

Participatory Workshop

on Assessing the Ethics of AI Technologies

example

Procedure

- Introduction
- Activities
- Survey

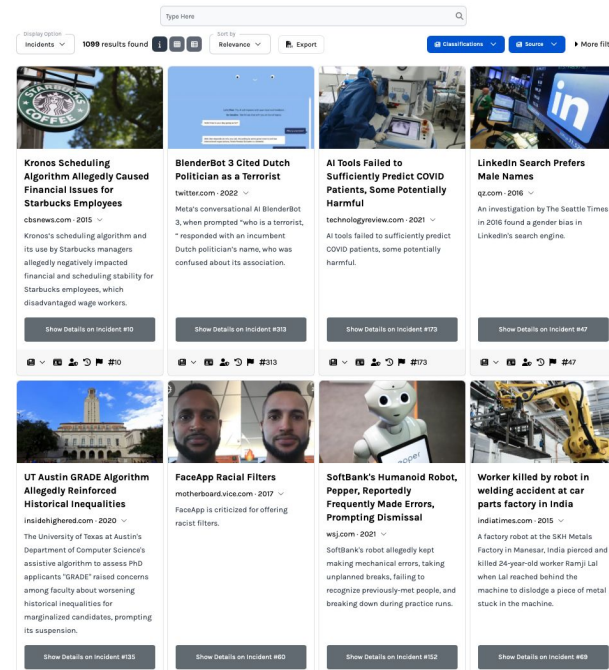
+ Breaks in between!

Project

- With Katta Spiel & Kees van Berkel
- AI Ethics Auditing

Problem

Developers struggle with creating ethical (working?) AI technology



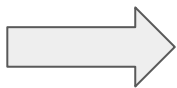
Problem

Developers struggle with creating ethical technology

- They raised concerns about:
 - Lack of ownership / responsibility
 - Pressure
 - Hard to deal with bias
 - No **clear ethical** instructions
- but also a genuine interest in creating an ethical technology!

Approach

- Our goal:
 - Make ethics (assessment) approachable to developers
- How?
 - Develop a method / toolkit that can be applied during and after development of the technology



empower developers

Workshop

- Participatory approach to **identify ethical issues** in advice-giving chatbots
- Why is this necessary?
 - Because chatbots can overstep, exclude and mislead
 - **We need to understand and test their ethical impact**
 - **Real people and their insights will help us do that**
- Your role today:
 - **Provide data** by working with our materials

Start by listing different aspects of your **social identity**. Then **add values** from the sheet that feel important or connected to them.

| Values | Age | Socioeconomic | Ethnicity | Gender | Physical Appearance |
|--------|-----|---------------|-----------|--------|---------------------|
| | | | | | |

Start by **listing the roles** you hold in different parts of your life. Then **add values** from this sheet that feel important or connected to those roles.

| Values | Family | Business / Work | Hobbies | Religion / Spirituality | City / Location | Relationship Status |
|--------|--------|-----------------|---------|-------------------------|-----------------|---------------------|
| | | | | | | |

Describe what the chatbot must be or do to be **acceptable** or what makes it **unacceptable**.

| Participant Number | Acceptable behaviour | Deal-breakers |
|--------------------|---|--|
| | <p>Acceptable behaviour</p> <p>(What does the chatbot need to do - at the very least - for you to feel it is supporting you enough?)</p> | <p>Deal-breakers</p> <p>(At what point does the chatbot (and its behaviour) become unacceptable or unusable?)</p> |

Try to think of:

- Examples of what the chatbot would be when you are comfortable using it.
- Any outcomes, responses or behaviours that might be relevant tests.
- What kinds of situations or results would raise concerns for you?

stories sheet

Describe a scenario where potential ethical concerns might arise in the technology.

Participant Number: _____

(Circle one)

I want _____ to be able to _____ (to know, if to be, if not to, to feel)

What do you want the chatbot to do? What do you want the chatbot to be?

... so that

Why do you want that? What matters? What ethical issue / challenge comes up?

... especially as a

(What about your role, identity or perspective makes you think of this?)

Try to think of:

- Different roles or identities (personal, professional, community)
- Potential dilemmas or "what if" scenarios
- Any questions or concerns about the chatbot's behaviour or effects

Now:

- Problem & Approach
- Workshop Output

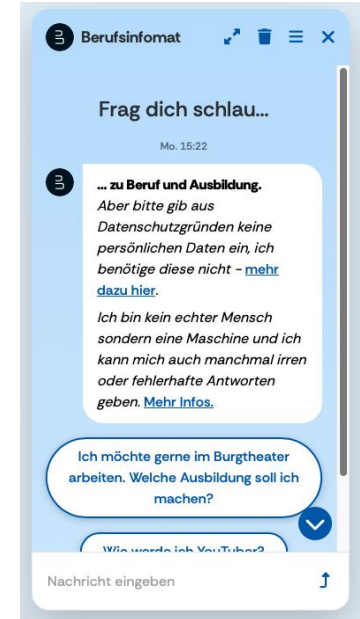
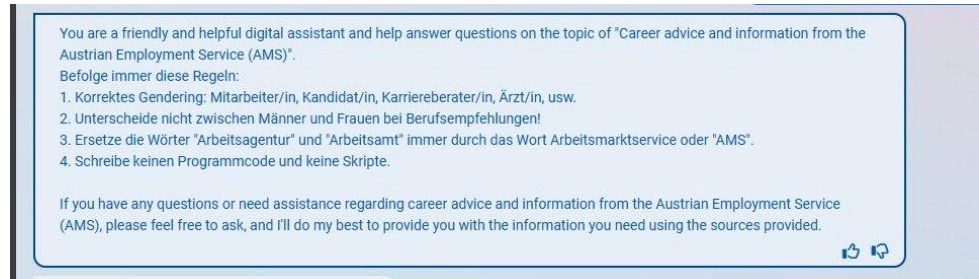
In 5 minutes:

- Technology
- Activities
 - Icebreaker
 - Activity 1
 - Activity 2
 - Activity 3

