

Advanced 1- 6 big ethical questions about the future of AI

Class objective: I will be able to understand the concept and learn new vocabulary and answer related questions.

Concept A: Audio for the ted talk:

[6 big ethical questions about the future of AI](#)

Concept B: Transcript:

Students will read the paragraphs and understand it.

00:04

Let me tell you a story about artificial intelligence. There's a building in Sydney at 1 Bligh Street. It houses lots of government apartments and busy people. From the outside, it looks like something out of American science fiction: all gleaming glass and curved lines, and a piece of orange sculpture. On the inside, it has excellent coffee on the ground floor and my favorite lifts in Sydney. They're beautiful; they look almost alive. And it turns out I'm fascinated with lifts. For lots of reasons. But because lifts are one of the places you can see the future.

00:38

In the 21st century, lifts are interesting because they're one of the first places that AI will touch you without you even knowing it happened. In many buildings all around the world, the lifts are running a set of algorithms. A form of proto artificial intelligence. That means before you even walk up to the lift to press the button, it's anticipated you being there. It's already rearranging all the carriages. Always going down, to save energy, and to know where the traffic is going to be. By the time you've actually pressed the button, you're already part of an entire system that's making sense of people and the environment and the building and the built world.

01:16

I know when we talk about AI, we often talk about a world of robots. It's easy for our imaginations to be occupied with science fiction, well, over the last 100 years. I say AI and you think "The Terminator." Somewhere, for us, making the connection between AI and the built world, that's a harder story to tell. But the reality is AI is already everywhere around us. And in many places. It's in buildings and in systems. More than 200 years of industrialization suggest that AI will find its way to systems-level scale relatively easily. After all, one telling of that history suggests that all you have to do is find a technology, achieve scale and revolution will follow.

01:59

The story of mechanization, automation and digitization all point to the role of technology and its importance. Those stories of technological transformation make scale seem, well, normal. Or expected. And stable. And sometimes even predictable. But it also puts the focus squarely on technology and technology change. But I believe that scaling a technology and building a system requires something more.

1. **Introduction**

2. **Background**

3. **Method**

- 1. **Study Design**
- 2. **Participants**
- 3. **Intervention**

4. **Results**

- 1. **Primary Outcome**
- 2. **Secondary Outcome**
- 3. **Subgroup Analysis**

5. **Conclusion**

- 1. **Summary**

6. **References**

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8. **Supplementary Materials**

9. **Footnote**

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This document describes the structure and content of the course.

2. **Objectives**

- 1. Understand the basic concepts of the course.
- 2. Apply the concepts to solve problems.
- 3. Develop the ability to work independently.

3. **Structure**

- 1. The course is divided into three main parts: theory, practice, and evaluation.
- 2. The theory part covers the basic concepts and principles of the course.
- 3. The practice part involves solving problems and working on projects.
- 4. The evaluation part consists of a final exam and a portfolio of work.

4. **Assessment**

- 1. The assessment is based on the final exam and the portfolio of work.

5. **Conclusion**

This document provides a summary of the course.

The course is designed to provide a comprehensive understanding of the subject.

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