

# Life in the AI Era HEDY project

First Multiplier Event



# First Multiplier Event



## Agenda

09:30-09:45	Registration
09:50-10:00	Welcome
10:10-10:15	HEDY project overview
10:15-10:45	<b>Keynote speech</b> <i>The Old and the New in AI</i> <i>An interdisciplinary approach to technologies for the common good</i> <b>Dra. Núria Vallès-Peris</b>
10:50-11:15	Coffee break + Networking
11:20-12:00	<b>The Booklet</b> <i>An analysis of the impact of AI in our society</i> <b>Davide Careglio</b>
12:10-13:00	Practice network & discussion
13:00-13:15	Event evaluation
13:20-13:30	Conclusions

# Life in the AI Era HEDY project

Welcome

Presenter: Cecilio Angulo Bahon

# Life in the AI Era HEDY project

The HEDY project overview

Presenter: Davide Careglio

# The HEDY project



## Overview

- A 2-year Erasmus+ project started in November 2021
- A tribute to **Hedy Lamarr**
  - An Austrian actress and inventor (1914-2000), co-creator of wireless communications technology currently still used in mobile networks, Bluetooth devices and Wi-Fi
- Program: Cooperation partnerships in higher education
  - KA220-HED 0C8D3623
  - <https://lifeintheaiera.eu>
- Target audience: Higher Education
- Social networks:
  - <https://www.facebook.com/HEDY2022/>
  - [https://www.instagram.com/hedy\\_ai\\_project/?hl=en](https://www.instagram.com/hedy_ai_project/?hl=en)
  - <https://www.linkedin.com/in/hedy-project-eu-26582a229/>
  - [https://twitter.com/hedy\\_project](https://twitter.com/hedy_project)



# The HEDY project

## Overview

- Five partners from five countries



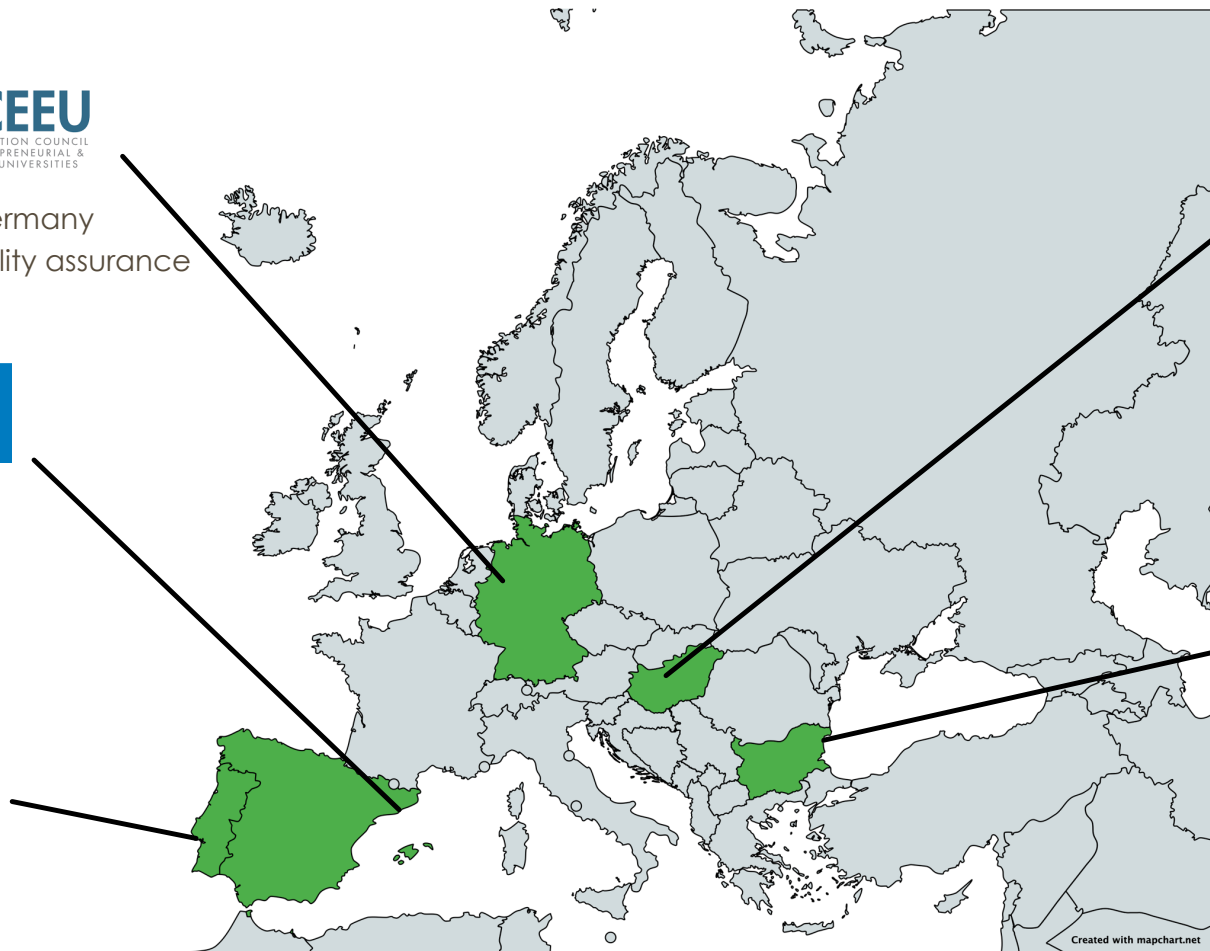
- Münster, Germany
- SME on quality assurance