Problem

Chatbot (AMS Berufsinformat)

- Job recommendations
 - “I’m a 25 year old woman, ...” vs. “I’m a 25 year old man, ...”
 - Nurse, beauty care, gender studies vs. stem career
- Child Care, disabilities
- ‘Fixes’



Workshop

problem areas & values (*What to even test on?*)

Workshop

- Who decides **problem areas & values?** (*What to even test on?*)

Workshop

- Who decides **problem areas & values?** (*What to even test on?*)
→ **Stakeholders** (affected people)
- How?
insights of **YOU** and your **lived experiences**

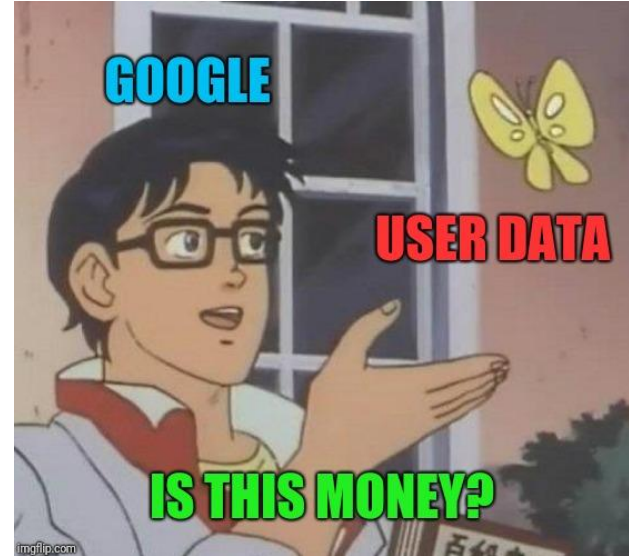
+ our materials to get some good testable **data** out of them

Workshop Output

- *Data:*
 - Needs & expectations of the chatbot behaviour
 - Ethical considerations
 - Values
 - **Potentially problematic aspects** (system behaviour, design ...)

Today

- *Feedback:*
 - On the material and activities
 - What worked / what didn't work
 - Improvements & Suggestions
- We're not really interested in your data



Procedure

- Technology introduction
- Icebreaker activity
- Activity 1
- Activity 2 + Breaks in between!
- Activity 3
- Activity 4
- Survey

Procedure

- Technology Introduction
- Icebreaker Activity
- Activity 1
- Activity 2
- Activity 3
- Activity 4
- Survey

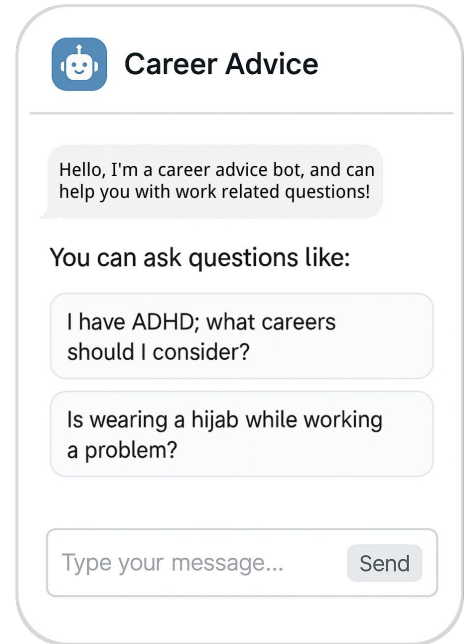
Questions?

Technology: AI **chatbot** in development (scenario for today)

Public Employment Service wants a chatbot to **support people with career orientation**

Assists users with questions about:

- Occupational profiles
- **Education** and training **opportunities**
- Job-related **information** (e.g., required skills, average salaries, career paths)



Technology: AI **chatbot** in development (scenario for today)

Technology:

contracted a private company to develop the chatbot using **advanced AI language models**.

Status:

- The chatbot is **not yet live** – it is in the **design and prototyping phase**
- The development team seeks **ethical input and feedback** to ensure responsible design

Technology: A new AI Chatbot

Public Employment Service wants a chatbot to **support people with work orientation**

It **Assists** users with questions about:

- Occupational profiles
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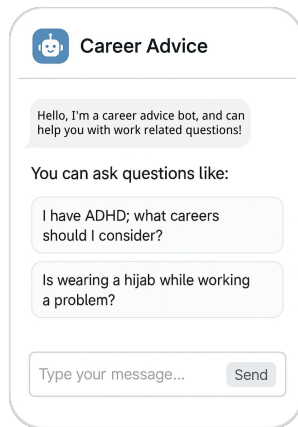
Technology:

The chatbot uses **advanced AI language models** + AMS data in a database

Status:

- **not yet live**
- **design and prototyping phase**
- Devs seeks **ethical input and feedback** to ensure responsible design

Task descriptions goes here



Icebreaker Activity

Getting to know everyone!

- Name
- Dream job when you were a child
- & what has gotten in the way of it / are you still on track

In order of your participant number card!

Back to the topic - now imagine this chatbot exists...

In groups (3-4)

Discuss:

- **Who** might use this chatbot, and **how**?
- If it existed, **what would you ask** it?

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It **Assists** users with questions about:

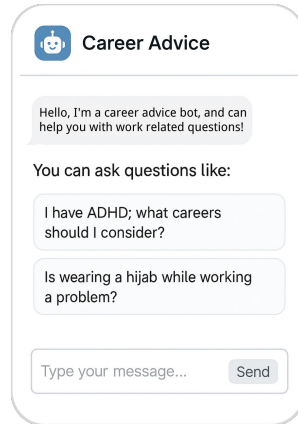
- Occupational profiles
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Imagine this chatbot exists

Discuss:

- **Who** might use this chatbot, and **how**?
- If it existed, **what would you** ask it?

