REVIEWING DISCUSSIONS 1–4

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DISCUSSION 1

SHOULD HACKING HAVE A ROLE IF PROGRAMMING/CODING IS TAUGHT AND, IF SO, THEN WHAT ROLE?

Note the "IF". This means that you are to assume that programming/coding IS being taught and then argue for whether hacking should be included. Don't get caught arguing for or against programming here.*

Ultimately an answer to this question will likely be about balancing harms vs benefits. So, you're going to need to collect the most relevant of each and weigh them against each other. Note that not all harms and benefits have the same value. Some are significantly weightier and others might even be trumps.

DISCUSSION 2A

WILL LEARNING HOW COMPUTERS THINK--AND THEREBY LEARNING TO THINK LIKE COMPUTERS--AFFECT US IN WAYS AND TO DEGREES THAT IT SHOULD NOT BE TAUGHT WITHIN THE K-12 SYSTEM (EXCEPT, POSSIBLY, IN HIGHSCHOOL)?

*You are not responsible for showing that it should be taught only that there either is or is not a reason *not* to teach it. Best way to do this is to take seriously the possibility that there are harms, list them, and then either substantiate them or take them down. If you substantiate them then you must then go on to show that they are of such a magnitude that any benefits learning this provides do not outweigh the negatives. If you take them down then any argument against that is still standing must be weighed similarly.*

Seen many arguments that say "Computers aren't creative" or "Computers can't do X". Remember Turing. You can disagree with him but you cannot ignore him if you are going to suggest that computers are lacking something.

DISCUSSION 2B

HOW DO OUR CURRENT COMPUTER INTERFACES CONSTRAIN OR ENHANCE THE WAYS THAT WE LEARN OR RETAIN INFORMATION AND WHAT SHOULD BE DONE TO IMPROVE THEM?

Make it clear what counts as a "current computer interface" (I recommend going for majority here with keyboard, mouse, trackpad, and touchscreen) and then assess each on the ways that it enhances or constrains our learning.

If you want you can modify this list by adding or subtracting to it (game controllers anyone?) If you do though you'll need to justify why you are making this move.

With this in hand then you can argue for what should be done to improve them. Training is one possibility (most people are crap typists) but is not the only one.

DISCUSSION 3

WHAT ARE THE CONSEQUENCES (SO FAR AND PREDICTED) OF GIVING INCREASING CONTROL TO COMPUTERS AND HOW SHOULD WE RESPOND TO THIS?

*Looking for a list of current consequences that are evident (or which seem reasonable) and some reasonable predictions about how this will continue *if we do not respond*. With this list in hand the writing needs to turn to what should be done about this, if anything.*

Two ways forward at this point:

1. nothing needs to be done. In this case the writing needs to address arguments for why something should be done by showing that such arguments are mistaken or not as important as they might be made out to be.

*2. Something needs to be done. In this case it must be shown that *both* the argument to just leave things alone *and* any strongly competing arguments for other things that should be done are not the appropriate responses.*

DISCUSSION 4A

UNDER WHAT CONDITIONS, IF ANY, SHOULD WE ALLOW AIS TO PROVIDE EDUCATION AS THE PRIMARY INSTRUCTOR?

*Looking for a list of the most reasonable conditions under-which AIs would become primary instructors and then the process of either dismantling or defending the elements on this list. In the background is a need to *satisfy the purposes/ideals/ideal purposes of education*. One test to consider is listing these purposes (be careful not to be naive about these) and then asking under what conditions, if any, AIs as primary instructors would satisfy these. Even if they wouldn't satisfy all of them it is possible that they might do a better job than the current status quo at doing so and that might be all that is required to make the switch.*

DISCUSSION 4B

IS KILLING VIA AUTONOMOUS DRONE DIFFERENT FROM OTHER METHODS AND, IF SO, HOW?

*To proceed here you really need to extract what are the important factors about how we respond to killing in the usual cases. Punishment (why, and how) will certainly need to come up here. Purpose might also play a role (but this is likely wild speculation; could a drone carryout a ritual sacrifice). You might find some purchase on important ideas by taking humans out of the picture (How would employing drones in abattoires change things?). Once these important factors are in hand *then* attention can be turned to the case of autonomous drones (You will, of course, need to make a distinction between autonomous and non-autonomous). Two ways forward here:*

*1. There is a difference. In this case you need to consider arguments that there *is no difference* and show that they are wrong.*

*2. There is no difference. In this case you need to consider arguments that there *is a difference* and show that they are wrong.*