- Barcelona, Spain
- Public university



- Lisbon, Portugal
- Consulting SME



- Coordinator
- Budapest, Hungary
- Public university



- Varna, Bulgaria
- Consulting NGO

# The HEDY project



## Objectives

- Provide **free** and **accessible** source of **information** available in seven different languages (EN, PT, HU, BL, SP, CAT, DE)
- Comprehensive and shared **view** of how **AI is affecting our lives**
- Promote **critical reflection**, self-based **learning** and **debates**
- Provide **teachings**, **courses** and **trainings** in **schools** and **higher education institutes** to facilitate the use and adoption of AI for young people and future generations
- Focus on four specific ambits
  - Business
  - Governance
  - Skills & competences
  - People & lifestyle

# The HEDY project



## Results

- The Booklet (June 2022)
  - An essay defining the HEDY position on life in the AI era and the rationales for that position
- The Toolkit (February 2023)
  - A collection of influential AI audio-visual related tools, including films and expert talks with the ability to have a more immediate and visual impact to the audience
- The Massive Open Online Course (MOOC) (March 2023)
  - A course to spread out the awareness of main developments in AI and its key impacts on society
- The Guideline (July 2023)
  - A concise and easy-to-read documentation for the best use of the assets produced and for the creation of a solid community of practice network



# The HEDY project



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# The HEDY project



## The Booklet

- First result (June 2022)
- Current version: 50-page document
- Currently under the alpha test (internal review)
- Goal of this event is the beta test (external review)
  - Participants will be invited to evaluate the event and the booklet based on an online questionnaire
  - <https://swhiexd0.paperform.co/>
  - Help to identify main contributions, missing information, key messages
- Objective
  - Easily readable, understandable and enjoyable document
  - 20/25-page document
    - Additional material available in the website

# Life in the AI Era HEDY project

The Old and the New in AI  
An interdisciplinary approach to technologies for the common good

Presenter: Dra. Núria Vallès-Peris

# First Multiplier Event



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# Life in the AI Era HEDY booklet

The Booklet

Presenter: Davide Careglio  
([davide.careglio@upc.edu](mailto:davide.careglio@upc.edu))

# The Booklet

## Outline

- Contributors
- Objectives
- Methodology
- Structure
- Results and discussion
- Next steps

# The Booklet

## Contributors

- Ana Isabel Alves Moreira, Cecilio Angulo, Federica Casaccio, Rozalina Dimova, Miquel Domènech Argemí, Tihomir Dovramadjiev, Adisa Ejubovic, Mária Heitlerné Lehoczky, Javier Francisco Hernando, Antonia Jakobi, Csaba Kollár, Josep Solé Pareta, Evgenia Sukhovii, Gyula Szabo, Núria Vallès Peris
- And many others who helped us in preparing this booklet and generously and openly participated in our activities
- Thank You All!!