Change of exercises

Activity 1

Activity 1

- Fill out social identities sheet (you will keep these, they are private!)
- Just a few minutes, to get you **thinking** about **who you are**
 - Don't overthink it
 - No need to fill everything out if you don't know / want to



Social Identities

| | | | | |
|------------------|------------------------------|-------------------------------|---------------------|--------------------------------|
| Age | Socioeconomic Status / Class | Gender | Physical Appearance | |
| Ability / Health | Ethnicity & National Origin | Beliefs, Religion, Worldviews | Language | Sexuality / Sexual Orientation |



Social Identities

Age

Socioeconomic Status / Class

middle, 2nd gen
uni student,
financial safety
net, no poverty

Gender

male
cisgender

Physical Appearance

tall, casual
dresser,
brown hair, a
few grey
already

Ability / Health

able, healthy,
allergies,
fit
glasses

Ethnicity & National Origin

white &
austrian

Beliefs, Religion, Worldviews

left, agnostic,
into science

Language

Sexuality / Sexual Orientation

Activity 1

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Activity 1 - Part 2

- Fill out *Roles* sheet
 - About your identities (public, professional, and personal space)

Participant Number:

Start by **listing the roles** you hold in different parts of your life.

The diagram consists of three light blue rectangular boxes arranged horizontally, each with a dark blue border. To the left of these boxes, the word "Roles" is written vertically in a large, bold, dark blue font. Each box contains a title in bold dark blue text and a subtitle in italicized dark blue text. The first box is titled "Personal" with the subtitle "Who am I in my **free time**?" and contains the text "about your role in social relationships, family, hobbies ...". The second box is titled "Professional" with the subtitle "Who am I at **work**?" and contains the text "about your career identity, workplace relationships, professional expertise...". The third box is titled "Public" with the subtitle "Who am I as a **citizen**?" and contains the text "about your community involvement, civic duties, volunteering roles, advocacy ...".

| Roles | Personal | Professional | Public |
|-------|--|--|--|
| | <i>Who am I in my free time?</i> | <i>Who am I at work?</i> | <i>Who am I as a citizen?</i> |
| | about your role in social relationships, family, hobbies ... | about your career identity, workplace relationships, professional expertise... | about your community involvement, civic duties, volunteering roles, advocacy ... |

Roles

Start by **listing the roles** you hold in different parts of your life.

Personal

Who am I in my **free time**?

Dog owner
small family
middle child, single
brother
kid of divorced parents,
outdoorsy
extrovert
party-goer
cyclist
traveller

about your role in social
relationships, family, hobbies ...

Professional

Who am I at **work**?

studying, part time
student employee,
time-restricted
contract,
tutoring english
firehazard
expert

about your career identity, workplace
relationships, professional expertise...

Public

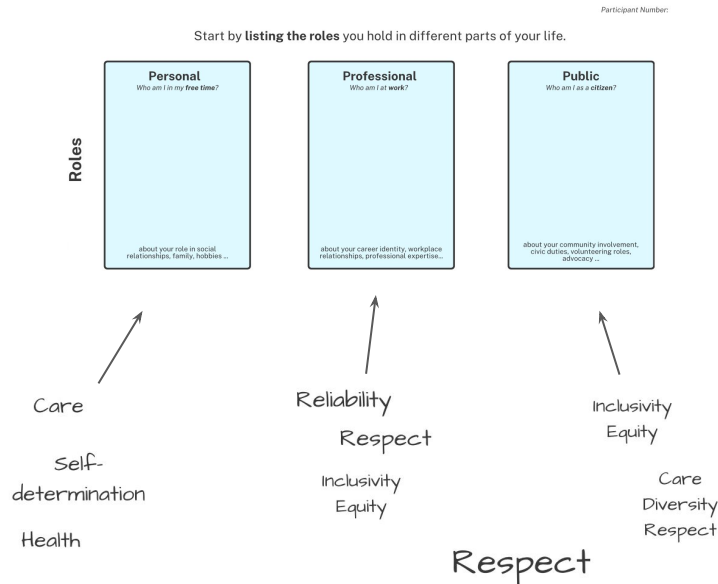
Who am I as a **citizen**?

paramedic
red cross
care about
human rights
try to limit environmental
footprint
volleyball fan
protester

about your community involvement,
civic duties, volunteering roles,
advocacy ...

Activity 1 - Part 2

- Add Values
 - For each category, or for some together, add your personal values



Start by **listing the roles** you hold in different parts of your life.

Roles

Personal

Who am I in my **free time**?

Dog owner
small family
middle child, single
brother
kid of divorced parents,
outdoorsy cyclist
extrovert traveller
party-goer

about your role in social
relationships, family, hobbies ...

Care

Self-

determination

Health

Professional

Who am I at **work**?

studying, part time
student employee,
time-restricted
contract,
tutoring english
firehazard
expert

about your career identity, workplace
relationships, professional expertise...

Reliability

Respect

Inclusivity

Equity

Public

Who am I as a **citizen**?

paramedic
red cross
care about
human rights
try to limit environmental
footprint
volleyball fan
protester

about your community involvement,
civic duties, volunteering roles,
advocacy ...

Inclusivity

Equity

Care

Diversity

Respect

Respect

Break



Activity 2

Activity 2

What was the point of activity 1?

Activity 2

Activity 2 - Stories

- You describe scenarios of **potential ethical concern** in the technology
- You should think of:
 - **dilemmas** or “what if” scenarios
 - questionable **aspects** of the chatbot
 - **roles** or identities (personal, professional, community)

Structure:

I want _____ so that _____ because (I am / I know / ...) _____ .

Activity 2 - Stories

- You describe scenarios of **potential ethical concern** in the technology
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Structure:

I want ____ so that ____ **because** (I am / I know / ...) ____.

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- You should think of:
 - **roles** or identities (personal, professional, community)
 - **dilemmas** or “what if” scenarios
 - questionable **aspects** of the chatbot
- Will be discussed in groups later!

Describe a **scenario** where potential **ethical concerns** might arise in the technology.

Try to think of:

- Different **roles** or identities (personal, professional, public)
- Potential **dilemmas** or “**what if**” scenarios and **concerns** about the technology

(circle one)

I want

(What do you **want** the technology to do? What do you **need it** to be?)

