

# How to Make an Ethical Decision



Voice over: In this video we are going to run through ethical decision making, and the concepts involved. At the same time we are going to look at an actual dilemma and work out how we might reach a decision.

Ethical dilemmas arise when a difficult problem cannot be solved in a way that will satisfy everyone who is involved. A dilemma might occur when a situation arises that involves a choice between equally unsatisfactory alternatives.

# State the problem

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Voice over:

Step 1 is to state the problem

Imagine your school has decided to continue introducing AI systems into the school.

It is already being used to gather data within the learning management system to present predictive and data-driven performance dash boards to teachers and school leaders, to spot potential student drop out, or failure.

The next logical step is to use AI to grade essays and detect plagiarism.

And then for online proctoring during exams to detect cheating.

With the new video and recording technology that has been put into all the classrooms, due to Covid19, the school now has the capacity to integrate facial recognition technology into classrooms to monitor the 'mood' and 'engagement' of students.

# Check the facts

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Voice over:

Get the story straight – gather relevant data.

What is being proposed? Has it been tested? What are the boundaries?

*So in this case we might want to think about why the school are considering doing this, is it a question of cost, removing bias or something else entirely....*

# Who are the stakeholders?

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Voice over:

Stakeholders are all the people involved in the issue. Who do you think are the stakeholders involved in this issue?

The administration of the school

The teachers

The students

The state education board

Anyone else?

# Who are the decision makers?

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Voice over:

Identify who has the power and control in the situation.

Some of the stakeholders might also be the decision makers which is the case here as some of the administration board will also be teachers.

The second set decision makers are likely to be the state education board.

# Who benefits?

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Voice Over: Next you will want to think about who benefits from changing the status quo?

It is handy for the school to spot people who are in risk of failing early – so measures can be put in place to help.

It's great for the teachers to have less marking. And not having to look for signs of cheating and plagiarism. No more second guessing.

Students will no longer have to worry about teachers being biased against them.

# Who is impacted?

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Voice over:

The teachers

The students

# What are the risks?

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Voice over:

Is AI actually unbiased, or does it contain the biases of the programmers?

How do you feel about someone always watching over your every move in the classroom?

What happens if you are felt to be a disruptive element?

What happens if something private is caught on video?

How long are the recordings available and to whom?

Privac

Can you think of other elements



# Identify all the relevant factors (internal & external

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Voice over:

Are your human rights protected when Big Data is being harvested. Have you consented?

Did you read the fine print?

Is the storage and sharing of biometric data a threat to the human right to bodily integrity and is legally considered sensitive data.

# Develop a list of options

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Voice over:

Choice A

The school implements all the technology, and becomes a bastion of AI and Machine Learning, student drop out and success rates improve by 80% .

Choice B

The school feels that it's gone far enough with the LMS and decides to wait and see what happens in other schools.

Or Choice C somewhere in between.

# Test the options

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Voice over:

Now this is where we take the dilemma out of the issue and replace it with a large dose of reality.

# Harm Test

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Voice over:

Does implementing this option do less harm than the alternatives?

# Publicity test

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Voice over:

Would you want your choice of this option published in the newspapers?

# Defensibility test

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Voice over:

Could you defend your choice of this option before a professional committee or a committee of your peers (or for that matter your Mum)

# Reversibility test

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Voice over:

Would you still think this option was a good choice if you were adversely affected by it?

# Colleague test

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Voice over:

What do your colleagues say when you describe the problem and suggest this option to the solution? Do they run away screaming or do they rub their hands in glee.



# Professional test

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Voice over:

What might your profession's governing body for ethics say about this option?

# Organization test

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Voice over:

What does my school's ethics officer or legal counsel say about this?

# Verify task Completion.

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Voice over:

If you've gone through all the options, it should have become clearer which choice you should take.

# Future Proof



Voice over:

What can you do to make it less likely that you would have to make any such decision again?

Are there any cautions you can take away as an individual or establishment?

Is there any way to have more support next time?

Is there any way to change the organization - by creating policy or selecting people to deal with this issue within the organization?