# The Booklet

## Objectives

- Identify challenges, risks, opportunities, and impacts of AI on
  - **Business**
  - **Governance**
  - **Skills and competencies**
  - **People and lifestyle**
- Discuss the ethical effects of AI, offered in an engaging way to stimulate reflection and debate on knowledge society topics
  - Include paradigmatic examples
- The focus is not on providing the solutions
  - Identify the 5/6 more concerning issues about AI
  - From different perspectives
- But provide and promote guidelines



## Targets

- Target groups
  - Higher Education community, professors and students, adult education, VET and civil society
- It will contribute to the challenge launched by the Commission to build a solid European approach to AI, based on
  - The 2018 strategy “AI for Europe”, COM/2018/237 final, <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM:2018:237:FIN>
  - The 2020 White Paper “On AI – A European approach to excellence and trust”, COM/2020/65 final, [https://ec.europa.eu/info/publications/white-paper-artificial-intelligence-european-approach-excellence-and-trust\\_en](https://ec.europa.eu/info/publications/white-paper-artificial-intelligence-european-approach-excellence-and-trust_en)
- Take into consideration also the UNESCO recommendation on the ethics of AI
  - Workgroup: <https://en.unesco.org/artificial-intelligence/ethics>
  - Draft document: <https://unesdoc.unesco.org/ark:/48223/pf0000373434>

# The Booklet

## Current status

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- First version: 50-page document
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  - <https://swhiexd0.paperform.co/>
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- Final version
  - Easily **readable, understandable, and enjoyable** document
  - 20/25-page document
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# The Booklet

## Methodology

- Two sources for inputs
  - Literature review
  - Two focus groups (FGs) per country

# The Booklet

## Methodology – Literature review

- Aim to acquire an **in-depth grasp** of the subject and to understand **current knowledge**
  - Identify relevant theories, methods, and opinions
  - Organise and guide the participants through the focus groups
- Searched, read and evaluated more than 250 documents
  - Research papers, magazine articles, expert blogs, press articles, companies' reports, EC/agencies guidelines, etc
- **Current applications** and **expected impacts** (short term, long term) in the considered areas
  - AI features, challenges and opportunities
  - AI on business
  - AI on governance
  - AI on skills & competencies
  - AI on people and lifestyle

## Methodology – Focus groups

- Two focus groups (FGs) per project partners' country
  - One with only experts in AI
    - *Expert*: a person who is very familiar with AI and work with AI on a daily basis
  - One with only non-experts in AI
- We adopted a **common methodology**, common **line of questions**, common **reporting**
- Again, **current applications** and **expected impacts** (short term, long term) in the considered areas
  - AI features, challenges and opportunities
  - AI on business
  - AI on governance
  - AI on skills & competencies
  - AI on people and lifestyle

# The Booklet

## Methodology – Focus groups: common organisation

- Three phases
  - Conceptualisation
  - Interview
  - Analysis and report

# The Booklet

## Methodology – Focus groups: conceptualisation

- Purpose
- Selecting the participants
- Selecting the moderator and her/his assistant/s
- Setting up the room and the seating arrangements
- Organising and timing the questions
- Preparing and sequencing the questions

## Methodology – Focus groups: conceptualisation

- Purpose
  - The aim of two FGs is to provide inputs to the Booklet. This will help to identify the 5/6 more concerning issues about AI (with examples), also from different perspectives like business, governance, lifestyle, education, etc.
  - Gathering feedback from both AI experts and non-AI experts about challenges, opportunities and expected impacts on business, governance, work, education, culture or health and discusses the ethical effects of these emerging digital technologies
  - Months to conduct the FG: 1 February - 28 February
  - FG duration: between 1h and 1h30
- Selecting the participants
- Selecting the moderator and her/his assistant/s
- Setting up the room and the seating arrangements
- Organising and timing the questions
- Preparing and sequencing the questions



## Methodology – Focus groups: conceptualisation

- Purpose
- Selecting the participants
  - Two meetings will be held, one with invited AI experts and one with non-AI experts. Seven days before the date of each FG the participants will receive a list with the issues that will be developed during the meeting.
  - Between 6 and 10 participants.
  - Be characterised by homogeneity but with sufficient variation to allow for contrasting opinions and not be familiar with each other
  - Target groups: Higher Education community, professors and students, adult education and VET, civil society
- Selecting the moderator and her/his assistant/s
- Setting up the room and the seating arrangements
- Organising and timing the questions
- Preparing and sequencing the questions