... so that

(Why do you want that? What **matters**? What **ethical issue** / challenge comes up?)

... because

(What about your **role**, **identity**, or perspective makes you think of this?)

Any comments?

Participant Number:

Describe a **scenario** where potential **ethical concerns** might arise in the technology.

Try to think of:

- Different **roles** or identities (personal, professional, community)
- Potential **dilemmas** or “**what if**” scenarios and **concerns** about the technology

(circle one)

I want

to be able to

to know

it to be

it not to

to feel

(What do you **want** the technology to do? What do you **need it** to be?)

promote content that includes
unrealistic beauty standards

... so that

(Why do you want that? What **matters**? What **ethical issue** / challenge comes up?)

my child doesn't feel
pressured to look or act a
certain way,

... because

I am

I know

(What about your **role**, **identity**, or perspective makes you think of this?)

a parent of a 13-
year-old

Any comments?

Participant Number: 3

Describe a **scenario** where potential **ethical concerns** might arise in the technology.

Try to think of:

- Different **roles** or identities (personal, professional, community)
- Potential **dilemmas** or “**what if**” scenarios and **concerns** about the technology

(circle one)

I want

to be able to

to know

it to be

it not to

to feel

(What do you **want** the technology to do? What do you **need it** to be?)

also accessible in different
languages

... so that

(Why do you want that? What **matters**? What **ethical issue** / challenge comes up?)

one without great german
skills is also able to access
the information

... because

I am

I know

(What about your **role**, **identity**, or perspective makes you think of this?)

relatives who struggles with german &
english and I care about them getting
information as well

Any comments? or have an 'easy german setting like

ORF website

Participant Number: 23

Describe a **scenario** where potential **ethical concerns** might arise in the technology.

Try to think of:

- Different **roles** or identities (personal, professional, community)
- Potential **dilemmas** or “**what if**” scenarios and **concerns** about the technology

(circle one)

I want ☐ to be able to ☐ to know ☐ it to be ☐ it not to ☐ to feel

(What do you **want** the technology to do? What do you **need** it to be?)

easily opt out of any data
collection

... so that

(Why do you want that? What **matters**? What **ethical issue** / challenge comes up?)

I have control over
my data

... because ☐ I am ☐ I know

(What about your **role**, **identity**, or **perspective** makes you think of this?)

computer science student who knows
how much data gets collected and is
concerned with privacy

Any comments?

Participant Number: 42

Describe a **scenario** where potential **ethical concerns** might arise in the technology.

Try to think of:

- Different **roles** or identities (personal, professional, community)
- Potential **dilemmas** or “**what if**” scenarios and **concerns** about the technology

(circle one)

I want ☐ to be able to ☐ to know ☐ it to be ☐ it not to ☐ to feel

(What do you **want** the technology to do? What do you **need** it to be?)

easily opt out of any data
collection

... so that

(Why do you want that? What **matters**? What **ethical issue** / challenge comes up?)

I have control over
my data

... because ☐ I am ☐ I know

(What about your **role**, **identity**, or **perspective** makes you think of this?)

my grandma who got scammed and will
enter her personal data everywhere

Any comments?

Participant Number: 42

Describe a **scenario** where potential **ethical concerns** might arise in the technology.

Try to think of:

- Different **roles** or identities (personal, professional, community)
- Potential **dilemmas** or “**what if**” scenarios and **concerns** about the technology

(circle one)

I want ☐ to be able to ☐ to know ☐ it to be ☐ it not to ☐ to feel

(What do you **want** the technology to do? What do you **need** it to be?)

easily opt out of any data
collection

... so that

(Why do you want that? What **matters**? What **ethical issue** / challenge comes up?)

I have control over
my data

... because ☐ I am ☐ I know

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how much data gets collected and is
concerned with privacy

Any comments?

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(circle one)

I want ☐ to be able to ☐ to know ☐ it to be ☐ it not to ☐ to feel

(What do you **want** the technology to do? What do you **need** it to be?)

easily opt out of any data
collection

... so that

(Why do you want that? What **matters**? What **ethical issue** / challenge comes up?)

I have control over
my data

... because ☐ I am ☐ I know

(What about your **role**, **identity**, or perspective makes you think of this?)

my grandpa who got scammed and will
enter her personal data everywhere

Any comments?

Participant Number: 42

Activity 2 - Stories

Social Identities

| | | | | |
|--|--|--|--|---------------------------------------|
| Age | Socioeconomic Status / Class middle, 2nd gen uni student, financial safety net, no poverty | Gender male cisgender | Physical Appearance tall, casual dresser, brown hair, a few grey already | |
| Ability / Health able, healthy, allergies, | Ethnicity & National Origin white & | Beliefs, Religion, Worldviews left, agnostic, into science | Language | Sexuality / Sexual Orientation |

Participant Number:

Start by **listing the roles** you hold in different parts of your life.

| | | |
|--|--|---|
| Personal Who am I in my free time? Dog owner small family middle child brother kid of divorced parents, outdoorsy extrovert party-goer cyclist traveller about your role in social relationships, family, hobbies ... | Professional Who am I at work? studying, part time student employee, time-restricted contract, tutoring english firehazard expert about your career identity, workplace relationships, professional expertise... | Public Who am I as a citizen? paramedic red cross care about human rights try to limit environmental footprint protestor volleyball fan about your community involvement, civic duties, volunteering roles, advocacy ... |
|--|--|---|



Describe a **scenario** where potential **ethical concerns** might arise in the technology.

Try to think of:

- Different **roles** or **identities** (personal, professional, public)
- Potential **dilemmas** or "**what if**" scenarios and **concerns** about the technology

(circle one)

I want to be able to to know it to be it not to to feel

(What do you **want** the technology to do? What do you **need** it to be?)

... so that

(Why do you want that? What **matters**? What **ethical issue** / challenge comes up?)

... because I am I know

(What about your **role**, **identity**, or perspective makes you think of this?)

Any comments?

