**A.I. Ethics, Period 3**

Student Name(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Project Summary:   * In this course, students have been investigating the ethical implications surrounding artificial intelligence and machine learning. We have explored different philosophical frameworks and applied these to real world examples through storytelling. In the **Gray Area Project**, students created an ethical code of what they considered to be “good,” “neutral,” and “evil.” They then created stories where they would take something they considered “evil” and make a story about how that could be a good thing (or vice versa). Students then reflected on what kind of ethical code they would want in a machine of their making. In the **A.I. Moral Dilemma**, students choose an ethical issue surrounding A.I. These are specific, modern, real world issues. |

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| Project Components:   * Gray Area Story with Star Wars Reflection * A.I. Moral Dilemma |

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| Questions for the student:   * Why is it important to consider ethics and AI? * What is the moral of your Gray Area story? Good -> Evil? Evil -> Good? Neutral -> Good/Bad? * If you were to code a robot or machine, what ethical code would you use? Why? * How has your understanding of ethics changed from the beginning of the course to now? * What drew you to investigate your A.I. Moral Dilemma? Why did you choose your A.I. problem? * Tell me more about your A.I. Moral Dilemma...what is the problem? Solution? * What do you believe needs to be done in order to responsibly grow A.I. in the future? |

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| Notes/Comments/Feedback - Panelist, use this space for whatever you need. |

**Please use the back of this page to score students.**

**Please score the student using the scoring criteria found below.**

* The student is able to describe the ethical implications behind their Gray Area story.

1 2 3 4

* The student can describe which ethical code they would chose for coding a machine.

1 2 3 4

* The student is able to defend and explain their stance or position on their A.I. Moral Dilemma.

1 2 3 4

Use the rubric below to distinguish between 1-4.

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| **THINK: An RCS student uses relevant evidence to analyze a situation or make a logical claim.** | | | |
| Emerging | Developing | Proficient | Excels |
| Background knowledge may not be displayed or stays the same as the start of the class. Questions may be at surface level as student builds skills of questioning and building background knowledge. | Background knowledge is displayed, but may not connect to topic. Question maybe unrelated to question or topic. | Student applies and builds background knowledge by generating questions that are on topic and target the learning goals. | Background knowledge is applied to new topics, challenges, and questions. Students knowledge base expands as a result of their thinking. |
| No clear claim is made. | Claim is made, but may not be reasonable or connected to question or topic. | Claim is specific, reasonable and is connected to the question/topic. | Claim is clear, focused, and  exposes layers of meaning and context related to evidence and topic. |
| Evidence is lacking or disconnected from the claim. No citations are made | Evidence is present and on topic, but no clear connection is made to support the claim. An attempt is made at citations, but formatting my not work. | Multiple pieces of reliable evidence are present and cited and support the claim/argument. Citations are included and formatted accurately. | Multiple pieces of reliable evidence are present and cited and support the claim/argument. Citations are included and formatted accurately. |
| Analysis is incomplete: is missing multiple parts, meanings, or relationships. | Analysis is partially done but superficial: may be missing some of the parts, their meanings, or their relationship to one another. | Analysis connects the evidence to the claim by explaining the parts, what they do/mean,and how they relate to one another. | Analysis is complex and includes multiple viewpoints and explanations. |