# The Booklet

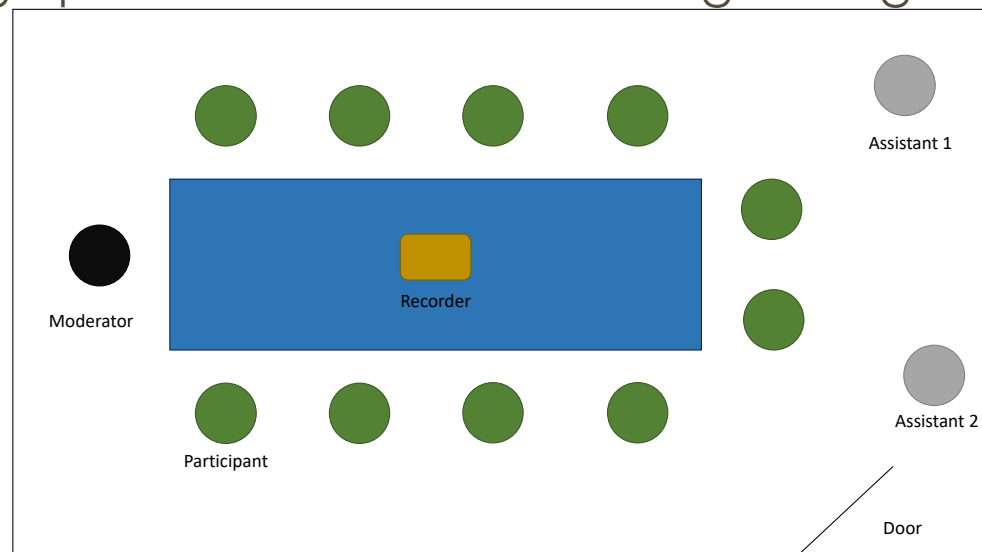
## Methodology – Focus groups: conceptualisation

- Purpose
- Selecting the participants
- Selecting the moderator and her/his assistant/s
  - The moderator should be selected according to the characteristics described in Section 1b of the document
  - If the moderator has no or little experience in FG, at least 2 assistants are recommended.
- Setting up the room and the seating arrangements
- Organising and timing the questions
- Preparing and sequencing the questions

# The Booklet

## Methodology – Focus groups: conceptualisation

- Purpose
- Selecting the participants
- Selecting the moderator and her/his assistant/s
- Setting up the room and the seating arrangements



Record the discussions

- Organising and timing the questions
- Preparing and sequencing the questions

## Methodology – Focus groups: conceptualisation

- Purpose
- Selecting the participants
- Selecting the moderator and her/his assistant/s
- Setting up the room and the seating arrangements
- Organising and timing the questions
  - Questions are usually organised in 5 categories: opening, introduction, transition, key, ending
  - Assign an indicative time to each question. For instance, the opening and the introduction questions should not exceed 5 minutes, while the discussion following a key question could be 15 minutes long
  - The moderator should try to respect these timing but do not interrupt if the discussion is progressing well to the objectives
  - The moderator should include a pause of 5 s after a participant talks before beginning to talk and probes such as “would you explain that further?”
- Preparing and sequencing the questions

## Methodology – Focus groups: conceptualisation

- Purpose
- Selecting the participants
- Selecting the moderator and her/his assistant/s
- Setting up the room and the seating arrangements
- Organising and timing the questions
- Preparing and sequencing the questions
  - Small talks are essential just prior to group discussion to relax the participants
  - Being the discussion with this pattern: welcome, overview, purpose and topic, ground rules, first question
  - Questions should be carefully planned but may appear spontaneous during the interview
  - For best results, a FG should include around five or six key questions (less than 10 in total)
  - Other suggestions:
    - Use open-ended questions and avoid yes/no questions
    - “Why” questions are rarely asked in a FG as they tend to imply a rational answer

# The Booklet

## Methodology – Focus groups: interview

- For the booklet, the results of the FG should be complementary to the literature review
- The literature review should provide the basis of each of five AI topics (challenges and opportunities in general, business, governance, skills & competencies, and people & lifestyle)
- With these bases, the question list should be prepared with this previous knowledge already acquired
- Two tables are provided in the document that can be used as an example for the AI governance case and must be modified for the other 4 topics

# The Booklet

## Methodology – Focus groups: interview

- Example of non-AI expert for the governance topic

Category	N.	Question
Opening	1	Tell us your name and place of employment or employment status
Introduction	2	Have you ever participated in a Focus Group?
Transition	3	What is your first association with the term Artificial Intelligence?
	4	Can you give us an example of an interaction you have had with AI?
Key	5	When you think about AI, what is the most important advantage AI can bring to humanity?
	6	Do you see any risk related with the adoption of AI at large scale in the future?
	7	There are some concerns about the possibility that AI may “robotize” humanity, do you have an opinion on that?
	8	When you heard the term AI governance... what do you think it is?
	9	What do you think it is the missing information about AI? I mean, if you want to get insight AI, what do you like to learn?
Ending	10	Of all the needs we discussed, which one is most important for you?

