integrated devices have the potential to assist in practical aspects of individuals' everyday lives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AI-integrated devices have the potential to assist in emotional aspects of individuals' lives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The benefits of AI in daily life are greater than outweigh its ethical impacts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 4

Q7. How concern are you of AI companies misusing your personal information for analysis/research/system upgrades etc?

- ☐ Very concern
- ☐ Quite concern

- ☐ Slightly concern
- ☐ Not concern at all

Q8. Rank these AI-related concerns in the order in which they are most significant to you by dragging and dropping the options on top or bottom of each other (1 being most significant and 5 being the least significant)

- _____ Insufficient regulation
- _____ Human job loss
- _____ Privacy concerns
- _____ Human bias and stereotypes embedded in AI systems
- _____ Infringement of human intellectual property to train generative AI

Section 5

Q9. How willing are you to incorporate AI tools, such as chatbots or digital assistants, in your daily life?

- ☐ Yes, very willing
- ☐ Yes, but with some concerns
- ☐ No, not willing

Q10. What is/are your reason(s)? (select up to 3 options)

- ☐ Companionship (e.g., emotional support or social interaction)
- ☐ Convenience (e.g., task automation or time-saving)
- ☐ Leisure (e.g., entertainment or casual use)
- ☐ Curiosity about trying new technology
- ☐ Cost-effectiveness compared to human assistance
- ☐ Others _____

Q11. What is/are your reason(s)? (select up to 3 options)

- ☐ Data privacy issues
- ☐ Unfamiliarity with AI and how it works
- ☐ Concern about the accuracy or reliability of AI responses
- ☐ Belief that AI tools cannot provide empathy or emotional comfort
- ☐ Preference for human interaction over AI
- ☐ Fear of dependency on AI tools
- ☐ Ethical concerns about the use of AI in society
- ☐ Others: _____

About HSI2005

HSI2005 entitled 'Our Science Stories and You' is a humanities and science interdisciplinary course that is offered at the level of 'Scientific Inquiry 2' under the College of Humanities and Sciences (CHS) curriculum. It is intended to increase scientific literacy, broaden knowledge perspective, hone interdisciplinary thinking and learning, as well as enrich minds and develop transferable knowledge and skills in students.

Rationale of the Course

HSI2005, as part of the CHS curriculum, will build on the interrelationship between the scientific disciplines that has been established in HSI1000 and will further extend the interrelationship into societal context with ethical, legal, and social implications and concerns. This course will provide good opportunities to connect from science to social sciences and will even intersect with non-science disciplines.

A major feature of this course is the Team project that will take students through a scientific inquiry process in the form of a survey study inquiring into the intersection of science and society. Students will get a first-hand epistemic experience of how we know and make known. This inquiry-based learning will train students to think and ask questions critically, analyse and evaluate data, interpret and infer implications, as well as integrate and synthesize narrative based on the findings of the Team project. The course will pave the way for deeper interdisciplinary learning and thinking that will provide a good intellectual foundation for students to progress further in their undergraduate studies in the CHS curriculum.

Synopsis of the Course

Have you ever wondered what does science have to say about our past, present and future? This course is about our 'science stories' and their relevance to us; from how they were told to what they revealed about our past, present and possible future. This course aims to provide a broad but essential overview on the scientific narratives (with its concepts, methods, and evidence) regarding the five important 'origins' (i.e. the universe, matter, earth, life and its diversity, and humans) that led to our present day and will eventually affect our future. As science intersects with society, we experienced not only its transforming power but also its related ethical, societal and environmental concerns. The emphasis is the connectivity between these science stories that are still ongoing with their subplots unfolding in the present day and our eventual future, hence, its significance to humanity. Students will encounter ideas, innovations, warnings, and hopes ignited by science that might make them reimagine the future.