



## Fishbowl on Ethical Artificial Intelligence (Teacher)

### Discussion:

As computer science continues to increase its relevance in our lives, it's important that we consider the impact that computing is having on society, culture, the planet, and ourselves. While increased access to technology has opened doors for us to improve life expectancy, connect people across continents, and make business more efficient, it has also created a plethora of problems, such as cyberbullying, e-waste, and addiction to technology.

For this activity, we are going to engage in a conversation to discuss the role technology has played in our lives so as to better understand how we can and should interact with it.

### Exercise:

As a class, we are going to participate in an activity called a fishbowl discussion. A fishbowl discussion is one where students are given the freedom to engage in an open discussion without interference from their teacher. Students are expected to come prepared with questions that they want to discuss, and to answer questions that other students bring to the discussion.

The topic for this discussion is: **Problems and Solutions to Ethical Issues in Artificial Intelligence**

To prepare for this discussion, you will need to pick a few specific topics within this larger topic to create questions to discuss with your peers.

Circle two to three topics from the list of topics below that you are interested in discussing, or write down a topic if there is one you'd like to discuss that isn't listed.

Deep Faking

Bias in Computing

Data Collection

Autonomous Vehicles/Weapons

Robot Rights

SuperIntelligence

Reliance on Technology

Automation

Privacy

Other topics: \_\_\_\_\_

Now that you've picked your topics, come up with 5-7 questions that you'd like to bring up about these topics. If you are unfamiliar with the topic, do some research online before coming up with your questions. Once you've come up with some questions, provide your own answers to them so that when the discussion occurs, you are prepared to respond!

1.

2.

3.

4.

5.

6.

7.

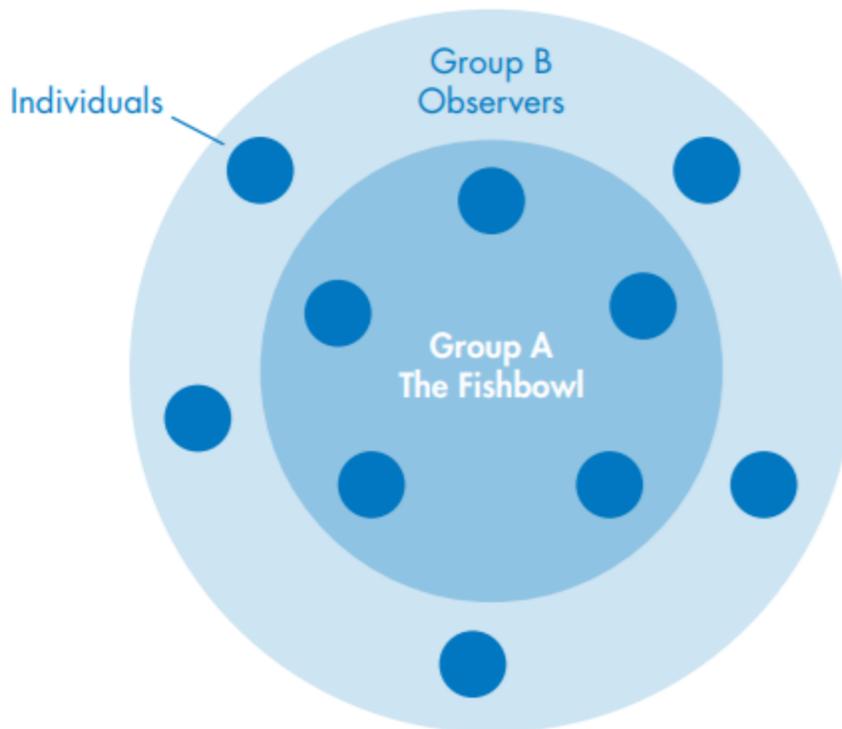
## Teacher Preparation:

This activity is meant to be student-led. The best classroom set up for this discussion is to have students sit in a circle, or facing one another so that the discussion is collaborative in nature.

There are two options for structuring the conversation:

1. Have a full classroom discussion about this topic for an entire class period.
2. Split the class into two groups, with each group discussing for half of the class period. The students who are not participating in the discussion should sit outside of the discussion circle and will be partnered up with one student who is part of the discussion. The student on the outside will make observations about their partner's contributions to the conversation, and students will debrief about their contribution to the discussion in between discussions. For observation, students should use the [observation form](#) attached to this document.

The classroom setup should look something like this:



While students are discussing, the teacher should be taking notes on how the discussion is going. Consider having a list of student names, and marking off when students make an interesting point, encourage others to participate, interrupt one another, and add positively or negatively to the discussion. These tallies can be used to have a discussion with students around how they participate and contribute, and how they can improve. The teacher should only intervene in the conversation if it is completely derailed from the initial topic, or if the conversation becomes harmful or insensitive.

# Student Fishbowl Observation Worksheet

**Student Name:** \_\_\_\_\_

**Partner Name:** \_\_\_\_\_

## Pre-Discussion Work

Before the fishbowl, set 1-3 goals for how you would like to participate in the fishbowl activity. The goals should be areas that you'd like to grow in. For example, if you don't often participate in class discussion, one goal could be to make at least two points during the discussion. If you are someone that talks a lot in discussion, your goal could be trying to include at least one person who hasn't yet gotten a chance to speak.

Write your goals here:

1.

2.

3.

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Write down your partner's goals here:

1.

2.

3.

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## Post-Discussion Work

After the discussion, reflect on how you did with your goals, and how your partner did with theirs:

1. Were you successful in reaching your goals for the discussion? Why or why not?
2. Was your partner successful in reaching their goals? Why or why not?

## Discussion Work

During the fishbowl, if you are a part of the **outer circle**, take notes on the discussion that is being had, and observe your partner's interactions within the circle.

Take notes on the following questions:

<p>Was there something that should have been brought up but wasn't?</p>	<p>An interesting point that another student brought up.</p>
<p>What new perspectives do you have after listening to the discussion?</p>	<p>A point that you disagreed with - why?</p>

As a member of the **outer circle**, you should also pay attention to the ways that students interact with each other and create a respectful environment for discussion.

Please respond to the following questions related to student communication:

<p>Did any of your peers use an effective strategy to communicate with their group? What were they?</p>	<p>Was the conversation balanced? Why or why not?</p>
<p>What strategies were used to keep the conversation going?</p>	<p>What takeaways do you have about how to better communicate with your peers?</p>