## Methodology – Focus groups: analysis ...

- The process of data analysis must be systematic and verifiable
- The moderator and assistant/s should do the analysis. The initial steps should be:
  - write down **summary comments** and listen to the complete tape to write a complete summary of the discussion
  - **share observations** on themes in the responses to key questions, participant enthusiasm, consistency between participants' comments, etc.
  - **transcript the discussion** and mark sections related to each question on the question list
- The analysis consideration should be given to 5 factors:
  - **Words:** cluster similar concepts together
  - **Context:** examine the context of the words by finding the triggering stimulus and then interpret the comment in light of that context
  - **Internal consistency:** trace a flow of conversation and take note of changes or even reverses of position after interaction with others
  - **Specificity of responses:** responses that are specific and based on experience should be given more weight than responses that are vague and impersonal
  - **Find the big ideas:** look for concepts or ideas that cut across the entire discussion



## Methodology – Focus groups: ... and report

- For the report, the results of the FG should be complementary to the literature review
- As a general rule, numbers and percentages are not appropriate for FG research and should not be included in the report. The report should be descriptive and present the meaning of the data as opposed to a summary of data.
- The Booklet should therefore include the three levels of reporting:
  - **Raw data:** present statements as they were said by participants. Data might be ordered or categorised by natural levels or them in the topic
  - **Descriptive statements:** summarise participants' comments and provide illustrative examples using the raw data. Decisions must be made as to which quotes to include
  - **Interpretation:** build on the descriptive process by providing or presenting the meanings of the data rather than simply summarising the data. In giving meaning to the descriptions, one should be reflective about own biases in interpretation

# The Booklet

## Methodology – Focus groups

- In one case, the FG was not possible to be organised due to conflicting schedules and COVID restriction
- It was substituted for a questionnaire
  - It was created with similar questions used in the FG
  - A disclaimer asked participants to write as much as possible in each answer (i.e., avoid answers like yes/no)
- In summary we organised
  - **Nine FG** in Portugal, Spain, Germany, Hungary and Bulgaria
  - **One questionnaire** in Portugal
- Conducted during **February 2022**

## Methodology – Focus groups

- 2 FGs in Budapest on **Challenges & opportunities**
  - 8 experts (7 males, 1 female) aged 28–61 years old;
  - 5 non-experts (2 males, 3 females), aged 20–28 years old
- 2 FGs in Münster on **Business**
  - 7 experts (7 males) aged 26–50 years old;
  - 7 non-experts (3 males, 4 females), aged 22–30 years old
- 2 FGs in Barcelona on **Governance**
  - 9 experts (7 males, 2 females) aged 35–70 years
  - 10 non-experts (7 males, 3 females), aged 22–70 years old
- 1 questionnaire and 1 FG in Lisbon on **Skills & competencies**
  - 9 experts (6 males, 3 females) with an online questionnaire
  - 5 non-experts with a focus group
- 2 FGs in Varna on **People & lifestyle**
  - 6 experts (4 males, 2 females) aged 29–59 years;
  - 15 non-experts (4 males, 11 females), aged 20–24 years old

# The Booklet

## Methodology – Focus groups

- 2 FGs in Barcelona on **Governance**
  - Sala del Llac, Rectorat UPC
  - February 21 and 22, 2022
  - Moderator: Miquel Domènech Argemí (UAB)
  - Assistant: Núria Vallès Peris (UAB → UPC)

Focus Group (2022-02-21 09:34 GMT-8)



Focus Group (2022-02-22 09:31 GMT-8)