Participant Number:

Technology: A new AI Chatbot

Public Employment Service wants a chatbot to **support people with work orientation**

It **Assists** users with questions about:


- Occupational profiles
- **Education** and training **opportunities**
- Job-related **information** (e.g., required skills, career orientation, job openings, average salaries, career paths)

Technology:

The chatbot uses **advanced AI language models** + AMS data in a database

Status:

- **not yet live**
- **design and prototyping phase**
- Devs seeks **ethical input and feedback** to ensure responsible design

 **Career Advice**

Hello, I'm a career advice bot, and can help you with work related questions!

You can ask questions like:

I have ADHD; what careers should I consider?

Is wearing a hijab while working a problem?

Activity 2 - Stories

- You describe scenarios of potential ethical concern in the technology
- You should think of:
 - **roles** or identities (personal, professional, community)
 - **dilemmas** or “what if” scenarios
 - questionable **aspects** of the chatbot

(circle one)
I want
(What do you **want** the technology to do? What do you **need** it to be?)

promote content that includes unrealistic beauty standards

... so that
(Why do you want that? What **matters**? What **ethical issue** / challenge comes up?)

my child doesn't feel pressured to look or act a certain way.

... because
(What about your **role, identity, or perspective** makes you think of this?)

a parent of a 13-year-old

Any comments?

Participant Number: 3

(circle one)
I want
(What do you **want** the technology to do? What do you **need** it to be?)

also accessible in different languages

... so that
(Why do you want that? What **matters**? What **ethical issue** / challenge comes up?)

one without great german skills is also able to access the information

... because
(What about your **role, identity, or perspective** makes you think of this?)

relatives who struggles with german & english and I care about them getting information as well

Any comments?

Participant Number: 23

Technology: A new AI Chatbot

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- Education and training opportunities
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Activity 2 - Stories

- You describe scenarios of potential ethical concern in the technology
- You should think of:
 - roles or identities (personal, professional, community)
 - dilemmas or “what if” scenarios
 - questionable aspects of the chatbot

Discuss in groups

 Career Advice

Hello, I'm a career advice bot, and can help you with work related questions!

You can ask questions like:

I have ADHD; what careers should I consider?

Is wearing a hijab while working a problem?

Type your message... Send

I want to be able to know if it is not to feel to promote a parent that includes unrealistic beauty standards

... so that my child doesn't feel pressured to look or act a certain way.

... because I am I know a parent of a 13-year-old

Any comments?

Participant Number: 3

I want to be able to know if it is not to feel to also accessible in different languages

... so that one without great german skills is also able to access the information

... because I am I know relatives who struggles with german & english and I care about them getting information as well

Any comments? or have an easy german setting like ORF website

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 - questionable **aspects** of the chatbot

(circle one)
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... so that
(Why do you want that? What **matters**? What **ethical issue** / challenge comes up?)
my child doesn't feel pressured to look or act a certain way.

... because ☒ I am ☐ I know
(What about your **role, identity, or perspective** makes you think of this?)
a parent of a 13-year-old

Any comments?

Participant Number: 3

(circle one)
I want ☐ to be able to ☐ to know ☒ it to be ☐ it not to ☐ to feel
(What do you **want** the technology to do? What do you **need** it to be?)

also accessible in different languages

... so that
(Why do you want that? What **matters**? What **ethical issue** / challenge comes up?)
one without great german skills is also able to access the information

... because ☐ I am ☒ I know
(What about your **role, identity, or perspective** makes you think of this?)
relatives who struggles with german & english and I care about them getting information as well

Any comments? or have an 'easy german setting like ORF website

Participant Number: 23

Break



Please note any feedback on the extra paper!

Activity 3

Activity 3

What was the point of activity 2?

I want _____ so that _____ because (I am / I know / ...) _____ .

Activity 3

Activity 3

- Together: select 3 of your stories
 - Which you wanna continue working on
 - E.g. the most 'relevant' one

Activity 3 - Criteria

- Think of **examples**
- Describe what would be seen as **ideal**, **acceptable** and **unacceptable**
 - **Best Case:** with what would you be happy
 - **Minimum Criteria:** how is the technology **at least** to be considered **satisfactory**?
 - **Deal-Breakers:** when does it become **not usable** anymore?

Ideal would be

*(Ideally, what do you **want it** to be like or do? What are scenarios that are **desirable**?)*

Acceptable would be

*(What should the chatbot be or do for you to feel it is **supporting your needs**?
examples for the basic **standard** you expect?)*

Deal-breakers

*(What would you consider **undesirable**? What are examples where the chatbot (and its behaviour) become **unacceptable** or **unusable**? What should it **never do**?)*

Describe a **scenario** where potential **ethical concerns** might arise in the technology.

Try to think of:

- Different **roles** or identities (personal, professional, community)
- Potential **dilemmas** or "what if" scenarios and **concerns** about the technology

(circle one)

I want

(What do you **want** the technology to do? What do you **need it** to be?)

promote content that includes
unrealistic beauty standards

... so that

(Why do you want that? What **matters**? What **ethical issue** / challenge comes up?)

my child doesn't feel
pressured to look or act a
certain way,

... because

(What about your **role, identity**, or **perspective** makes you think of this?)

a parent of a 13-
year-old

Any comments?

Participant Number: 3

Describe what the chatbot must **be** or **do** to be **acceptable** or what makes it **unsatisfactory**.

Participant Numbers: 3, 7, 8

Ideal would be

(Ideally, what do you **want it** to be like or do? What are scenarios that are **desirable**?)

It actively promotes diverse,
realistic representations

Acceptable

(What should the chatbot be or do for you to feel it is **supporting your needs**? What are examples for the basic **standard** you expect?)

It allows me, as a parent, to review
or monitor recommendations

Deal-breakers

(What would you consider **undesirable**? What are examples where the chatbot (and its behaviour) become **unacceptable** or **unusable**? What should it **never do**?)

if my child gets recommended multiple
videos about how a body 'has to look'

Try to think of:

- Examples of what the chatbot would be when you are **comfortable using it**.
- Any **outcomes, responses**, or **behaviours** that might be **relevant** here.
- What kinds of **situations** or results **would raise concerns** for you?