# The Booklet

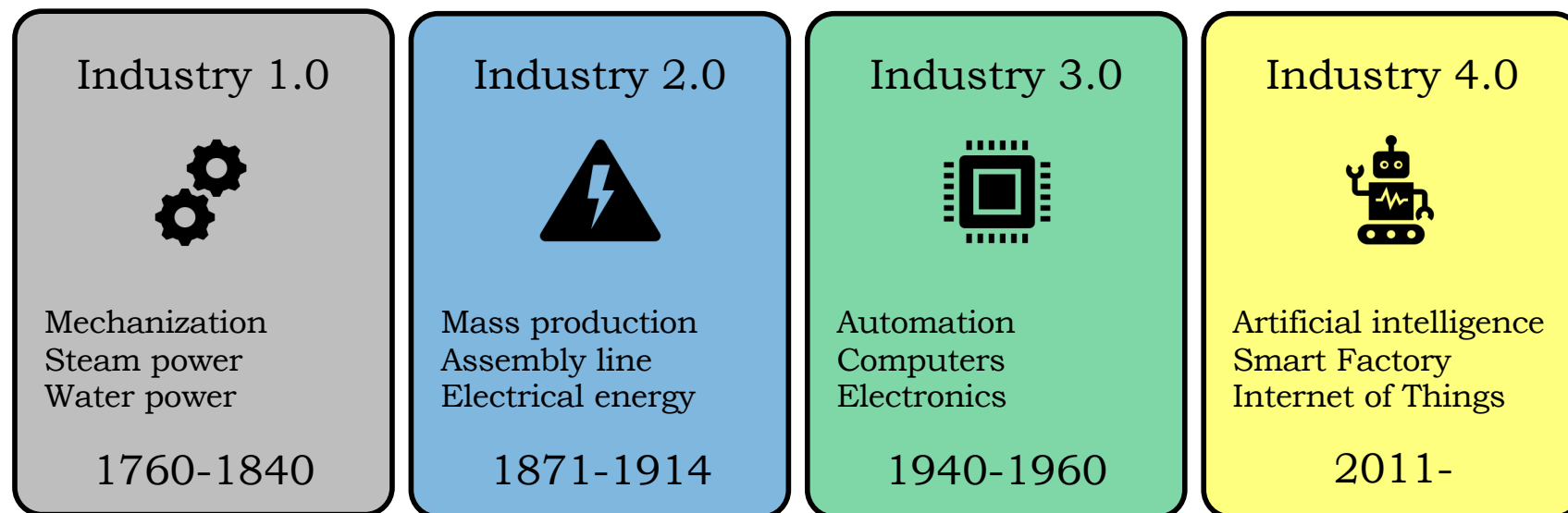
## Structure

1. Introduction
2. The Industry 4.0
3. AI definition, challenges and opportunities
4. Current main applications of AI
5. Expected impacts of AI
6. Interaction with people
7. Discussion and conclusions
8. References

# The Booklet

## Industry 4.0

- Industry 4.0 introduced in 2011 by a team of German scientists
- Union between physical assets and advanced digital technologies
- vs Industry 3.0: impact, speed, and scope



# The Booklet

## Industry 4.0 – optimistic point of view

- Boost global **income** levels
- Enhance the **quality** of life
- Long-term **benefits** in efficiency and production
- Decrease in **costs** for transportation and communication
- Increased **efficiency** in logistics global supply chains
- Decrease in **trade costs**
- New markets and driving **economic** development
- **American Dream** for people all around the world

# The Booklet

## Industry 4.0 – pessimistic point of view

- Increase **inequality**
- Disruption of **employments**
- Increase the **gap** between capital and work returns
- Significant demand at both the high and low ends of the employment market, but a hollowing out in the middle
  - World's **middle classes** are becoming **dissatisfied**
- Promotion of **extremist** beliefs and ideology
- Pervasiveness of information sharing foments **discontent**



# The Booklet

## Discussion - Business

- AI is seen as a **great potential**
- Save time
- Facilitate tasks
- Bring innovative solutions
- Especially in field such as medicine, biomedicine and finance
- **Major risk: finding a balance between the economic interests of companies and the non-violation of citizens' rights in matters related to privacy and individual freedom**

## Discussion - Governance

- Formal definition
  - A system of rules, practices, processes, and technological tools
  - To ensure an organization's use of AI technologies to fulfil
    - Organization's strategies, objectives, and values
    - Legal requirements
    - Ethics
- **Five principles** that need to be algorithm-, technology-, and sector-agnostic
  - Accountability → who hold responsibility?
  - Transparency → how an AI system behaves?
  - Fairness → bias in data and/or decisions?
  - Safety → reaction to inadvertent and intentional abuse?
  - Human control → a person in the loop?
- **Major risk: failing in one or more of the above points that may lead to injustice, unreasonable expectations, people's distrust**