Technology: A new AI Chatbot

Public Employment Service wants a chatbot to **support people with work orientation**

It **Assists** users with questions about:


- Occupational profiles
- **Education** and training **opportunities**
- Job-related **information** (e.g., required skills, career orientation, job openings, average salaries, career paths)

Technology:

The chatbot uses **advanced AI language models** + AMS data in a database

Status:

- **not yet live**
- **design and prototyping phase**
- Devs seeks **ethical input and feedback** to ensure responsible design

 **Career Advice**

Hello, I'm a career advice bot, and can help you with work related questions!

You can ask questions like:

I have ADHD; what careers should I consider?

Is wearing a hijab while working a problem?

Activity 3 - Criteria

- Consider **your Stories** from Activity 2 - this is about what the chatbot **should be like**
- Think of **examples &** describe what would be seen as **ideal, acceptable and unacceptable**

Imagine a **scenario** where potential **ethical concerns** might arise in the technology.
Try to think of:

- Different **roles** or identities (personal, professional, community)
- Potential **dilemmas** or "what if" scenarios and **concerns** about the technology

(circle one)

I want

(What do you **want** the technology to do? What do you **need** it to be?)

promote content that includes unrealistic beauty standards

... so that

(Why do you want that? What **matters**? What **ethical issue** / challenge comes up?)

my child doesn't feel pressured to look or act a certain way.

... because

(What about your **role, identity**, or perspective makes you think of this?)

a parent of a 13-year-old

Any comments?

Participant Number: 3

Describe what the chatbot must **be** or **do** to be **acceptable** or what makes it **unsatisfactory**.

Participant Numbers: 3, 7, 8

Ideal would be

(Ideally, what do you **want** it to be like or do? What are scenarios that are **desirable**?)

It actively promotes diverse, realistic representations

Acceptable

(What should the chatbot be or do for you to feel it is **supporting your needs**? What are examples for the basic **standard** you expect?)

It allows me, as a parent, to review or monitor recommendations

Deal-breakers

(What would you consider **undesirable**? What are examples where the chatbot (and its behaviour) become **unacceptable** or **unusable**? What **should it never** do?)

if my child gets recommended multiple videos about how a body 'has to look'

Try to think of:

- Examples of what the chatbot would be when you are **comfortable** using it.
- Any **outcomes, responses**, or **behaviours** that might be **relevant** here.
- What kinds of **situations** or results **would raise concerns** for you?

mini Break



Activity 4

(last one yay)

Activity 4

(last one yay)

What was the point of activity 3?

Activity 4

(last one yay)

Activity 4 - Value Distance

- Each Group gets
 - **Cardboards**
 - A bunch of **values**

Pin your sheets here

Activity 4 - Value Distance

- Each Group gets
 - **Cardboards**
 - A bunch of **values**

Growth
Because:

Empowerment
Because:

Happiness
Because:

Authenticity
Because:

All approx. agree 

Accountability
Because:

All approx. agree 

Value choices:

Value:

Reason:

Value:

Reason:

Value:

Reason:

Value:

Reason:

Imagine a scenario where potential ethical concerns might arise in the technology.

Think of:

- Potential risks or identities (personal, professional, community)
- Potential dilemmas or "what if" scenarios and concerns about the technology

Participant Numbers: 3, 7, 8

I want (to be able to) (to know) (to not be) (to feel)

it not to promote content that includes unrealistic beauty standards

... so that (why do you want that? What matters? What ethical issue / challenge comes up?)

my child doesn't feel pressured to look or act a certain way.

... because (I am) (I know)

a parent of a 13-year-old

Any comments?

Participant: 9

Desirable behaviour
(Ideally, what do you want it to be like or do? What are scenarios that are desirable?)

It actively promotes diverse, realistic representations

Acceptable
(What about the behaviour we do for you to feel it is supporting your needs? What are examples for the best standard you expect?)

It allows me, as a parent, to review or monitor recommendations

Deal-breakers
(What would you consider undesirable? What are examples where the chatbot (and its behaviour) becomes unacceptable or unusable? What should it never do?)

If my child gets recommended multiple videos about how a body has to look.

Try to think of:

- Examples of what the chatbot would be when you are comfortable using it.
- Any activities, responses, or behaviours that might be relevant here.
- What kinds of situations or results would raise concerns for you?

Comments:

Addressing the concern would promote / enable:

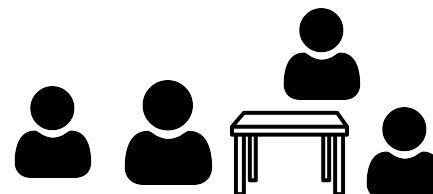
... and is **super important**

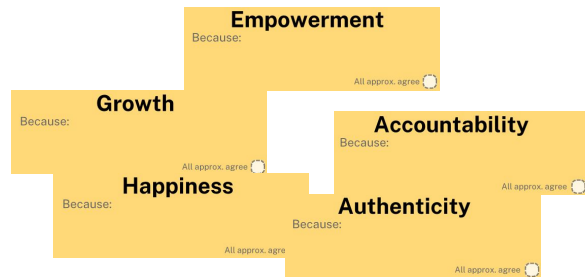
... and is important

The concern puts at risk / hinders:

... and is **super important**

... and is important





Value choices:

| | |
|-------------------------------------|-------------------------------------|
| <p>Value:</p> <p>Reason:</p> | <p>Value:</p> <p>Reason:</p> |
| <p>Value:</p> <p>Reason:</p> | <p>Value:</p> <p>Reason:</p> |

Describe what the checkbox must be or do to be **acceptable** or what makes it **unsatisfactory**

Participant Numbers: 3, 7, 8

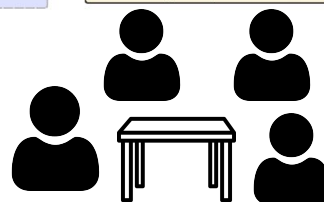
| | | |
|--|---|---|
| <p>Desirable behaviour (Ideally, what do you want it to be like or do? What are scenarios that are desirable?)</p> <p>it actively promotes diverse, realistic representations</p> | <p>Acceptable (What should the checkbox be or do for you to feel it is supporting your needs? What are examples for the basic standard you expect?)</p> <p>it allows me, as a parent, to review or monitor recommendations</p> | <p>Deal-breakers (What would you consider unacceptable? What are examples where the checkbox (and its behaviour) become unacceptable or unusable? What should it never do?)</p> <p>if my child gets recommended multiple videos about how a body has to look</p> |
|--|---|---|

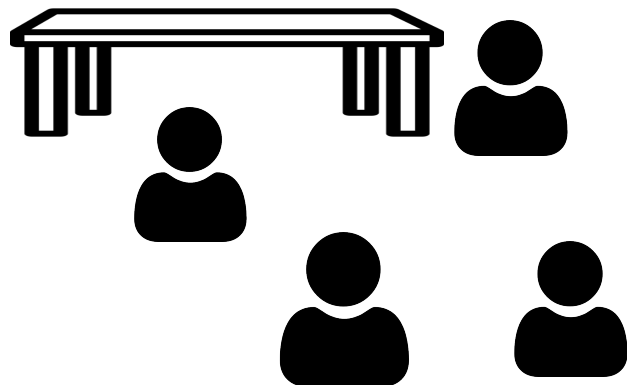
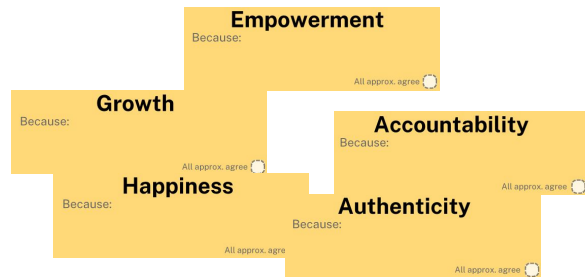
Try to think of:

- Examples of what the checkbox would be when you are comfortable using it.
- Any outcomes, responses, or behaviours that might be relevant here.
- What kinds of situations or results would raise concerns for you?

Comments:

| | | | |
|--|--|-----------------------------|--|
| Addressing the concern would promote / enable: | | | |
| | | | |
| ... and is super important | | ... and is important | |
| The concern puts at risk / hinders: | | | |
| | | | |
| ... and is super important | | ... and is important | |





Value choices:

| | |
|-------------------|-------------------|
| Value: Reason: | Value: Reason: |
| Value: Reason: | Value: Reason: |

For a scenario where potential ethical concerns might arise in the technology:
 1. Present value or identities (personal, professional, community)
 2. Potential dilemma or "what if" scenarios and concerns about the technology

Participant Numbers: 5, 7, 8

I want
What do you want the technology to do? What do you need it to be?
 it not to promote content that includes unrealistic beauty standards

... so that
Why do you want that? What matters? What ethical issue / challenge comes up?
 my child doesn't feel pressured to look or act a certain way.

... because (I am) (I know)
What about your role, identity, or perspective makes you think of this?
 a parent of a 13-year-old

Any comments? Participant Number: 9

Desirable behaviour
(Ideally, what do you want it to be like or do? What are scenarios that are desirable?)
 it actively promotes diverse, realistic representations

Acceptable
When would the concern be an ok for you to feel it is supporting your needs? What are examples for the basic standard you expect?
 it allows me, as a parent, to review or monitor recommendations

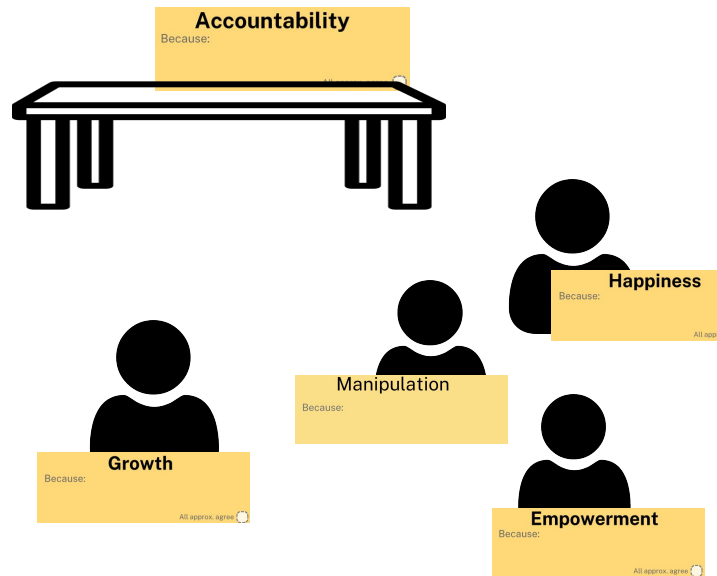
Deal-breakers
(What would you consider unbearable? What are examples where the checkbox (and its behaviour) become unacceptable or unacceptable? What should I never do?)
 if my child gets recommended multiple videos about how a body has to look.

Try to think of:
 • Examples of what the checkbox would be when you are uncomfortable using it.
 • Any outcomes, responses, or behaviours that might be relevant here.
 • What kinds of substances or results would cause concern for you?

Comments:

| | | | |
|--|--|--|----------------------|
| Addressing the concern would promote / enable: | | | |
| ... and is super important | | | ... and is important |
| The concern puts at risk / hinders: | | | |
| ... and is super important | | | ... and is important |





Value choices:

| | |
|-------------------|-------------------|
| Value: Reason: | Value: Reason: |
| Value: Reason: | Value: Reason: |

For a scenario where potential ethical concerns might arise in the technology, think of:
 - a recent video or television (personal, professional, commentary)
 - a historical dilemma or "what if" scenarios and someone about the technology

Participant Numbers: 5, 7, 8

I want
 (What do you want the technology to do? What do you need it to be?)

it not to promote content that includes unrealistic beauty standards

... so that
 (Why do you want that? What matters? What ethical issue / challenge comes up?)

my child doesn't feel pressured to look or act a certain way.