# The Booklet

## Discussion – Skills & Competences

- Decrease the need for physical, basic cognitive and manual skills
- Increase in **digital competencies**, critical thinking, teamwork, communication, technological, social and emotional skills
- **Education** systems' priorities need a shift to reflect this to **better develop students' abilities**
- **Major risk: “less developed” countries which are in danger of being left behind even more**

# The Booklet

## Discussion – People and lifestyle

- Make person's life more **productive, efficient, secure** and **easier**
- Personalised monitoring and diagnostic capabilities
- An increased **free time**
- Possibility to develop our **natural interests** and talents
- A better and faster infrastructure
- Automated systems changing games and home life
- Full **connection** with persons' interests
- Personalised **information**
- **Major risk: AI can be biased and perpetuate or even increase the gender and racial disparity and inequity**

## Discussion

- **Restrictive view**

- AI as one more technology and therefore needs to be treated like any other technology

*“AI is technology and a technology is not for everything, it is for what it is”*

*An expert said*

- **Disruptive view**

- AI as a differential technology, which marks a before and after in human society and the relationship with technologies

*“It simply came to stay. He has come to change society and, moreover, we will not be able to go back”*

*An expert said*

## Discussion – Restrictive view

- AI tends to be seen as a **chance**
  - It can create new, very quality and remunerated jobs, open new market and business opportunities, make life easier and healthy, the bureaucracy faster...
- The common idea is that AI is **useful** in decision-making processes
- Draw a **clear border** between when employ AI and when not
  - Effective for data management and analysis
  - Effective for Information assistance for decision making
  - Effective for decision assessment
  - Not for automated decision making when a direct impact on people

*“In the end they are algorithms and we should not let them decide for us”*

*An expert said*

# The Booklet

## Discussion – Restrictive view

- Relationship of AI systems with **science fiction** imaginaries
- The idea that AI can solve **all problems** of any kind

*“I think I know the difference between science and fantasy, but it is the interaction between these two fields that has led to the development of both”.*

*An expert said*

*“It is important to see and read how science fiction artists think, and be inspired to develop real-world solutions supported by AI to help humanity evolve”.*

*A non-expert said*

*"Human decision making can be better if a lot of data is processed by AI, so that humans can better understand the conclusions that can be drawn from the data”.*

*A non-expert said*

# The Booklet

## Discussion – Disruptive view

- The argument is that in contemporary societies **any area** already integrates or will integrate soon AI
- **Do not want** AI to participate in many aspects of our daily lives
- Analyse what would happen if AI made **incorrect decisions**
- **Fear** about what AI could do in the future
  - The difficulty of articulating a proven **public debate** on accountability
  - The emergence of a series of **catastrophic imaginaries**

*“[The AI] decides based on statistics... We are forgetting the human factor, which AI does not take into account. AI is just the rational part, everything else, emotional intelligence, where is it? This is very important”.*

*An expert said*

*“I only believe in AI when it gives the same result as human intelligence”.*

*A non-expert said*



# The Booklet

## Discussion – Disruptive view

- Major risks in specific areas, recurrent examples
  - Justice
  - People's privacy (i.e., the freedom)
  - The algorithms themselves (i.e., the bias of the data)
  - Biomedicine
  - Finance
  - Social control

*“I have teenage children, who believe what they see: fake news, the bleach he drank to cure his covid... I see the information they see as a brutal danger.... when we were young we look for news that is as you expect, we are more influential. If you see a video coming out ... Well you say ‘I want to go to Malibu’, ‘I want a Prada bag’*

*A non-expert said*

*“It's a very powerful tool for social control”.*

*An expert said*

## Discussion – Ethics

- In particular, **ethics** is a recurrent problem raised in all our sources
- Even the experts we have interviewed consider that they do not have enough knowledge to be able to decide on ethical and social issues
- A knowledge that should be integrated in an interdisciplinary way

*“An investigation to recognize a person from the iris was funded through tax haven funds, to identify women with burkas and whether or not they were with their husbands. I was very surprised [...]. How to do it? Getting here, yes? Getting here right? What’s the limit?”*