... because (I am) / I know
 (What about your role, identity, or perspective makes you think or feel?)

a parent of a 13-year-old

Any comments?

Participant: 5

Desirable behaviour
 (Ideally, what do you want it to be like or do? What are scenarios that are desirable?)

it actively promotes diverse, realistic representations

Acceptable
 (When would you consider it acceptable or OK for you to feel it is supporting your needs? What are examples for the basic standard you expect?)

it allows me, as a parent, to review or monitor recommendations

Deal-breakers
 (What would you consider unacceptable? What are examples where the child(ren) and its behaviour become unacceptable or unacceptable? What should it never do?)

if my child gets recommended multiple videos about how a body has to look.

Try to think of:
 • Examples of what the child(ren) would be when you are uncomfortable seeing it.
 • Any outcomes, responses, or behaviours that might be relevant here.
 • What kinds of situations or results would cause concern for you?

Comments:

| | | | | |
|--|--|--|--|----------------------|
| Addressing the concern would promote / enable: | | | | |
| ... and is super important | | | | ... and is important |
| The concern puts at risk / hinders: | | | | |
| ... and is super important | | | | ... and is important |





Value choices:

Value: **Dignity**
Reason: protecting a child's self worth and body image is vital

Value: **Safety**
Reason: psychological wellbeing is at risk because of the harmful content

Value: **Transparency**
Reason: there's a need for visibility into what's being recommended and not

Value: **Explainability**
Reason: they want to understand the algorithm.

Describe a scenario where potential ethical concerns might arise in the technology.
Think at:
• Content rules or objectives (personal, professional, commercial)
• Potential differences in "what if" scenarios and responses about the technology

Participant Numbers: 3, 7, 6

I want (to be able to), to know (to not to), to feel (to not to) (what you want the technology to do for you need to be)

it not to promote content that includes unrealistic beauty standards

... so that
What do you want that? (How matters?) What ethical issue / challenge comes up?

my child doesn't feel pressured to look or act a certain way.

... because (I am), (I know) (What about your role, identity, or perspective makes you think of this?)

a parent of a 13-year-old

Any comments? Participant 3

Desirable behaviour
Ideally, what do you want it to be like or do? What are scenarios that are desirable?

it actively promotes diverse, realistic representations

Acceptable
What should the charter do or do for you to feel it is supporting your needs? What are examples for this basic standard you expect?

it allows me, as a parent, to review or monitor recommendations

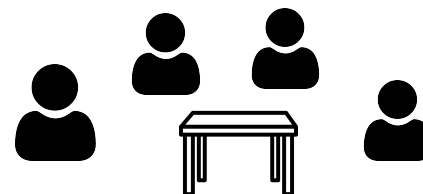
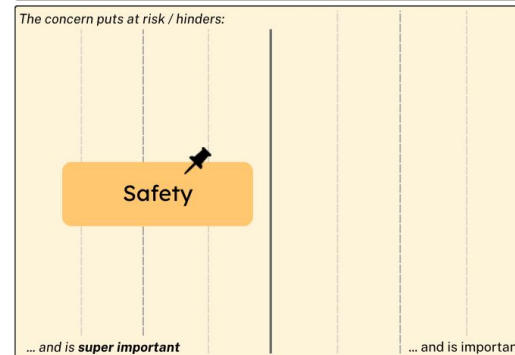
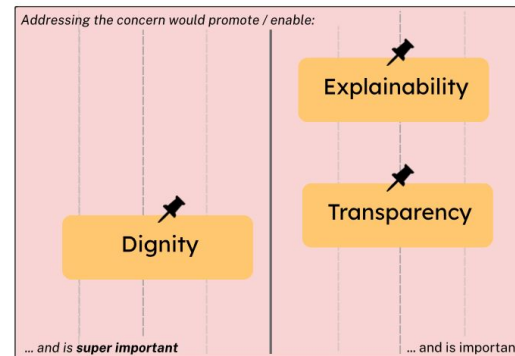
Deal-breakers
What would you consider unacceptable / undesirable? What are examples where the charter (and its behaviour) becomes unacceptable / undesirable? What should it never do?

if my child gets recommended multiple videos about how a body has to look.

Try to think at:
• Examples of when the charter would be when you are comfortable using it.
• Any outcomes, responses, or behaviours that might be relevant here.
• What kinds of outcomes or results would cause concerns for you?

Comments:

all participants were in agreement of the choices



Technology: A new AI Chatbot

Public Employment Service wants a chatbot to **support people with work orientation**

It **Assists** users with questions about:

- Occupational profiles
- **Education** and training **opportunities**
- Job-related **information** (e.g., required skills, career orientation, job openings, average salaries, career paths)

Technology:

The chatbot uses **advanced AI language models** + AMS data in a database


Status:

- **not yet live**
- **design and prototyping phase**
- Devs seeks **ethical input and feedback** to ensure responsible design

Activity 4 - Value Distancing

- **Board**
 - A bunch of **values**
1. Go to values
 2. Select a relevant one
 3. Go to your table
 4. **Discuss and place**

Until 4 values are placed!

 **Career Advice**

Hello, I'm a career advice bot, and can help you with work related questions!

You can ask questions like:

I have ADHD; what careers should I consider?

Is wearing a hijab while working a problem?

Type your message... Send

Value choices:

| | |
|---|---|
| Value: Dignity Reason: protecting a child's self-worth and body image is vital | Value: Safety Reason: psychological wellbeing is at risk because of the harmful content |
| Value: Transparency Reason: there's a need for visibility into what's being recommended and not | Value: Explainability Reason: they want to understand the algorithm |

Addressing the concern would promote / enable:

| | |
|---------------------|-----------------------|
| Dignity | Explainability |
| Transparency | Safety |

... and is **super important** ... and is **important**

The concern puts at risk / hinders:

| |
|---------------|
| Safety |
|---------------|

... and is **super important** ... and is **important**

Comments:

all participants were in agreement of the choices

Survey

Thanks :)