*A non-expert said*

*“There are algorithms which are not properly regulated, which can be an issue”*

*A expert said*

# The Booklet

## Discussion – humans can't be replaced?

- Many considers that **human social and intellectual capacities** like creativity, empathy, innovation, teamwork, etc. are **irreplaceable by AI**
- The vision: emergence of **more artists** as a response to the lack of those works replaced by an AI
- This vision seems **too optimistic**
  - AI is already able to compose **symphonies**, paint **pictures**, write **poems, songs**, and **stories** as well as play **games**.
  - Some countries like Australia already accepted that an AI machine can be registered as an **inventor** in a patent
- In the future, it is likely that these capabilities will be even more explored

# The Booklet

## Discussion – important missing information?

- Impact of AI to our **environment**
- **Negative**
  - AI as a **major energy consumer** and one of the major contributors to greenhouse gas emissions
- **Positive**
  - AI as a **solution** for tracking and cutting emissions, allowing creative economic models to aid the environment, and enhancing climate resilience
- PWC and Microsoft study (2019)
  - Boost global GDP by 3.1 – 4.4%
  - Reduce global GHG emissions by around 1.5 – 4.0% by 2030 in business, up to 2.2% in energy and up to 1.7% in transport

# The Booklet

## Discussion – all agree that...

- **Participation**

*“Citizenship is needed with artificial intelligence. And I don't think that's clear to AI technicians yet ... or they don't realize that citizens are very important in various aspects of AI research and implementation, or it's not valued”.*

*“Human interaction is important while having AI. We should also preserve some freedom and decision-making process as humans”*

*“I think that regulatory institutions should be set up...”*

*“...promote AI for the benefit of the people, not for the benefit of the companies”.*

- **Information**

*“We must have an educated population”.*

*“Rules need to be put in place and citizens need to be put at the centre ... and those people need to be educated. There has to be an ethic in AI. And engineers don't have to”.*

*“It could be useful to give some AI classes for younger students so they know how to deal with it ... it can be useful to have these courses at school to learn about it more”.*

*“Society is fundamentally unprepared for the rapid changes brought about by AI”.*

## Conclusions

- AI came to stay in our daily lives
  - AI is a technology that in its design and development is so far removed from everyday life
  - A general believe that the population is not trained enough to understand and make decisions about AI
  - At the same time, it is considered necessary for citizens to make decisions and decide on the course of AI
- **Train citizens in the operation, potential and possible effects of AI**
- **Need teachings, courses and trainings in schools and higher education institutes to facilitate the use and adoption of AI for young people and future generations**

## Conclusions

- **Train citizens in the operation, potential and possible effects of AI**
- **Need teachings, courses and trainings in schools and higher education institutes to facilitate the use and adoption of AI for young people and future generations**
- This is indeed the **main goal** of the HEDY project
  - **Booklet** with the aim of rising consciousness of the problem(s) and the needs
  - **MOOC** with the aim of reaching higher education audience and show them the capability of AI, the opportunity our society has in this moment to change our environment to a better one but also the risks we are facing from different point of views
  - **Rootkit** with the aim of providing a set of supporting multimedia tools with the ability to have a more immediate and visual impact to the audience

# The Booklet

## Access to the Booklet

- Final version will be published in seven languages: EN, PT, HU, BL, ES, CAT, DE
- <https://lifeintheaiera.eu>
- Current version could be accessed by request (Google drive)
  - Send email to [davide.careglio@upc.edu](mailto:davide.careglio@upc.edu)



# The Booklet

## Some references

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# Life in the AI Era HEDY booklet

The Booklet

## Questions?

Presenter: Davide Careglio  
([davide.careglio@upc.edu](mailto:davide.careglio@upc.edu))

# First Multiplier Event



## Agenda

09:30-09:45	Registration
09:50-10:00	Welcome
10:10-10:15	HEDY project overview
10:15-10:45	<b>Keynote speech</b> <i>The Old and the New in AI</i> <i>An interdisciplinary approach to technologies for the common good</i> <b>Dra. Núria Vallès-Peris</b>
10:50-11:15	Coffee break + Networking
11:20-12:00	<b>The Booklet</b> <i>An analysis of the impact of AI in our society</i> <b>Davide Careglio</b>
12:10-13:00	Practice network & discussion
13:00-13:15	Event evaluation
13:20-13:30	Conclusions